

Hopewell High School Hopewell, Virginia

Home of the Hopewell High School Blue Devils



PROGRAM OF STUDIES 2010-2011

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INTRODUCTION

On behalf of the faculty and staff of Hopewell High School, we welcome you. We hope that as a student at Hopewell High, you will take advantage of the academic and extra curricular opportunities available to you. We enjoy thriving academics and activities which have continued since 1915. We believe that our faculty and staff, the students and parents, and the community and civic leaders are all important stakeholders. Each contributes to the success of our school and our students. As a student you are fortunate to learn from a staff that is committed to providing excellent educational experiences for all students. You will be challenged to excel everyday. We will expect a lot of you, and we will support you in every way to achieve your success.

This Program of Studies contains important information regarding graduation requirements, policies, and procedures. Please review this information and use this as a guide to help you develop your personal plan for success. We hope this booklet will assist you in meeting your educational aspirations. Best wishes for a successful year.

C.W. Fletcher, Principal
Jan D. Butterworth, Assistant Principal
Carla Fizer, Assistant Principal
Natalie White, Assistant Principal
Katina Moss, Administrative Intern

ALMA MATER

**In the heart of Hopewell City
Wonderful for you,
Is our dear old Alma Mater
Of the Gold and Blue.
Open your heart to hear her praises,
And you'll never fail.
Hail to thee, our Alma Mater
Hopewell High School, Hail!**

**In the hearts of those who love you,
Mem-o-ries shine thru
Of our dear old Alma Mater
Of the Gold and Blue.
Ever to thee we'll sing our praises
As the years roll by
Hail to thee, our Alma Mater
Hopewell High School, Hail!**

Mary Winston Gilliam, 1929

This handbook is subject to change pending revisions in state, local, and school-based policies.

ACADEMIC POLICIES AND PROCEDURES

Registration Guidelines

STEP 1

Students meet by small grade level groups to receive Program of Studies booklet. Teachers and counselors describe various course offerings, requirements for graduation, and other necessary information.

STEP 2

Students take Program of Studies booklet home and discuss with parents a tentative class schedule for the next year.

STEP 3

Students and parents meet individually with their assigned counselors to formulate a course of studies based on student interest, achievement, career intent, and teacher and parental recommendations.

STEP 4

The final course selection sheet is approved and signed by parents. **Note: The student schedule will be provided only after the signed course selection sheet is returned.**

Admission of Ninth Grade Students

Students entering the ninth grade at Hopewell High School must be promoted by their eighth grade principal and meet all requirements as set forth in the Standards for Accrediting Public Schools in Virginia. All records must be presented to the Guidance Department Chairperson before enrolling.

New/Transfer Students

Students entering Hopewell High School as new students or transfers are required to be accompanied by their parent(s) or legal guardians and must provide documentation of their status. Enrollees are required to provide the following:

1. Complete records of immunization or an appointment card that indicates dates of immunization to be given by a physician or the Health Department. Students transferring from out of state must have complete immunization records at time of registration.
2. Proof of residency.
3. Transcript of grades.
4. Address of previous school is needed to request records.
5. Discipline records must be provided before a transfer student may enroll.
6. Birth certificate.

7. Transfer forms, withdrawal forms, or report cards may be used for scheduling. Counselors will telephone the previous school to verify subjects, grades and/or placement when necessary.
8. The following forms are required to be completed for registration and are included in the registration packet:
 - a. High school registration form.
 - b. Emergency procedure card.
 - c. Registration information.
 - d. Release-of-information letter.
 - e. Disciplinary document
 - f. School entrance health information form.
 - g. Personal data record.

Questions pertaining to registration of students should be referred to the Guidance Department Chairperson.

Access Statement

Hopewell High School does not discriminate for employment and student programs on the basis of race, sex, national origin, religion, color, age, or condition of handicap. All educational programs are operated on a non-discriminatory basis.

VHSL Eligibility Policy and NCAA Academic Requirements

Students who wish to participate in any Virginia High School League sponsored activity (athletics, cheerleading, and others) must meet current VHSL requirements mandating successful completion of three credits in the previous semester and be enrolled in at least three subjects during the current semester. Students must be enrolled in standard or advanced level courses in order to meet NCAA athletic requirements. Students are encouraged to discuss NCAA requirements with their guidance counselors.

Hopewell High School Extra Curricular Eligibility Policy

School board policy requires that a student have a 2.0 semester GPA in order to participate in extracurricular activities. If a student has lower than the necessary 2.0 GPA, he/she will be eligible to participate in these activities (sports, clubs, etc.) if the student attends a tutoring program offered by the faculty at Hopewell High School.

School Lunch Program

Hopewell High School offers both the meal plan and the a la carte plan. A la carte items are individually priced. The meal plan prices are \$1 for breakfast and \$2 for lunch. For all purchases through the cafeteria line, students must enter the last four digits of their student numbers at the cash register. Students may purchase meals on a daily basis or by the week. Charging is not permitted.

Accreditation

Hopewell High School is accredited by The Virginia Department of Education and the Southern Association of Colleges and Schools.

Number of Subjects

Hopewell High School operates on a modified 4x4 block schedule. All students must sign up for a full schedule, which consists of eight periods. Students involved in a school sponsored work-study program may have early release. Students on the work-study program must be enrolled in two credit-bearing courses. Early release may be granted to certain seniors based on graduation requirements.

Textbooks

Hopewell High School does not charge for the use of textbooks or required instructional materials. Students will be expected to pay for the replacement cost of textbooks they damage or lose.

Scheduling

During scheduling, the counselor tries to ensure that students are prepared for further education and/or for the world of work. It is important that students are enrolled in courses that meet the diploma and verified credit requirements and help prepare them to meet their educational and occupational goals as well as work at their ability levels. Course selection and scheduling of classes will involve the counselors, parents, students, and teachers. Throughout the school year, counselors discuss the requirements of each grade level in order to receive a high school diploma. The counselors provide guidance activities through classes to discuss the Program of Studies. Following these group guidance activities, the counselors offer individual counseling sessions with each student and parent to discuss and review graduation plans, to complete the course selection form and the parental approval form, and to make appropriate decisions related to placement and achievement. The final course selections require parental approval. If the parent and/or student request assistance, the guidance counselors will schedule additional conferences to complete the scheduling process. The schedule for each special educational student is completed in accordance with IEP (Individualized Education Plan) goals and objectives.

Schedule Changes

Students will not be permitted to change schedules after school begins unless the guidance counselors identify a course conflict or error. Final course offerings will depend upon enrollment and available staffing. Should a course be deleted or a course conflict occur, a substitution will be made. Parents and students will be consulted regarding any changes.

Dropping a Course

Dropping a course requires the following:

- a. Unsatisfactory progress in the course or other extenuating circumstance
- b. Conference with a counselor
- c. Teacher recommendation

- d. Parental approval (parent/guardian will visit the school and confer with the teacher and counselor unless extenuating circumstances exist)
- e. Principal approval

If a course is dropped after the seventh (7) class meeting of the first nine weeks of a 4x4 course or after the seventh (7) class meeting of an even/odd modified block course, a grade of F (failing) is recorded on the scholastic record. A new subject may not be added after the first seven (7) class meetings of any class.

Based on teacher recommendation and principal approval, it may be possible for a student to move from one course level to another in the same subject area. For example: A student making A's in Standard English is moved to Advanced English. Grades from the first course are transferred to the second course.

Grading

Letter grades are earned.

A B C D F

N=Loss of credit due to excessive absences

Grade Level Classification

12th Grade

15 credits, or candidate for June graduation, and
Have passed 11th grade English.

11th Grade

10 credits and
Have passed 10th grade English.

10th Grade

5 credits and
Have passed 9th grade English.

9th Grade

4 or fewer credits.

Auditing

Auditing a course for no credit will not be permitted.

Repeating Courses

A class may be repeated for a higher grade when the student has received a grade of B, C, D, or F the first time the course was taken. All grades will appear on the student's transcript and will be used to determine GPA and rank in class. Credit toward graduation will be counted only one time for each course. The course must be repeated during the next academic year unless taken during summer school.

Summer School

Courses offered in summer school are based solely on enrollment and available staff. Seniors may take one new subject or two repeat subjects. Underclassmen may take one repeat course. Tuition will be required. Summer school usually begins one week after the close of the regular school year. Students should see a guidance counselor for specific information.

Access to Student Records

Any pupil eighteen years or older may gain access to his/her school records by contacting his/her guidance counselor. Students who are less than eighteen years of age need parents' or guardians' permission to review their records. Parents also have the right of access to these records. Scheduled appointments must be made by appropriate school officials within ten days of legitimate requests to review records. The principal or designee may be present.

Advanced Placement

Hopewell High School is a participant in the Advanced Placement (AP) Program, a program of college level courses and exams for secondary school students.

Weighting of Grades

The purpose of weighting grades is to ensure that students receive a point value for grades earned that is equal to the difficulty level of the course. The point value is then used in determining a student's grade point average (GPA). The following chart shows point values assigned to grades earned in advanced/AP level courses, AP Prep courses, and standard courses.

Grades	Advanced/AP	Advanced *	Standard
A	5	4.5	4
B	4	3.5	3
C	3	2.5	2
D	2	1.5	1
F	0	0.0	0

*Calculus, US History, Biology II, US Government, English 11 and English 12 are offered both as Advanced and AP. For all other courses, Advanced designates the same weight as AP.

Weighting of Grades Continued

In order to be considered for grade weighting, a course must meet the following requirements:

- a. Advanced Placement status, OR differentiated curriculum OR a course exceeding the requirements of a sequence for the Advanced Studies Diploma.
- b. Recommendation by the members of the department.
- c. Approval of the Principal.

Grade Weighting of Transfer Courses

Advanced courses will be grade weighted for transfer students under the following conditions:

1. The course in question is a course currently grade weighted at H.H.S.
2. The course must be denoted as advanced on the transcript by the sending school.
3. If the course is not offered at H.H.S., but is noted as an AP (Advanced Placement) course on the transcript from the sending school, it will be assigned grade weighting.
4. Grade weights assigned to transfer courses will be those used by Hopewell High School.
5. Approval of the Principal is required within ten days of enrollment.

Advanced Courses Grade Weighted

- Algebra II Advanced
- Biology I Advanced
- Biology II Advanced*
- Biology II AP
- Calculus Advanced*
- Calculus I and II AP
- Chemistry I Advanced
- Chemistry II AP
- Earth Science Advanced
- English 10 Advanced
- English 11 Advanced*
- English 11 AP
- English 12 Advanced*
- English 12 AP
- English 9 Advanced
- French IV&V
- Geometry Advanced
- Geospatial Tools & Technology (College course offered at HHS)
- Government Advanced*
- Government AP
- Latin IV & V
- Music Theory AP
- Physics
- Pre-Calculus
- Probability and Statistics
- Psychology (College course offered at HHS)
- Spanish IV & V
- U.S. History Advanced*
- U.S. History AP
- World History I, II Advanced

Note: Courses marked with an asterisk* are weighted as 4.5 for an A, 3.5 for a B, etc.

Criteria for Placement in Advanced or Advanced Placement Courses

1. Score of 400 or higher on SOL tests.
2. Recommendation from current teacher of related subject (within the same department).
3. Receiving a B or above as a final grade in the related subject the previous year.
4. Parent and/or student request.
5. 85th Percentile on standardized test.

Students who do not maintain a C or higher average in an advanced or AP class may not continue in the class.

Standard Courses

Note: Present offerings in this category include all courses offered except those classified as advanced.

Selection of Course Level

Certain courses require faculty and/or administrative approval. Students and parents will discover this information in the course descriptions. Questions concerning placement in a level of a class should be referred to the proper counselor. A conference may then be held with the teacher, parent, student, and counselor in order to improve communications with students and parents concerning school policies and recommendations.

Grade Point Average

Grade Point Average will be derived by assigning a number (from the weighting of grades chart) to each grade received in all credit courses in grades 9 through 12, divided by the total number of credits attempted. The GPA calculation will be carried to the fourth decimal place. Courses taken below the 9th grade will not be considered in determining GPA or class rank. Students enrolled in programs leading to a GED, Certificate of Completion, Special Diploma or Modified Standard Diploma will not receive a GPA.

A student's nine weeks GPA will appear on the report card. The cumulative GPA will appear and be updated at the end of each year. The GPA listed on the report is not an official GPA; it is intended only to assist students in determining overall progress in school. The only official GPA is that issued by the Guidance Department at the end of the second semester of the student's senior year.

Class Ranking

Rank in class shall be computed at the end of the student's junior year and recomputed at the end of the second semester of the student's senior year. Class rank is determined according to total quality points. In case of a tie, students will be ranked at the same level, but the next ranking will be lowered by the number of students who are tied. The following rules apply to class ranking:

- The numerical weight of all letter grades is determined by the number assigned from the weighting of grades chart.
- Pass (P)/Fail (F) courses will not be assigned quality points and will not be included in class ranking.
- Students enrolled in programs leading to a GED, Certificate of Completion, Special Diploma or Modified Standard Diploma will not be included in class rank.
- Whenever students below the 9th grade successfully complete 9th, 10th, 11th, or 12th grade subjects, credit shall be counted toward meeting the units required for graduation in grades 9-12 and shall not be included in determining the GPA or class rank.
- Summer school graduates will not be ranked until completion of summer school.
- In order to be considered for academic honors, a senior must be enrolled in the equivalent of at least six credit-bearing courses for the year.
- No more than eight courses per year may be included in the class rank calculation.
- If a student repeats a course, both grades will be used to calculate GPA and class rank.
- If a student chooses to repeat a course, he/she must repeat the course by the end of the next academic year. For example, a course failed in 2009-2010 must be repeated in 2010 - 2011.

Class Ranking of Transfer Students

All students graduating from Hopewell High School will be ranked; however, for purposes of academic honors, transfer students will be ranked under the following conditions:

1. The student must have attended Hopewell High School for three consecutive semesters and must have been enrolled at Hopewell High during the first fifteen days of the first semester of the school year. OR-
2. The student must have been enrolled at Hopewell High School for a total of six semesters AND be enrolled for the entire second semester of the senior year.

Academic Honors

All students will be ranked; however, only June graduates will qualify for academic honors. Seniors who rank first through tenth at the end of the second semester will be recognized as Honor Graduates. Effective for the ninth grade class in 2003 – 2004, the seniors with the **most quality points** will be honored as Valedictorian and Salutatorian, respectively. In the event of a tie, the students with the most quality points will be recognized equally. A student who has two cheating infractions during the freshman year or one infraction during grades 10 – 12 will **NOT** be recognized as an honor graduate.

Academic Letter

Any senior who maintains a 3.5 average for 3 of the first 4 grading periods or any under-classman who maintains a 3.5 average for 4 of 4 grading periods will earn the academic letter. In order to qualify for the academic letter, a student must be enrolled in the equivalent of four

credit-bearing courses. Academic letters will be presented to students in an awards assembly during the school year.

High School/College Program (Dual Enrollment)

Hopewell High School students shall have the opportunity for beginning postsecondary education (academic or vocational) prior to high school graduation. Whenever possible, students will be encouraged and afforded opportunities to take college courses for high school graduation and college degree credit simultaneously under the following conditions:

- Prior written approval of the high school principal has been obtained.
- The college must accept the student for admission to the course(s).
- The course must be given by the college for degree credit (Hence, no remedial courses will be acceptable.)
- Six semester hours equal one high school credit; no less than one-half of a high school credit, or three semester hours, will be accepted per course. Credits for other courses will be evaluated on an individual basis.
- To receive grade weighting, prior permission of the principal is required.
- Dual enrollment courses will count in GPA and class rank.
- Students must submit the completed dual enrollment form.

In order to qualify for academic honors, the student in the dual enrollment program must:

- Receive prior approval from the high school principal.
- Be enrolled on a full-time basis, which is defined as:
 - Taking four courses for the year at Hopewell High School (Work-Study students must be enrolled in at least two courses per semester at Hopewell High School) or
 - Taking at least 12 semester hours at a college or
 - A combination of 1 and 2 above, which must be approved in advance by the high school principal.

Virginia Standards of Learning (SOL) Assessments

Students in grades 9 – 12 are required by the Virginia Board of Education to participate in the SOL end-of-course tests in Reading, (Grade 11 only), Writing (Grade 11 Only), Earth Science, Biology, Chemistry, Algebra I, Algebra II, Geometry, World History I, World History II and United States History. Students are required to earn verified units of credit by passing SOL tests in order to graduate from high school in Virginia. The faculty of Hopewell High School devotes significant effort to ensure that our students have every opportunity to pass the SOL Tests. Curriculum maps listing specific objectives and when they will be taught are sent home with students each fall. The Hopewell Public School Administration will host several informational meetings each year for students and parents to learn about the SOL program.

Note: Students who fail one or more SOL tests may be encouraged to attend a remediation program to include SOL summer school or SOL tutoring.

GRADUATION REQUIREMENTS

Class of 2011-2013

The following information from the Virginia Department of Education defines graduation requirements.

Standard Diploma

To graduate with a Standard Diploma, students 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. The table below displays the minimum course and credit requirements for a Standard Diploma.

Standard Diploma Course Requirements (8 VAC 20-131-50.B)			
Discipline Area	Standard Credits Effective with ninth graders in 1998-99	Verified Credits - Effective for Ninth Graders in . . .	
		2000-01 through 2002-03	2003-04 and beyond
English	4	2	2
Mathematics [Note 1]	3		1
Laboratory Science [Notes 2 & 6]	3		1
History and Social Sciences [Notes 3 & 6]	3		1
Health and Physical Education	2		
Fine Arts or Career & Technical Education	1		
Electives [Note 4]	6		
Student Selected Test [Note 5]		4	1
Total	22	6	6

Please note: Your school counselor can tell you which courses are offered by your school to fulfill the requirements for a Standard Diploma.

NOTE 1: Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry. The Board may approve additional courses to satisfy this requirement.

NOTE 2: Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. The Board may approve additional courses to satisfy this requirement.

NOTE 3: 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 may approve additional 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: A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education 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 or 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.

Sequential Electives

Beginning with the graduating class of 2003, at least two sequential electives are required for the Standard Diploma. See Superintendent's Memorandum, Interpretive, No. 3, May 25, 2001 and Guidelines Governing Sequential Electives - Approved by the Board on February 5, 2002 – Attachment A to Superintendent's Memorandum, Interpretive, No. 1, March 8, 2002.

- 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.
- For career and technical education electives, check with the Office of Career and Technical Education at (804) 225-2051.
- 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.

Advanced Studies Diploma

To earn an Advanced Studies Diploma, students must earn at least 24 standard units of credit and at least nine verified units of credit. The table below displays the course and credit requirements for an Advanced Studies Diploma.

Advanced Studies Diploma Course Requirements (8 VAC 20-131-50.C)			Please note: Your school counselor can tell you which courses are offered by your school to fulfill the requirements for an Advanced Studies Diploma.
Discipline Area	Standard Credits Effective with ninth graders in 1998-99 and later	Verified Credits Effective with ninth graders in 2000-01 and later	
English	4	2	
Mathematics [Note 1]	4	2	
Laboratory Science [Note 2]	4	2	
History and Social Sciences [Note 3]	4	2	
Foreign Languages [Note 4]	3		
Health and Physical Education	2		
Fine Arts or Career & Technical Education	1		
Electives	2		
Student Selected Test [Note 5]		1	
Total	24	9	

NOTE 1: Courses completed to satisfy this requirement shall be at or above the level of algebra and 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 may approve additional courses to satisfy this requirement.

NOTE 2: 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 or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board may approve additional courses to satisfy this requirement.

NOTE 3: 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 of two languages.

NOTE 5: A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

Modified Standard Diploma (8 VAC 20-131-50.D)

- Intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma
- Eligibility and participation in the program determined by the student's IEP team and the student, when appropriate
- Decisions of eligibility and participation may be made at any point after the student's eighth- grade year
- Must have written consent from parent/guardian for a student to choose this diploma program
- The student must:
 - be allowed to pursue a Standard or Advanced Studies Diploma at any time throughout his or her high school career
 - not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma
 - pass literacy and numeracy competency assessments as prescribed by the Board
 - For students who entered the ninth grade prior to 2000-01, the literacy and numeracy competency assessments were the reading and mathematics subtests of the LPT.
 - For students who entered the ninth grade in 2000-01 and beyond, the literacy and numeracy competency assessments are the eighth-grade English Reading test and the eighth-grade Mathematics SOL test (Board action – November 30, 2000).
 - The Board has approved the use of end-of-course assessments as substitute assessments for the literacy and numeracy competency requirement. In addition, students pursuing the Modified Standard Diploma shall have opportunities for expedited retest on the 8 th grade tests. For complete information, refer to Superintendent's Memorandum, Informational, No. 30, March 7, 2003, found at <http://www.doe.virginia.gov/VDOE/suptsmemos/2003/inf030.html>.
 - The Board also approved four additional substitute assessments to satisfy the literacy and numeracy requirements for students pursuing a Modified Standard Diploma. Please refer to Superintendent's Memorandum, Informational, No. 53, March 5, 2004, found at <http://www.doe.virginia.gov/VDOE/suptsmemos/2004/inf053.html>.

Modified Standard Diploma Credit and Course Requirements	
Discipline Area	Standard Credits
English	4
Mathematics [Note 1]	3
Science [Note 2]	2
History and Social Science [Note 3]	2
Health and Physical Education	2
Fine or Practical Arts	1
Electives [Note 4]	6
Total	20

NOTE 1: Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and statistics in courses that have been approved by the Board.

NOTE 2: Courses complete shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.

NOTE 3: Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.

NOTE 4: Courses to satisfy this requirement shall include a least two sequential electives in the same manner required for the Standard Diploma.

Class of 2014 and Beyond

Standard Diploma: Minimum Course & Credit Requirements

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

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

Courses Approved for the Standard, Standard Technical, Advanced Studies, and Advanced Technical Diplomas – Effective with Ninth-Grade Class of 2010-2011

Standard Diploma Course Requirements (8 VAC 20-131-50.B)				
Discipline Area	Standard Credits Effective with ninth grade classes of 2003-04 through 2009-2010	Standard Credits Revised Standard Diploma Effective with ninth graders 2010-2011	Verified Credits - Effective for ninth graders:	
			2000-01 through 2002-03	2003-04 and beyond
English	4	4	2	2
Mathematics [Note 1]	3	3		1
Laboratory Science [Notes 2 & 6]	3	3		1
History & Social Sciences [Notes 3 & 6]	3	3		1
Health & Physical Education	2	2		
Fine Arts or Career & Technical Education	1			
Foreign Language, Fine Arts, or Career & Technical Education		2		

Economics and Personal Finance		1		
Electives [Note 4]	6	4		
Student Selected Test [Note 5]			4	1
Total	22	22	6	6

NOTE 1: Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry. The Board may approve additional courses to satisfy this requirement.

NOTE 2: Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. The Board may approve additional courses to satisfy this requirement.

NOTE 3: 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 may approve additional 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: A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education 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 or 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.

Electives

- **Sequential Electives** – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved Guidelines for Sequential Electives for the Standard and Modified Standard Diploma.
- 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.
- For career and technical education electives, check with the Office of Career and Technical Education at (804) 225-2051 (804) 225-2051 .
- 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, Advanced Studies, and Modified Standard 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 the requirement of a unit of credit in Fine Arts or Career and Technical Education for the Standard, Advanced Studies, and Modified Standard Diplomas.

Advanced Studies Diploma: Minimum Course & Credit Requirements

To graduate with an Advanced Studies Diploma, a student must earn at least 24 standard units of credit and at least nine verified units of credit. The school counselor can advise on available courses to fulfill the requirements for an Advanced Studies Diploma.

Please note: Your school counselor can tell you which courses are offered by your school to fulfill the requirements for an Advanced Studies Diploma.

Courses Approved for the Standard, Standard Technical, Advanced Studies, and Advanced Technical Diplomas – Effective with Ninth-Grade Class of 2010-2011

Advanced Studies Diploma Course Requirements (8 VAC 20-131-50.C)			
Discipline Area	Standard Credits Effective with ninth grade classes of 2003-04 through 2009-2010	Standard Credits Revised Advanced Studies Diploma Effective with ninth graders in 2010-2011	Verified Credits - Effective with ninth graders in 2000-01 and later
English	4	4	2
Mathematics [Note 1]	4	4	2
Laboratory Science [Note 2]	4	4	2
History & Social Sciences [Note 3]	4	4	2
Foreign Languages [Note 4]	3	3	
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1	1	
Economics and Personal Finance		1	

Electives	2	3	
Student Selected Test [Note 5]			1
Total	24	26	9

NOTE 1: Courses completed to satisfy this requirement shall be at or above the level of algebra and 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 may approve additional courses to satisfy this requirement.

NOTE 2: 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 or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board may approve additional courses to satisfy this requirement.

NOTE 3: 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 of two languages.

NOTE 5: A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

Electives

- **Fine Arts and Career and Technical Education** – The Standard, Advanced Studies, and Modified Standard 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 the requirement of a unit of credit in Fine Arts or Career and Technical Education for the Standard, Advanced Studies, and Modified Standard Diplomas.
- **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.

Modified Standard Diploma: Minimum Course & Credit Requirements

The Modified Standard Diploma is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the program are determined by the student's IEP team and the student, when appropriate. Decisions of eligibility and participation may be made at any point after the student's eighth grade year. Written consent from parent/guardian must be obtained for a student to choose this diploma program.

The student must:

- be allowed to pursue a Standard or Advanced Studies Diploma at any time throughout his or her high school career;
- not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma; and
- pass literacy and numeracy competency assessments as prescribed by the Board:
- For students who entered the ninth grade prior to 2000-01, the literacy and numeracy competency assessments were the reading and mathematics subtests of the LPT.
- For students who entered the ninth grade in 2000-01 and beyond, the literacy and numeracy competency assessments are the eighth-grade English Reading test and the eighth-grade Mathematics SOL test (Board action – November 30, 2000).
- The Board also approved four additional substitute assessments to satisfy the literacy and numeracy requirements for students pursuing a Modified Standard Diploma.
- Substitute Numeracy and Literacy Tests for the Modified Standard Diploma
Superintendent's Memo – Informational #53, March 5, 2004

Courses Approved for the Standard, Standard Technical, Advanced Studies, and Advanced Technical Diplomas – Effective with Ninth-Grade Class of 2010-2011

Modified Standard Diploma Course Requirements (8 VAC 20-131-50.D)	
Discipline Area	Standard Credits
English	4
Mathematics [Note 1]	3
Laboratory Science [Note 2]	2
History & Social Sciences [Note 3]	2
Health & Physical Education	2
Fine Arts or Career & Technical Education	1
Electives [Note 4]	6
Total	20

NOTE 1: Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance and statistics in courses that have been approved by the Board.

NOTE 2: Courses complete shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.

NOTE 3: Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.

NOTE 4: Courses to satisfy this requirement shall include a least two sequential electives in the same manner required for the Standard Diploma.

Electives

- **Sequential Electives** – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved Guidelines for Sequential Electives for the Standard and Modified Standard Diploma.
- 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.
- For career and technical education electives, check with the Office of Career and Technical Education at (804) 225-2051 (804) 225-2051 .
- 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, Advanced Studies, and Modified Standard 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 the requirement of a unit of credit in Fine Arts or Career and Technical Education for the Standard, Advanced Studies, and Modified Standard Diplomas.

Standard Technical Diploma

Beginning with the ninth-grade class of 2010-2011 and beyond, a student may earn a Standard Technical Diploma. Specific information on the requirements is available in paragraph C of 8VAC 20-131-50.

Standard Technical Diploma Course Requirements (8 VAC 20-131-50.)		
Discipline Area	Standard Credits – Standard Technical Diploma	Verified Credits
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History & Social Science	3	1
Health & Physical Education	2	
Fine Arts or Foreign Language	1	
Economics and Personal Finance	1	
CTE	4	
Electives	1	
Student Selected		1
Total	22	6

Advanced Technical Diploma

Beginning with the ninth-grade class of 2010-2011 and beyond. Specific information on the requirements is available in paragraph E of 8VAC 20-131-50.

Advanced Technical Diploma Course Requirements (8 VAC 20-131-50.)		
Discipline Area	Standard Units – Advanced Technical Diploma	Verified Credits
English	4	2
Mathematics	4	2
Laboratory Science	4	2
History & Social Science	4	2
Health & Physical Education	2	
Foreign Language	3	
Fine Arts or CTE	1	
Economics and Personal Finance	1	
CTE	3	
Electives		
Student Selected		1
Total	26	9

Diploma Seals

Students who complete the requirements for a Standard Diploma and maintain a cumulative “A” average will be awarded the Board of Education Seal.

Students who complete the requirements for an Advanced Studies Diploma, maintain a cumulative “B” average and complete at least one AP course will be awarded the Governor’s Seal.

Students who earn a Standard or Advanced Studies Diploma AND complete a career or technical education program with a “B” average OR pass an examination that confers certification from a recognized industry, trade or professional organization in a technical area OR acquire a professional license from the Commonwealth of Virginia in a career or technical area will be awarded the Career and Technical Education Seal

Students who earn a Standard or Advanced Studies Diploma AND Satisfy all math requirements for the Advanced Studies Diploma with a “B” average AND pass a career and technical education examination that confers certification from a recognized industry, trade or profession OR acquire a professional license in a career and technical field from the Commonwealth of Virginia OR pass an examination approved by the Virginia Board of Education that confers college-level credit in a technology or computer science area will be awarded the Advanced Math and Technology Seal.

GED Certificate

Students who successfully complete the State of Virginia GED Test and the other requirements of the ISAEP program will receive a certificate from Hopewell High School indicating the date of completion of the ISAEP program.

COURSE DESCRIPTIONS

ENGLISH

The study of language arts in the Hopewell School system emphasizes the development of correct and coherent communication skills. A command of the English language is essential for success and mobility in American society. Of equal importance is the development of literary appreciation and understanding. Through reading students should develop an awareness of our American literary heritage and of contributions made by major world authors. Furthermore, all English classes provide students with opportunities to develop skills in critical thinking and to grow in understanding themselves and others. All courses are designed to prepare students for the successful completion of the Standards of Learning writing and reading assessments.

GOALS:

1. Students will be able to express themselves in oral and written form.
2. Students will be able to reason and solve problems.
3. Students will be able to comprehend various types of materials.
4. Students will be able to understand that the arts increase one's understanding of self and others in addition to being sources of enjoyment.

REQUIRED COURSES

Required courses in English are taught on standard and advanced levels of study. Inquiries about differing levels of instruction should be made to a student's guidance counselor. Students must pass each required course in the proper sequence prior to proceeding to the next level. Two required English courses cannot be taken simultaneously.

ENGLISH 9

1 Credit

English 9 follows the English Standards of Learning Curriculum Framework. Emphasis is placed on composition through paragraph development. Usage and mechanics are taught to enhance students' verbal and written communication skills. The research process and library skills are also taught. Students are given a variety of literature experience focusing on the different genres: the short story, drama, poetry, and the novel.

ENGLISH 10

1 Credit

English 10 follows the English Standards of Learning Curriculum Framework. Emphasis will be placed on the structure of the essay. Students will write expository and literary essays. The usage and mechanics skills stress the classification and punctuation of phrases and clauses. In literature, importance is placed on the specific genres of the short story, drama, novel, and poetry. The research process is also taught in this class.

ENGLISH 11

1 Credit

English 11 follows the English Standards of Learning Curriculum Framework. Students will use a variety of oral communication skills. They will read a variety of literary genres and informational texts

to identify the prevalent themes in American literature. In addition, they will continue to develop reading comprehension skills and apply those skills in all other content areas. Students will also write in a variety of forms with an emphasis on persuasive essays and professional correspondence.

AP ENGLISH LANGUAGE AND COMPOSITION (GRADE 11)

1 Credit

The AP English Language and Composition course is designed to be equivalent to the introductory year of college composition course work. Students are to become skilled readers of prose written in a variety of disciplines and rhetorical contexts and to become skilled writers who compose for a variety of purposes, aware of the interactions among a writer's purposes, audience expectations, and subjects. Emphasis will be on the development of research skills which will enable students to evaluate, use, and cite sources (CollegeBoard AP 36).

Prerequisites: Grade of A or B in English 10

ENGLISH 12

1 Credit

English 12 focuses on the writing of a research paper, a formal literary analysis of poetry and drama, and a survey of British and Western literature. Grammar study focuses on mechanics and usage related to writing the research paper. Emphasis is placed on research and analysis.

AP ENGLISH LITERATURE AND COMPOSITION (Grade 12)

1 Credit

The AP course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

ELECTIVE COURSES

PHOTOJOURNALISM I (Grades 10-12)

1 Credit

The purpose of this class is the production of the yearbook. The curriculum encompasses all topics needed to plan, design, and produce a successful yearbook. The topics include the anatomy of a yearbook, planning a yearbook, business-related responsibilities of the staff, theme development, coverage and content, layout and design using a desktop publishing program, copy writing, interviewing, caption and headline writing, proofreading and editing, photography and legal issues of yearbook production. Students will be evaluated both on mastery of page design and the amount and quality of actual yearbook production completed. **Prerequisite: Selection is subject to teacher's approval. SEE NOTE BELOW.**

PHOTOJOURNALISM II (Grades 11-12)

1 Credit

This class is a continuation of activities from Photojournalism I. Emphasis will be on editing a publication, advanced design, and desktop publishing. **Prerequisite: Photojournalism I SEE NOTE BELOW.**

PHOTOJOURNALISM III, IV (Grades 11-12)**1 Credit**

This class is a continuation of activities from Photojournalism II. Emphasis will be on management of a publication. **Prerequisite: Photojournalism II.**

NOTE: Students will be required to attend extra-curricular events and yearbook staff meetings and to complete production work after regular school hours when necessary. Students will be expected to sell ads as part of the yearbook production. Non-compliance with yearbook duties and sales may result in failure of the course.

CREATIVE WRITING (Grades 10-12)**1 Credit**

For students who want to write, Creative Writing will offer them an opportunity to learn the craft. Students will learn the major poetry types by reading and writing them. The study of prose will include character development, vignettes, and short stories. Students taking this course must understand from the outset that this class is writing intensive, and that they are to contribute their works and time to the publishing of the literary magazine *Paragon*.

ORAL COMMUNICATION (Or Interpersonal Communication)**1 Credit**

Relationships are important to all of us. What makes some work well and others fail miserably? Self-esteem, nonverbal communication, and verbal communication all play major roles in successful interpersonal relationships. Not only is effective person-to-person communication important, but also person-to-group, whether small or large, is important to our success in the workplace and as leaders in our community. **Prerequisite: English 9**

LITERATURE WITHOUT BORDERS**1 Credit**

Works of Asia, Africa and South America In the course of a normal high school degree, students are seldom exposed to the works of Asia, South American and Africa. This course will examine major writers and a sampling of genres from each country. Works may include *One Hundred Years of Solitude* by Gabriel Garcia Marquez, *Blood Wedding* by Federico Garcia Lorca, Haiku by Issa, Basho and Buson, *Things Fall Apart* by Chinua Achebe, poetry by Pablo Neruda, and *Waiting* by Ha Jin. **Prerequisite: English 9 and 10**

DEVELOPMENTAL READING**1 Credit**

Students complete reading assessments to determine strategies needed for improved reading comprehension. Various genres are used for practice, and electronic programs are used for individualized needs. Students participate in individual and group projects that include reading, writing, and research.

MATHEMATICS

ALGEBRA I, PART ONE (Grade 9)

1 Credit

Algebra I, Part One represents the first part of a comprehensive program in first-year algebra. This is the first foundation course of a two-year program in Algebra I. It is for students who need more time to master basic math skills and/or have difficulty with abstraction. The content includes Standards of Learning in Algebra I relating to the equations and inequalities, statistics, and relations and functions. Students will be actively engaged, using various strategies and materials. This approach will help the student to attach realistic meaning to the abstract concepts of Algebra. Students pursuing the Standard Diploma will receive a mathematics credit for Part One.

ALGEBRA I, PART TWO (Grade 10)

1 Credit

Algebra I, Part Two represents the second part of a comprehensive program in first – year algebra. Algebra I Part One and Part Two are designed to be studied over a period of two years, covering Algebra One at a slower pace. This course is designed for students who have successfully completed Algebra I Part One. This content includes Standards of Learning in Algebra I including equations and inequalities, expressions and operations, relations and functions, and statistics. This course will bring closure to the Algebra I course of study and prepare the students to take the SOL end of course assessment. The Algebra I Part Two credit counts as a math credit.

ALGEBRA I (Grades 9-12)

1 Credit

Algebra I is a thorough study of the real number system and its subsystems. This course is designed for students who have successfully completed mathematics in middle school.

ALGEBRA, FUNCTIONS, AND DATA ANALYSIS (Grades 11-12)

1 Credit

This course is for the student who has successfully completed the standards in Algebra I and Geometry but is not quite ready to go on to Algebra II. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations. Through the investigation of mathematical models and interpretation/analysis of data from real life situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. Students use the language and symbols of mathematics in representations and communication in the course. **Prerequisite: Algebra I and Geometry or recommendation of teacher.**

GEOMETRY (Grades 9-12)

1 Credit

This course introduces elementary concepts of geometry, stresses understanding the nature of deductive proof, and clarifies the roles of undefined terms, definitions, and statement.

Prerequisite: Algebra I.

GEOMETRY- ADVANCED (Grades 9-10)**1 Credit**

This course is designed for the advanced mathematics student. The course begins with an introduction to the basic concepts of geometry. The students study the nature of deductive proof and coordinate and space geometry. Students are encouraged to attempt more difficult skills and concepts. **Prerequisite: Algebra I.**

ALGEBRA II (Grades 9-12)**1 Credit**

This course is a study of exponents and radicals, enabling the student to use the four fundamental operations with polynomials and an introduction to coordinate geometry. It is a study of relations and functions which lead to an understanding of linear and quadratic equations, inequalities, and logarithmic functions. **Prerequisite: Algebra I, Geometry.**

ALGEBRA II- ADVANCED (Grades 9-12)**1 Credit**

This course is designed for the student who expects to continue in the traditional advanced sequence. The study of elements and operations is developed completely. The number system is extended. It includes a study of linear, quadratic, exponential, and logarithmic functions.

Prerequisite: Algebra I, Geometry.

PROBABILITY & STATISTICS (Grades 11-12)**1 Credit**

In this course, numerical methods of analyzing data will be discussed. Topics of study will include statistical distributions, probability, linear correlation, analysis of variance and hypothesis testing. It also includes an introduction to contemporary mathematics with an emphasis on applications centered on the topics of management science, social sciences, and measurement theory.

Prerequisite: Algebra II.

ALGEBRA/TRIGONOMETRY (Grades 10-12)**1 Credit**

This course is designed for students who have a strong background in Geometry and Algebra II. Its purpose is to prepare students for pre-calculus. Topics include functions and graphs, factoring, radicals and complex numbers, polynomials and linear functions. The course also includes an introduction to the trigonometric as well as exponential and logarithmic functions.

Prerequisite: Algebra II

COMPUTER MATHEMATICS (Grades 10-12)**1 Credit**

Computer Mathematics is a study of the history of computers, microcomputer literacy, and programming in the "C" language. By applying logical thought processes, students will solve math problems at their individual course level. The course requires math skills between the levels of algebra and geometry. **Prerequisite: Algebra I.**

COMPUTER SCIENCE (Grades 11-12)**1 Credit**

This course is a Computer Science course covering programming methodology, algorithms and data structures. This class develops a student's ability to program well. "C" is the primary language used. Students need very strong problem solving skills and competence in written communications.

Prerequisite: Computer Mathematics.

PRECALCULUS (Grades 11 – 12)**1 Credit**

This is a one-year course designed for those students who have demonstrated success in Advanced Geometry and Advanced Algebra II. It is a thorough development of the properties of polynomial, rational, exponential, logarithmic and trigonometric (circular) functions and their graphs.

Prerequisite: Algebra II

ADVANCED CALCULUS**1 Credit**

This course is designed for students who want to learn the concepts of Calculus but do not want to take the AP Test. The content is similar to that of Calculus I Advanced Placement, but the pace is slower and some of the topics are studied in less depth. Topics covered are Limits, Derivatives, Integrals, and their applications. **Prerequisite: Precalculus**

CALCULUS I ADVANCED PLACEMENT**1 Credit**

This course is designed for students who have a thorough knowledge of college preparatory algebra, geometry, and trigonometry, as well as and introductory knowledge of elementary functions. The concepts of Limits, Derivatives, and Integrals are developed in this course.

Prerequisite: Precalculus

CALCULUS II ADVANCED PLACEMENT**1 Credit**

This course is designed for students who have demonstrated success in A.P. Calculus I. This class further develops the concepts of Limits, Derivatives and Integrals. The analysis of Parametric, Polar and Vector functions are also developed in this course. Polynomial approximations and Series are also investigated. **Prerequisite: A.P. Calculus I**

PERSONAL FINANCE**1 Credit**

This course is designed to meet the math requirements for the Modified Standard Diploma. Students will learn strategies for personal money management including savings, managing a checking account, credit and financial planning. Note: This course does NOT meet the requirements for the Standard or Advanced Studies Diploma.

SCIENCE

EARTH SCIENCE (Grade 9)

1 Credit

Earth Science is a lab course that focuses on seven basic units: measurement, problem-solving, astronomy, the planet Earth, meteorology, oceanography and ecology. Students will be introduced to their everyday surroundings and natural phenomena, which affect their lives. Presentation of career areas in the earth science fields and uses of earth material will be included. This is an SOL course.

EARTH SCIENCE ADVANCED (Grade 9)

1 Credit

Advanced Earth Science is designed for the independent, self-motivated student. It emphasized laboratory work and written assignments. This is an SOL course. **Prerequisites: Enrolled in Algebra I or Algebra I part II**

BIOLOGY I (Grade 10)

1 Credit

Modern Biology is a course dealing with the cellular, molecular and chemical activity of plants and animals. Areas of study include taxonomy, ecology, genetics, biological structures and functions, animal behavior, natural checks and balances and living communities. Laboratory work involves students in scientific thought and method using all aspects of data collection and analysis. This is an SOL course.

BIOLOGY I ADVANCED (Grade 10)

1 Credit

Advanced Biology I is designed for the independent, self-motivated student. It emphasizes laboratory work and written assignments to develop analysis and synthesis thinking skills. The student will be expected to design at least one laboratory project each semester. Students are expected to apply and integrate concepts in written reports and a research paper on a topic of interest in biology will be written each term. Students planning to take AP Biology or AP Chemistry are encouraged to take Advanced Biology I. This is an SOL course.

AP BIOLOGY II (Grades 11, 12)

1 Credit

Advanced Placement Biology II is designed to be the equivalent of a college biology course. This course challenges students by exploring biological topics in great detail at a rapid pace. The emphasis is on the application of knowledge and integrating knowledge into major concepts and themes. A college textbook is used and the laboratory experiments are equivalent to those done by college students.

Prerequisites: Completion of Biology I and Chemistry with at least a "B" average. Must have passed the Biology and Chemistry SOL tests.

BIOLOGY II ADVANCED / ENVIRONMENTAL SCIENCE (Grade 12)

1 Credit

The Biology II course will satisfy the advanced diploma science requirement. It is an alternative for students who do not wish to enroll in physics or AP Biology II as an option for the fourth science credit. Biology II will build upon the concepts learned in Earth Science, Biology I, and Chemistry, and apply them toward the interactions of living and nonliving components of an ecosystem. Topics

investigated will include biotic and abiotic conditions of life, life history patterns, population growth, intraspecific and interspecific competition, genetics and speciation, trophic structures, biochemical cycles, biomes, and global environmental change. Students will be actively involved in designing and carrying out experiments to analyze data that reinforce concepts being taught. **Prerequisites: Completion of Earth Science, Biology, and Chemistry with at least a “B” average and a passing SOL score.**

ECOLOGY (Grade 11)

1 Credit

This course is designed for students interested in environmental systems and their interactions. Course activities will include field research, environmental tracking, endangered species and pollution problems. The student will gain a full understanding of biomes, living communities and specific niches. **Prerequisites: Pass two prior science courses and one SOL exam.**

CHEMISTRY (Grades 11 and 12)

1 Credit

Chemistry is an analytical physical science that deals with topics such as measurement, atomic structure, chemical bonding, chemical reactions, and chemical calculations. Many topics investigated are of a mathematical nature with emphasis on solving word problems. Laboratory experiments are an integral part of the lessons. This course is highly recommended for students planning to attend college and those students planning to enter a health-related field. This is an SOL course. **Prerequisite: Algebra I, with at least a “C” average**

CHEMISTRY I-ADVANCED (Grades 10 and 11)

1 Credit

This course emphasizes solving mathematical word problems and developing skills of analysis and synthesis. This is an SOL course. Experiments involving detailed calculations will be performed. **Prerequisites: Algebra I, Biology I & Geometry with at least a “C” average.**

ADVANCED PLACEMENT CHEMISTRY (Chemistry II for Grades 11 and 12)

1 Credit

Students enrolled in Advanced Placement Chemistry are expected to do the work that is the equivalent of the coursework in a general college Chemistry courses typically taken in the freshman year of college. The nature of the course and the end-of-course test will force major topics to be covered in great depth in a very short amount of time. We will cover many significant chapters in only one week. The laboratory component is also critical to earning credit for an AP science class; lab time for reports and calculations will be an integral part of the course as we will do the twenty plus expected laboratory experiments. **Prerequisites: Biology I, Chemistry I, Algebra II, with at least a B in each course and a passing SOL score on each EOC SOL Test. At least one Advanced Proficiency score on one of these subject tests is encouraged.**

PHYSICS (Grade 12)**1 Credit**

Physics is a mathematical approach to science that relates to matter and energy interactions. It is recommended especially for potential science, mathematics and engineering college majors. Topics to be covered include velocity, acceleration, vectors, electromagnetism, optics and sound. There is an emphasis on solving word problems and much mathematics will be required. Laboratory activities will concentrate on mathematical analysis of data. **Prerequisites: Completion of Chemistry and Algebra II with at least a “C” in both courses. Students must have passed the Chemistry I and Algebra II SOL Tests.**

GEOSPATIAL TOOLS AND TECHNOLOGIES (Grades 12)**2 Credits**

This is a dual enrollment course offered on the HHS campus by James Madison University. Tuition is paid by Hopewell City Schools. This course is designed to acquaint students to the usage of geospatial tools and research strategies by utilizing geographic information systems (GIS), global positioning systems (GPS), and remote sensing. Students will use knowledge gained in their courses taken during their four years of high school such as Earth Science, Biology, Geography, History, Government, Algebra, Geometry, Statistics, and English. Students must have a “B” average or better in core science and math classes and have missed fewer than 18 days of school the previous year in order to enroll. Students must maintain a “C” average to remain in the course. Attendance and grading policies of the colleges will apply.

METEOROLOGY (Grades 10-12)**1 Credit**

This course is an in-depth analysis of meteorology patterns and cycles. It focuses on an increased knowledge of atmospheric science through the use of real-time weather database and satellite technology. Students will engage in tasks to analyze, forecast, and track existing synoptic weather conditions, and examine the elements of weather forecasting. Inquiry based teaching will allow for investigating contemporary issues of acid rain, ozone depletion, and greenhouse. **Prerequisite: Earth Science I**

OCEANOGRAPHY (Earth Science II for Grades 10-12)**1 Credit**

This course will explore the concepts of oceanography. Students will investigate contemporary issues of global warming, resources management pollution and the interrelationship between the ocean environment and the human population. Topics include history of oceanography plate tectonics, ocean chemistry and physics, weather and climate, waves, tides, currents, marine ecosystems and life. **Prerequisite: Earth Science I**

SOCIAL STUDIES

WORLD HISTORY I (Grade 9)

1 Credit

This survey course covers the major areas and civilizations of the world from pre-historic times to the 1500's. **This is an SOL course required for students pursuing a standard or advanced diploma.**

WORLD HISTORY II (Grade 10)

1 Credit

This survey course covers the major areas and civilizations of the world from the 1500's to the present. **This is an SOL course; the SOL test must be passed to receive the verified credit toward the advanced studies diploma.**

WORLD HISTORY I, PART II (Grade 10)

1 Credit

These courses permit the student to cover the content in two years. The student will receive an elective credit upon completion of Part I and a social studies credit upon completion of Part II. **Part I and Part II OR World History I are SOL courses required for students pursuing the standard or advanced studies diploma.**

US HISTORY (Grade 11)

1 Credit

This survey course covers the major areas and peoples of the United States from its inception to the present. **This is an SOL course required for students pursuing a standard or advanced studies diploma.**

US HISTORY AP (Grade 11)

1 Credit

The AP US History course is designed to be equivalent to the introductory year of college history. Students will cover the major areas and people of the United States from its inception to the present. **This is an SOL course.**

US GOVERNMENT (Grade 12)

1 Credit

This course includes the study of government at the local, state and national levels. It is designed to teach young citizens an understanding and appreciation of the American way of life, as well as the responsibilities of each citizen to assume his share of the burden of governing.

US GOVERNMENT AP (Grade 12)

1 Credit

The Government AP course is designed to be equivalent to the introductory year of college coursework. This course includes the study of government at the local, state and national levels. It is designed to teach young citizens an understanding of the American way of life and the responsibilities of citizens.

HISTORY OF THE AMERICAN CIVIL WAR (Grades 11-12)

1 Credit

This class will cover the topics of America in the mid-1800s: slave rebellions, major causes of the Civil War, major leaders and battles, the roles of women and African-Americans, and Reconstruction.

Prerequisite: World History I

PSYCHOLOGY (Grade 12)**1 Credit**

This is a dual-enrollment course offered on the HHS campus by Richard Bland College. Tuition is paid by Hopewell City Schools. Students must have a “B” average or better in social studies and have missed fewer than 18 days of school the previous year in order to enroll. Students must maintain a “C” average to remain in the course. Attendance and grading policies of the college will apply.

SPECIAL RESOURCES-INDIVIDUALIZED PROGRAM

The following course outlines have been prepared for secondary students with disabilities. Academic expectations of the courses are in direct relation to the abilities of the students. A comprehensive and sequential program will aid the student with a disability in becoming a self-sufficient, well-adjusted member of the community. The courses described in this program include many of the Standards of Learning (SOL’s) as outlined by the Virginia Board of Education. Students who successfully complete this program receive a Certificate of Completion, Modified Standard Diploma or an IEP Diploma. Special Resources courses do not carry Carnegie unit credits.

CONSUMER ENGLISH 9

The most important aspect of this course is understanding the importance of effective listening and communication skills. Emphasis is placed on how to follow oral and written directions and acquire a functional vocabulary on high frequency words. The student will focus on how to participate effectively in informal classroom discussion.

CONSUMER ENGLISH 10

This course emphasizes written language. Spelling skills and the correct use of the dictionary are emphasized. The student will be expected to use a variety of reference sources to locate information. The course enhances speaking, reading, writing, and vocabulary skills.

CONSUMER ENGLISH 11

This course is designed to focus on the functions of words and phrases by their positions in a sentence. The students are given textbook aids and reference sources to locate information. Emphasis is on basic sentences using interrogative, imperative and declarative forms. In addition, students will learn to scan printed material, to locate particular facts and to be able to express feelings and ideas in writing.

CONSUMER ENGLISH 12

This course is designed to improve basic comprehension skills by answering both oral and written questions in content areas. Other areas covered include following written directions in sequential order, using basic grammar, sentence writing and survival communication skills, such as using the phone book, reading labels, and following directions. Emphasis is placed on completing forms and applications and writing friendly and business letters for various purposes.

CONSUMER SCIENCE 9-12

This course is a general study of earth science as it relates to the scientific method, everyday surroundings, and natural phenomena that affect daily living. The course will include a study of the

basic units in earth science, such as geology, meteorology, ecology, and astronomy. Students will also explore and study these career areas.

CONSUMER SCIENCE II

1 Credit

This course will focus on independent living skills such as food and nutrition, child development, human development, employability, socialization, problem solving, family dynamics, and the fundamentals of living independently.

Prerequisites: Consumer Math 9 & 10 and Consumer Science I

CONSUMER MATHEMATICS 9-12

These courses introduce the student to the necessary math skills that are posed in real life situations. Content includes basic math skills in reading and writing word problems, whole numbers, decimals, percents and fractions, as well as using a calculator. The courses are designed to prepare the student to become a self-sufficient, productive citizen.

PREVOCATIONAL SKILLS (Grade 9)

This course is designed to develop self-awareness and personal responsibility that students need to make career choices. The focus of the course will be to help students utilize their strengths, skills, and interests in order to become well rounded individuals.

EDUCATION FOR EMPLOYMENT I, II, III (Grades 10, 11, 12)

EFE is designed to assist the student in understanding self; adapting to group living – family, school, community; developing job entry skills; developing effective communication and computational skills; and developing appropriate social skills. The second year skills expand to include understanding the concept of work and satisfaction of employment; positive attitudes toward work and society; acquiring the ability to evaluate future occupational choices; appraising personal occupational interests, aptitudes and achievement; and exploring community employment opportunities. The third year of the program includes instruction for developing goals and values important for employment: occupational preparation; human relations; and independent living skills. The program includes a structured, community-based work program. Ideally, a student completing the EFE program will enter the work force.

CIVICS (Grade 9)

This course teaches students how to participate in civic organizations with emphasis on how to recognize the uniqueness of people, dignity of self and others and interpersonal skills. It assesses the basic rights and responsibilities of American citizens and describes the historical evolution of the interpretation of these rights. The roles of the different branches of the government at the federal, state and local levels are also included.

WORLD CULTURES

1 Credit

This course is designed to cover both physical and human geography. The students will identify and use the basic map parts and lines of latitude and longitude. In addition, climate regions, physical features of the earth's surface, and culture regions of the world will be discussed. While examining the culture regions of the world, the various countries, physical features, and cultural characteristics of the culture region will be studied.

INTRODUCTION TO COMPUTER SKILLS

1 Credit

Students are introduced and familiarized with the computer, its parts, and functions. Students increase keyboarding skills and produce various types of documents. This course is available to all students enrolled in special education.

INCLUSION PROGRAM

1 Credit per Course

The Inclusion Program provides an opportunity for students with disabilities to receive instruction in the regular classroom, taught by teachers endorsed in the various content areas. Special education teachers assist the regular classroom teachers in adapting lessons to meet the needs of individual learning styles. The individual students' IEP Committee determines the type of diploma the student will pursue and which courses should be taken in the Inclusion Program.

LIFE SKILLS (GRADES 9-12)

FUNCTIONAL ACADEMICS

Includes survival reading (ex. community signs, survival vocabulary, recipes, menus, grocery, etc.), spelling, handwriting, basic math skills, telling time, calendar skills, daily schedule management, money use and management.

COMMUNICATION AND SOCIALIZATION

Includes basic communication of wants and needs (speech improvement, sign language, augmentative communication), manners, getting along with and respecting others, conversational skills, leisure skills and decreasing inappropriate behaviors.

VOCATIONAL

Includes punctuality, attendance, grooming and hygiene, appropriate attire, travel-training, increasing rate of production, accuracy, working with others and accepting directions. Students train in a variety of job experiences starting with campus based jobs, simulated work training in the classroom, school-based business, etc. Older students are placed in job training sites in the community, with supports as needed.

MOTOR

Includes fine motor skills taught through a variety of activities: handwriting, simple assembly, vocational training, use of scissors, kitchen utensils, computer activities, tools, arts and crafts, etc. Gross motor skills taught in a daily adapted-PE program: running, walking, basketball, softball, volleyball, soccer, aerobics, dance, and track and field.

COMMUNITY TRAINING

Includes shopping, use of public services, street safety/hazards and going to a restaurant.

COOKING

Includes nutrition, kitchen safety and hygiene, planning meals, making shopping lists, shopping and food preparation.

HEALTH AND SELF-CARE

Includes physical hygiene, dental care, dressing, toileting, first aid, safety in the home and community, completing basic forms and paperwork, telephone usage, carrying ID and medical information/needs, travel training, decision making and daily schedule/calendar training.

HOUSEKEEPING

Includes dusting, sweeping, vacuuming, bathroom cleaning, laundry, washing windows, etc.

LEISURE SKILLS

Includes exploration and training in various kinds of arts and crafts, musical activities, drama, sports, exercise, collecting, pleasure reading, gardening, games, computer activities, etc.

RESOURCE PROGRAM

1 Credit per Year

The Resource Program provides an opportunity for students to receive individualized prescriptive instruction as outlined by each student's IEP. Emphasis is placed on developing compensatory learning strategies, which the student can use to be successful in regular classes. Admission to the program is through the student's IEP Committee.

FINE ARTS

The Fine Arts Department includes visual art as well as vocal and instrumental music. When a student elects to take a course within the Fine Arts Department, he has selected a course aimed at developing his own means of self-expression. This also includes the appreciation for the works of other artists, including classmates as well as professional artists.

ART I (Grades 9-12)

1 Credit

Art I gives the student the basics of composition and design. The student is introduced to the techniques of drawing, painting, and sculpture. The student is required to develop technical skills in handling various media from watercolor to clay. In addition, students will be responsible for note taking and tests as well as completing art projects. The study of art history will complement the art techniques studied, and art critique is introduced. An interest in art is highly recommended.

Prerequisite: None.

ART II (Grades 9-12)

1 Credit

In Art II the basic knowledge and techniques learned in Art I are further explored. The students are given more sophisticated and in depth assignments. Some projects may include printmaking, graphic design, watercolor, or figure drawing. The second year student is expected to judge his/her own work and the work of classmates as a process of learning. This process, called "critique," is used throughout the art class and those classes that follow. The study of art history will progress in more depth than Art I to enrich the students' learning of classic art techniques. **Prerequisite: Completion of Art I**

ART III (Grades 10-12)

1 Credit

Most students who progress to this level have a desire to further their art education beyond high school. We will expand on the Art II curriculum with more in-depth study producing complex projects

using different mediums in new ways. Emphasis will focus on individual expression and personal development. **Prerequisite: Completion of Art II**

ART IV (Grade 10 - 12)

1 Credit

Art IV emphasizes the individual exclusively. Each student should have gone through a progressive program from the basic fundamentals to an exploration of the various fields of art application. In Art IV, the student and teacher plan together a program of study best suited to aid the individual for entrance to an art school or four-year college. **Prerequisite: Completion of Art III. Students must submit a portfolio for review by the instructor.**

HAND BUILDING CLAY (Grades 10-12)

1 Credit

The course will work exclusively with clay. It will focus on larger or more extensively built forms that may include teapots, face jugs, large sculptural forms, or intricately sculpted bowls. The students will experiment with various glazing techniques to enhance the final presentations of their craft. Discussion will include design, space, mass and composition. **Prerequisite: Completion of Art I**

PAINTING (Grades 10-12)

1 Credit

This course will explore various means of representation through the application of pigment to canvas, panel and paper. It will focus on painting using varied media and subjects from traditional to nontraditional. The student will experiment with color theory in watercolor, acrylic and oil. The student will also be included in school and community wide group projects of painting murals. **Prerequisite: Completion of Art II**

PRINTMAKING (Grades 10-12)

1 Credit

This course will experience the printmaking processes of wood cut, linocut, monoprint and collagraph to create various types of prints. All processes will be demonstrated and applied in self-directed projects. The use of multiple printing plates and color overlays will also be explored. **Prerequisite: Completion of Art II**

SCULPTURE (Grades 10-12)

This course will explore a diverse media and their potentialities to create volume, line and mass. It will concentrate on materials ranging from clay, wood, wire, soapstone, plaster to glass and will investigate these by exercises in casting, mold-making, installations and site specific work. Discussions will include concepts of space, gravity, and light, among others, as they pertain to three-dimensional form. **Prerequisite: Completion of Art II**

PIANO I (Grade 9)

1 Credit

Piano I is an introduction to the piano. Students will be introduced to the electrical, digital and acoustic piano. Students will learn note identification, rhythms, finger position, and play their very first songs accompanied and solo.

PIANO II (Grades 9-12)

1 Credit

This course is designed for the student needing a foundation in the study of the piano. Instruction will focus on the fundamentals of reading music and keyboard technique. Students will also be instructed

in simple composition involving melody and accompaniment. No prior experience is required. A required end-of –the year recital is performed by all students.

CONCERT CHOIR (Grades 9-12)

1 Credit

The Concert Choir is a non-auditioned mixed choral ensemble. The Concert Choir performs beginning level SAB/SATB literature in a variety of styles ranging from concert, folk/spirituals pop and Broadway. Members may be required to attend a few rehearsals outside of the regular school hours in preparation for performances. Concert Choir performs at all school concerts and possibly festivals. **Participation in performances is required.**

VOCAL ENSEMBLE- UNLIMITED VOICES (Grades 10-12)

1 Credit

Unlimited Voices is an auditioned mixed choral ensemble whose majority is comprised of students in grades 10-12. This ensemble performs intermediate to upper-intermediate level SATB literature in a variety of styles ranging from chamber and concert to pop and Broadway. Members are required to attend all rehearsals outside of the regular school hours in preparation for performances. Unlimited Voices performs at all school concerts, many community programs and possibly festivals. **Students must have prior musical training in individual or group performances. Audition required**

GIRL'S CHOIR (Grades 10-12)

1 Credit

The Girl's Chorus is an auditioned women's ensemble comprised of students in grades 10-12. The chorus performs beginning-intermediate level SA, SSA literature in a variety of styles ranging from chamber and concert to pop, jazz and Broadway. Members are required to attend all rehearsals outside of regular school hours in preparation for performances. **Audition required**

BEGINNING, INTERMEDIATE & ADVANCED BAND (Grades 9 – 12)

1 Credit

The band is a select group of students that will be divided between three levels (beginning, intermediate, and advanced bands) depending upon competency on a director-approved instrument. A significant amount of time will be devoted to developing musicianship skills that will allow the student to perform the highest caliber of music. All students enrolled in a band class are members of the concert band; therefore, they may be required to participate in before, during, or after school rehearsals and performances. Failure to participate in these rehearsals and performances will significantly impact the student's class grade. *Students enrolled in band are encouraged to participate in the Marching Band Program.*

JAZZ BAND (Grades 9 – 12)

1 Credit

The jazz band is an exclusive group of students selected by the band director. The students in jazz band will participate in a more rigorous course of study than beginning, intermediate, advanced band. The enrollment in jazz band may be limited due to the instrumentation needs of the ensemble. The students in jazz band are also members of concert band; therefore may be required to participate in all before, during and after school rehearsals of both concert band and jazz band. Failure to participate in these rehearsals and performances will significantly impact the student's class grade. **Prerequisite: Teacher's approval.**

PERCUSSION CLASS (Grades 9 – 12)

1 Credit

The percussion class will offer students a chance learn how to play a percussion instrument and allow more advanced students to further develop their playing skills. Students will play multiple types of percussion instruments including snare drum, bass drum, timpani, vibes, auxiliary percussion instruments, etc. Students enrolled in percussion class are required to participate in either jazz band and/or concert band; therefore they are required to participate in all before, during or after school rehearsals and performances. In addition, other rehearsals and performances outside of jazz band and concert band may be required. Failure to participate in any rehearsals and performances will significantly impact the student's class grade. **Prerequisite: Teacher's approval.**

INTRODUCTION TO ACTING (Grade 9)

1/2 Credit

Introduction to Acting is an introductory survey course in the dramatic arts.

THEATRE I (Grades 9-12)

1 Credit

This course teaches skills that enable students to develop into performers. Specific topics covered include character development, improvisation, memorization, origins of drama, storytelling, mime, understanding and applying principles of technical theatre, scenes and monologues. **Students are required to perform.**

THEATRE II (Grades 10-12)

1 Credit

Students will continue to apply their theatre skills. In this course, the students will develop their playwriting skills. **Prerequisite: Theatre I.**

THEATRE III (Grades 11-12)

1 Credit

Students continue to apply their theatre skills. In this course students will develop their directing and production skills. **Prerequisite: Theatre II.**

THEATRE PRODUCTION (Grades 10-12)

1 Credit

This course consists of developing and practicing skills in set design, and construction, lighting, and sound production. Be prepared to work from sweeping the stage to running an entire production. **Prerequisite: Theatre I**

THEATRE ENSEMBLE (Grades 10-12)

1 Credit

This course will have an emphasis on performance, play-writing, and the production of children's' theatre, comedy and drama. **This course is offered per audition. Prerequisite: Theatre I**

FOREIGN LANGUAGES

Note: All foreign language courses must be taken in proper sequence.

INTRODUCTION to SPANISH

½ Credit

This semester course provides background on Spanish speaking countries and cultures. It introduces primary language acquisition.

SPANISH I (Grades 9-12)

1 Credit

This course is designed to provide the student with a foundation of the basic skills necessary to continue a course of study in Spanish – listening, speaking, reading, and writing. Upon completion of this course, the student will be able to communicate under specific circumstances and will be able to read and write short paragraphs. Cultural aspects of Spanish speaking countries will be studied. The students will become familiar with the geographical location of these countries and customs such as holidays, music, clothing, sports, and education.

It is recommended that students enrolling in the first year of a foreign language have at least a “B” average in English and possess the academic maturity and study habits necessary to achieve in a course of this nature.

SPANISH II (Grades 9-12)

1 Credit

The purpose of this course is to build upon the skills developed in Spanish I (listening, reading, writing, and speaking). There will be an in-depth study of grammar and a continued study of culture. Upon completion of this course, the student will be able to freely communicate most ideas and read and write lengthy paragraphs in Spanish. **Prerequisite: Spanish I and teacher recommendation**

SPANISH III (Grades 10-12)

1 Credit

This course is a continuous study of extensive vocabulary and grammar in real-life situations. Oral conversations are emphasized for personalized communication. Original literary selections such as poetry, plays, and short histories are read and discussed. Cultural topics reflect the history, music, geography, customs, traditions, and lifestyles of Hispanics in Spain, Latin America, and North America. **Prerequisite: A “C” or above in Level II or teacher recommendation**

AP SPANISH LANGUAGE (Grades 11-12)

1 Credit

Students will develop proficiency in listening, speaking, reading and writing of Spanish. The course encompasses listening skills, reading comprehension, advanced grammar and composition. Students will enhance language skills useful in every day life and will improve accuracy and fluency. All class participants will be expected to take the AP Spanish Language Examination. **Prerequisite: A “B” or above in previous Spanish course or teacher recommendation**

AP SPANISH LITERATURE (Grade 12)

1 Credit

Students will read and discuss in Spanish a wide variety of literary works from various genres beginning with the fourteenth century. The course prepares students for the AP Spanish Literature Examination by providing opportunities to analyze literary passages, including poems and works from

a required reading list. All class participants will be expected to take the AP Spanish Literature Examination. **Prerequisite: A “B” or above in previous Spanish course or teacher recommendation**

INTRODUCTION to FRENCH

½ Credit

This semester course provides background on French speaking countries and cultures. It introduces primary language acquisition.

FRENCH I (Grades 9-12)

1 Credit

This is an entry-level course designed to introduce students to the French language and cultures of the French-speaking world. In this interactive course, students use the language by speaking, listening, reading, and writing at the novice level. Basic language structures and vocabulary for communication are examined and explored in French. ***It is recommended that students enrolling in the first year of a foreign language have at least a “B” average in English and possess the academic maturity and study habits necessary to achieve in a course of this nature.***

FRENCH II (Grades 9-12)

1 Credit

This course is a continuation of French I and is intended for students interested in further study of the French language and cultures of the French-speaking world. In this interactive course, students use listening, reading, speaking, and writing at a more complex level than in the first course. The students further develop their receptive and productive competencies to the low or mid-intermediate level. Additional language structures and vocabulary for communication are examined and explored in French. **Prerequisite: A “C” or above in Level I or teacher recommendation**

FRENCH III (Grades 11-12)

1 Credit

This is an intermediate course in French. Language structures and vocabulary for communication are examined and explored through speaking, listening, reading, and writing at the intermediate level. Students explore in more depth than in previous courses the history and the culture of the French-speaking world. **Prerequisite: A “C” or above in Level II or teacher recommendation**

FRENCH IV (Grades 11-12)

1 Credit

This is an advanced-intermediate course. In this interactive course, more complex language structures and literary and communicative vocabulary are examined and studied through speaking, listening, reading, and writing at the intermediate level. Students continue to explore the history and culture of the French-speaking world. Readings of literary and culturally relevant, authentic materials are examined in depth. **Prerequisite: A “B” or above in Level III or teacher recommendation**

FRENCH V AP (Grade 12)

1 Credit

The AP French Language course emphasizes the use of language for active communication. The course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines. Organization and writing of compositions will be emphasized. There will be a comprehensive review of fundamental structures in the first semester. All class participants are expected to take the AP French Language Exam. Course content can reflect intellectual interests shared by the students and teacher (the arts, current events, literature, sports, etc.). Materials will include audio and video recordings, films, newspapers, and magazines.

Prerequisite: A “B” or above in Level IV or teacher recommendation

INTRODUCTION to LATIN (Grade 9)**½ Credit**

This semester course provides background on Latin language and culture.

LATIN I (Grades 9-12)**1 Credit**

This course covers basic Latin grammar, vocabulary, mythology and the customs of the Roman people. The connection between Latin vocabulary and English derivatives is stressed.

Prerequisite: It is recommended that students enrolling in the first year of a foreign language have at least a “B” average in English and possess the academic maturity and study habits necessary to achieve in a course of this nature.

LATIN II (Grades 9-12)**1 Credit**

This course covers basic grammar, vocabulary, mythology and the customs of the Roman people. The connection between Latin vocabulary and English derivatives is stressed. **Prerequisite: A “C” or above in Level I or teacher recommendation**

LATIN III (Grades 10-12)**1 Credit**

In the first semester, students review grammar as they learn Roman history. Some ancient authors are read in small portions. Second semester students concentrate primarily on translating original selections from Latin authors. Latin poetry as well as prose may be included. This class includes a vocabulary through a building segment designed to enhance word power. Students continue to review grammar and learn about Roman history/culture through the study of genuine Latin literature.

Prerequisite: A “C” or above in Level II or teacher recommendation

LATIN IV AP (Grades 11-12)**1 Credit**

In Latin IV, students concentrate primarily on translating original selections from Latin authors. The bulk of the year is spent on Latin prose with some review of Latin poetry. Students study both Greek and Roman mythology in more detail. Students continue to reinforce Latin vocabulary building segment designed to enhance word power. Students continue to review grammar and learn more about Greek and Roman history and culture. **Prerequisite: A “B” or above in Level III or teacher recommendation**

LATIN V AP (Grade 12)**1 Credit**

In Latin V, students concentrate primarily on translating original selections from Latin authors. The bulk of the year is spent on Latin poetry with some review of Latin prose. Students study ancient religion in more detail through mythology. Students continue to review grammar and learn more about Greek and Roman history and culture. **Prerequisite: A “B” or above in Level IV or teacher recommendation**

ENGLISH AS A SECOND LANGUAGE**1 Credit**

Students whose native language is not English may enroll in this course for one credit per year. The course is designed to assist them in learning the English language.

PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION I

1 Credit

This is a required course for graduation. Health and PE I emphasizes strength, physical fitness, participation, cardiovascular health, avoidance of substance abuse, family life, and nutrition. Students alternate between physical education and health.

PHYSICAL EDUCATION II / DRIVER EDUCATION

1 Credit

Health and PE II is required for graduation. Health and PE II stresses life-long wellness with specific emphasis on cardiovascular fitness, strength training, and diet. Health units emphasize avoidance of substance abuse, mental health, and family life education. Students alternate between physical education and driver education which teaches driving techniques, requirements, and laws.

Prerequisite: Completion of PE I or the approval of the county supervisor of Health and Physical Education.

LIFETIME WELLNESS AND FITNESS (Grades 11, 12)

1 Credit

This class is a physical education elective. The class will provide students with practical knowledge of fitness and wellness concepts. Fitness stresses personal fitness, strength and resistance training, aerobic dance, cardio kick, stretching and toning, and individual sports. Wellness stresses weight management, self esteem, stress management, yoga, relaxation, coping skills, and disease prevention. **Prerequisite:** Completion of PE I and PE II.

WEIGHT TRAINING AND CONDITIONING I, II (Grades 10 – 12)

1 Credit

This advanced physical education class focuses on specific skills needed for athletic success and prevention of injury. Each student develops an individualized program of activities designed to develop neuromuscular control along with the development of strength. Health issues related to strength training and fitness are included. Daily attendance and active participation are required.

Prerequisite: Completion of PE I and PE II

FAMILY AND CONSUMER SCIENCE

INDEPENDENT LIVING (Grades 9-10)

1 Credit

This course allows students to explore successful strategies for living independently by actively participating in practical problem solving focusing on relationships, applying financial literacy, managing resources in the areas of apparel, nutrition and wellness, and housing; using leadership skills to reach individual goals; planning for careers, and making consumer choices in a global environment. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

FASHION DESIGN AND MERCHANDISING I (Grades 10 and 11)**2 Credits**

Students in the class focus on fashion trends and cycles; plan, coordinate and apply principles and elements of design; accessorize a wardrobe; identify various merchandising media; perform flat pattern techniques and fashion illustration; identify garment styles, and perform garment construction techniques.

FASHION DESIGN AND MERCHANDISING II (Grades 11 and 12)**2 credits**

Students prepare for career opportunities in the field of fashion design, manufacturing and merchandising by gaining knowledge and skills necessary for entry level employment and continued education and training for technical and professional positions. The program emphasizes small business entrepreneurship as a career path. Students focus on applying fabric technology, maintaining fabrics, using dressmaking and tailoring construction techniques, and merchandising fashion. **Prerequisite: Completion of Fashion Merchandising I**

TEACHER CADET (Grade 12)**1 Credit**

The Teacher Cadet Program is designed for students who are considering teaching as a career. Students in this program will participate in and observe teaching activities in a variety of settings including elementary, middle, and high schools. Students will learn about various educational career opportunities and discover how they can be civic advocates of education. *Students enrolling in this class must have a 2.8 G.P.A. and complete a required interview process.*

CATERING AND FOODS I (Grades 10 – 11)**2 Credits**

Students prepare for career opportunities in the field of food preparation and service by gaining knowledge and skills necessary for entry-level employment and continued education and training for technical and professional positions. Students focus on ensuring sanitation and safety standards; providing catering and banquet services; receiving and storing food and supplies; and managing the food service operation. The main area of emphasis includes incorporating all of the learned information into practical application. Students will help plan, prepare and execute catering events.

CATERING AND FOODS II (Grades 11-12)**2 Credits**

In this class, students expand their knowledge of the entire catering operation by studying the cuisine of different countries worldwide. Students “travel”, using the Internet, to countries on all seven continents, including regions of the United States. By incorporating customs with cuisine, the student is better able to learn the varied preparation techniques of international foods.

Prerequisite: Catering and Foods I

NUTRITION and WELLNESS (Grades 9-10)**1 Credit**

Students enrolled in Nutrition and Wellness focus on making choices that promote wellness and good health; analyzing relationships between psychological and social needs and food choices; choosing foods that promote wellness; obtaining and storing food for self and family; preparing and serving nutritious meals and snacks; selecting and using equipment for food preparation; and identifying strategies to promote optimal nutrition and wellness of society. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of nutrition and wellness are emphasized. The cooperative education method is available for this course. Students combine

classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year

PARENTING (Grade 9-10)

1 Credit

Students enrolled in Parenting focus on assessing the impact of the parenting role in society; taking responsibility for individual growth within the parenting role; preparing for a healthy emotional and physical beginning for parent and child; meeting developmental needs of children and adolescents; building positive parent-child relationships; using positive guidance and discipline to promote self-discipline, self respect, and socially responsible behavior; obtaining parenting information, support, and assistance, and planning ways that families and society can share in nurturing children and adolescents. Critical thinking, problem solving, and entrepreneurship opportunities within the area of parenting responsibilities and education are emphasized.

EARLY CHILDHOOD EDUCATION I (Grades 10-11)

2 Credits

Early Childhood I teaches students basic child development skills needed to work effectively with children. Emphasis is placed on personal qualities and job skills. Students work as aides and housekeepers in the nursery school, The Gingerbread House. A TB Test is required and provided by the program at no cost.

EARLY CHILDHOOD EDUCATION II, COOP. (Grades 11-12)

2 Credits

Early Childhood II prepares students to seek employment in the diverse field of child care and early childhood education. Students go through the steps of opening and operating a child care business. They perform the roles of assistant director, lead teacher, bookkeeper, and cook in the laboratory nursery school, The Gingerbread House. **Prerequisite: Early Childhood I with a minimum grade of "C" and teacher recommendation**

FACS INTERNSHIP (Grades 11-12)

1 Credit

An internship is a program option for students wanting on-the-job, UNPAID training in one or more specific subject matter areas. The student combines daily classroom instruction or the equivalent with on-the-job training experience in a family and consumer science profession. A 36-week, 1 credit internship requires 200 hours of on the job training. An 18-week internship requires 100 hours and receives ½ credit. **Prerequisite: Completion of an Early Childhood, Fashion Design or Catering Course, teacher approval.**

INTRODUCTION TO HEALTH and MEDICAL SCIENCES (Grade 10)

1 Credit

In this course students will explore the health occupations field. Including in the course will be an overview of occupations in the health field, medical terminology, ethics of the profession, and clinical observations.

HEALTH AND MEDICAL SCIENCES I (Grades 10 – 11)

2 Credits

This program is designed to introduce students to a number of health care fields, such as Medical Records Assistant, Emergency Medical Assistant, Sport Trainer Assistant, Physical Therapy Technician, Respiratory Therapy Assistant, Laboratory Assistant, Medical Assistant, and X-Ray Assistant. The course content includes an introduction to health care skills relative to a variety of health fields, bio-

ethical/legal issues in healthcare, medical terminology, anatomy and physiology, growth and development, nutrition, CPR, and first aid.

HEALTH AND MEDICAL SCIENCES II (Grades 11-12)

2 Credits

During the second year, students are required to participate in clinical experiences at a variety of selected health care facilities. **Students eligible for the second-year course must earn a final grade of “C” or better, have three teacher recommendations and participate in a career and technical education department interview. A uniform fee is required.**

MEDICAL TERMINOLOGY (Grade 10-12)

1 Credit

Medical Terminology is designed to help students learn health care language. Topics are included in logical order, beginning with each body system’s anatomy and physiology and progressing through pathology, diagnostic procedures, therapeutic interventions, and finally pharmacology. Students learn concepts, terms, and abbreviations for each topic. **Prerequisite: Introduction to Health and Medical Sciences**

BUSINESS EDUCATION

PRINCIPLES OF BUSINESS AND MARKETING (Grade 9 and 10))

1 Credit

Students discover the roles of business and marketing in the free enterprise system and the global economy. Basic financial concepts of banking, insurance, credit, inheritance, taxation, and investments are investigated to provide a strong background as students prepare to make sound decisions as consumers, wage earners, and citizens. The real-world impact of technology, effective communication, and interpersonal skills is evident throughout the course. This course also supports career development skills and explores career options.

ACCOUNTING I (Grades 10-12)

1 Credit

This course presents accounting principles and their application to various businesses. Instruction includes using the computer to solve accounting problems. Both manual and computerized accounting systems are taught. **Prerequisite: Keyboarding**

ACCOUNTING II (Grades 11-12)

1 Credit

With COE - 2 Credits

Students gain in-depth knowledge of accounting procedures and techniques used to solve business problems and make financial decisions. Students use accounting software to analyze and interpret business applications. **Prerequisite: Accounting I**

COMPUTER INFORMATION SYSTEMS I (Grades 10-12)

1 Credit

Computer Information Systems is an in-depth study of *Microsoft Office*. The Student will use problem-solving skills to complete projects in *Word, Excel, Access, PowerPoint, and Publisher*. Students will work individually and in groups to explore concepts on word processing, spreadsheets, desktop publishing, database design and management, and multi-media presentations. In addition to software learned, the student will be introduced to the World Wide Web and a variety of educational resources available on the Internet. The student will also learn employment seeking skills including,

but not limited to: resume writing, interviewing, and letter writing. The successful student will have completed Keyboarding and have a desire to learn computer software. **Prerequisite: Keyboarding**

COMPUTER INFORMATION SYSTEMS II (Grades 11 and 12)

1 Credit

With COE - 2 Credits

Computer Information Systems II offers the student advanced projects in *Word*, *Excel*, *Access*, *PowerPoint*, and *Publisher*. Working individually or in groups in an office environment, students will use advanced problem solving skills in a variety of cases and integrated projects. Students will also be introduced to basic web page design and a brief introduction of HTML. In addition to new techniques and technologies learned, the student will further explore careers and higher education.

Prerequisite: Computer Information Systems I *Algebra I or higher Recommended*

COOPERATIVE OFFICE EDUCATION (COE) (Grades 11-12)

1 Credit (added to Business Class Being Taken)

Cooperative Office Education (COE) is the supervised, on-the-job instruction phase of an occupational preparation program. Students attend classes part of the day and work in an office part of the day for related training. The COE Coordinator and the on-the-job training sponsor develop an individualized training plan compatible with the student. Students who are enrolled in the advanced level of a business program (Accounting II, Office Systems II, CIS II, or Desktop/Multimedia) may elect to participate. One credit is earned for the COE program in addition to the credit earned in the business class being taken during the school day. Students in Cooperative Office Education (COE) are paid for working and gain valuable on-the-job experience. Students must have good attendance and at least a 2.0 grade point average (GPA). They must also have the ability, personality, interest, and work habits needed to succeed on the job; be willing to accept part-time, on-the-job training for a minimum of 15 hours a week; have the consent of parents or guardians; and agree to adhere to school regulations and those pertaining to the COE program. **All students have to be interviewed and approved by the COE coordinator for admission into the program.**

DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES I (Grades 10-12)

1 Credit

Students develop proficiency in creating desktop publications, multimedia presentations/projects, and Web sites using industry standard application software. Students incorporate principles of layout and design in completing publications and projects. Students design portfolios that may include business cards, newsletters, mini-pages, Web pages, multimedia presentations/projects, calendars, and graphics. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in approved position with continuing supervision throughout the year. **Prerequisite: Keyboarding course(s) or teacher approved demonstration and documentation of touch keyboard skills**

DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES II (Grades 11-12)**1 Credit**

Students develop advanced skills in creating interactive media, web sites, and publication for print and electronic distribution. Students work with sophisticated hardware and software applying skills learned to real-world projects. **Prerequisite:** Design, Multimedia, and Web Technologies I

KEYBOARDING APPLICATIONS (Grades 9-12)**1 Credit**

Keyboarding is a full-year course. Students develop skills in touch typing and correct manipulation of the computer using *Microsoft Word*. Emphasis is given to the application of formatting skills and building speed and accuracy. Students learn to type personal and business letters, outlines, reports, memos, and tables.

NOTE: Keyboarding is a prerequisite to most programs in the Business department.

OFFICE ADMINISTRATION I (Grades 10-12)**1 Credit**

Office Administration prepares students for leadership in an office environment. Topics include business communications, human relations, records management, and career development skills. Students learn word processing, database, spreadsheet and presentation skills using *Microsoft Office* software. **Prerequisite:** Keyboarding

OFFICE ADMINISTRATION II (Grades 11-12)**1 Credit****With COE - 2 Credits**

Office Administration II is an advanced course in business and information technology. Students develop leadership and learning skills for succeeding in any career. Special emphasis is placed on advanced word processing, database, spreadsheet and presentation skills using *Microsoft Office* software. **Prerequisite:** Office Administration I

PERSONAL AND BUSINESS ECONOMICS (Grades 9-12)**1 Credit**

Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. In addition to developing personal finance skills, students in the 36-week course will also study basic occupational skills and concepts in preparation for entry-level employment in the field of finance. The course incorporates all economics and financial literacy objectives included in the *Code of Virginia* §22.1-200-03B. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

ENTREPRENEURSHIP EDUCATION (Grades 9-10)**1 Credit**

This course introduces students to the exciting world of creating, owning, and launching their own business. Students will learn concepts and techniques for planning an innovative business and living the entrepreneurial lifestyle.

BUSINESS MANAGEMENT (Grades 10-12)**1 Credit**

Students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations. Quality concepts, project management, problem solving, and ethical decision making are an integral part of the course. Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships, cooperative education, and/or Future Business Leaders of America (FBLA). The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

MARKETING EDUCATION**MARKETING I (Grades 9- 11)****1 Credit**

Students are introduced to functions and foundations involved in the marketing of goods, services, and ideas and achieve skills necessary for successful marketing employment. Students study risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, distribution, and financing. Foundation skills include economics, human resources, and marketing and business necessary for success in marketing occupations. Membership in DECA is strongly encouraged.

MARKETING II (Grades 10- 12)**1 Credit**

Students continue to gain knowledge of marketing functions and foundations as they relate to supervisory and management responsibilities and develop skills needed for advancement. They develop skills for supervisory positions and/or for continuing education in a marketing related field. Academic skills (math, science, English, and history/social science) related to the content are a part of this course. Membership in DECA is strongly encouraged. **Prerequisite: Marketing I**

MARKETING III (Marketing Management) (Grade 11-12)**1 Credit**

High school seniors who plan to attend college with a concentration in marketing, business, or management and/or who have tentative plans to manage or own a business will benefit from this course. Students develop critical-thinking and decision-making skills through the application of marketing principles to small and large businesses, service industries, and other institutions that market products, services, ideas, or people. Academic skills and knowledge related to the content are a part of this course. Computer/technology applications supporting this course are studied. Membership in DECA is strongly encouraged.

SPORTS, ENTERTAINMENT, AND RECREATION MARKETING (Grades 11-12)**1 Credit**

This introductory course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports, entertainment, and recreation industries. Students will investigate the components of branding, sponsorships, and endorsements, as well as promotion plans needed for sports, entertainment and recreation events. **Prerequisite: Marketing I**

TRADE AND INDUSTRIAL EDUCATION

BASIC AUTO BODY REPAIR (Grades 10-11)

1 Credit

Students learn fundamental skills associated with safe use of hand and power tools and the use of spray guns to refinish the modern automobile.

COLLISION REPAIR TECH I (Grades 10-11)

2 Credits

This first year course provides detailed training in the use of hand and power tools found in the collision repair shop. Shop time is spent improving skills in panel repair and project fabrication with sheet metal. Classroom time covers personal, shop and material safety, along with shop mathematics skills and vehicle repair methods.

REFINISHING (Grades 11-12)

2 Credits

This second year course provides detailed training in the use of tools and material found in the refinishing trade. Extensive shop practice allows students time to increase their skills and improve custom work techniques in panel and vehicle preparation for overall painting and custom paintwork. Classroom time provides repair evaluation procedures, shop management skills, customer relations and leadership responsibilities through participation in SkillsUSA. **Prerequisite: Collision Repair Tech**

CONSTRUCTION TECHNOLOGY (Grades 10-12)

1 Credit

In this laboratory course, students design, build, and test scale-model structures and work with projects that help them understand the jobs of architects, carpenters, electricians, plumbers, surveyors, contractors, masons, design engineers, and a variety of other construction careers.

ARCHITECTURAL DRAWING/CARPENTRY (Grade 11)

2 Credits

ARCHITECTURAL DRAWING TECHNOLOGY (Grade 12)

2 Credits

The Carpentry/Architectural drawing program offers students the opportunity to develop a level of competence in design techniques for residential construction using the CAD (computer-aided drafting) system, while acquiring associated skills of the building industry with hands-on projects. Emphasis will be on computer design and model building.

GRAPHIC IMAGING TECHNOLOGY (Grades 9-10)

1 Credit

This course provides an introduction to the various modes of communicating information, using data, technical design and graphic production. Students will solve problems involving input, image manipulation, text overlay and output. Students will also learn about potential career choices related to communication and the impact of communication on society. This class prepares students for enrollment in the Print Production and Imaging Technology program.

BEAUTY SALON ASSISTANT (Grades 10-11)

1 Credit

This course prepares students for work as an assistant in a hair salon. Students study and prepare in a clinical lab setting, learning practical and manipulative skills. The program emphasizes safety and sanitation, shampooing and conditioning, retailing, inventory control, and receptionist work.

COSMETOLOGY I (Grades 10 – 11)**2 Credits****COSMETOLOGY II (Grades 11 - 12)****2 Credits**

Students will be introduced to the basic skills needed for the cosmetology profession. This program is designed for students who are interested in becoming licensed cosmetologists. Students must demonstrate regular attendance, maintain a 77% average for program continuation and complete a total of 1080 hours of cosmetology training. Students study and prepare in a clinical setting using mannequins and models for manipulative skill practice. Emphasis will be on lab and classroom policies, salon sanitation, work ethics, interacting with clients and effective communication skills. Students will also be introduced to basic hair care, wet hairstyling, permanent waving, chemical hair relaxing, thermal styling, haircutting, and manicure and pedicure techniques. **Prerequisite:**

Cosmetology I**COSMETOLOGY II COOP (Grades 11-12)****1 Credit**

Students will continue theory and practical training in all aspects of cosmetology. Emphasis will be placed upon skin and nail care, chemical services, salon management and state board preparation. With prior approval from instructor, students may receive early release to work in a salon for cooperative credit.

BARBERING I (Grade 10 or 11)**1 Credit**

Barbering I is the study of hair, scalp, and skin. Students study and prepare in a clinical lab setting, using mannequins and live models for manipulative practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and professional image. First year students will be educated in laws, rules and regulations, as well as some theory and practical skills pertaining to the barber styling industry

BARBERING II (Grade 11 or 12)**2 Credits**

The Barbering II course includes the study of facials, shaving, massage, as well as waving. The goals of this course are to teach, develop, and graduate students to be professionals in barber styling. It also prepares students to successfully pass the Virginia State Board of Barber Styling Examination.

Prerequisite: Barbering I**PRINCIPLES OF TECHNOLOGY I (Grade 10)****2 Credits**

Principles of Technology is a course where students apply physics and math principles through a unified systems approach for a broad knowledge base of the principles underlying modern technical systems. As a foundation for more education and training in advanced technology career paths, the “principles and systems” approach ensures career flexibility as machines and technology advance. The two-year sequence covers fourteen technical principles: force, work, rate, resistance, energy, power, force transformers, momentum, waves and vibrations, energy convertors, transducers, radiation, optical systems, and time constants. Students completing the sequence are prepared with competencies that build a long-range foundation of technical application and adaptation useful for immediate employment or articulation with advanced occupational preparation programs in community college and industry. **Prerequisites: Algebra I, Geometry**

PRINCIPLES OF TECHNOLOGY II (Grade 11)

2 Credits

This is a two-hour course that follows Principles of Technology I. The course expounds upon the seven basic concepts learned in Principles of Technology I (force, work, rate, resistance, energy, power, and force transference.) Seven new concepts are introduced: momentum, waves and vibration, energy converters, transferences, radiation, optical systems, and time constants. The course takes each of the basic concepts and shows how they are related to the four energy systems (mechanical fluid, thermal, and electrical). **Prerequisite: Principles of Technology I**

TECHNOLOGY FOUNDATIONS (Grades 9)

1 Credit

In this beginning high school course, students acquire a foundation in technological material, energy, and information, and apply processes associated with the technological thinker. Challenged by laboratory activities, students create new ideas and innovations, build systems, and analyze technological products to learn further how and why technology works. They work in groups to build and control systems using engineering design in the development of a technology.

ARMY JROTC PROGRAM OF INSTRUCTION

General: Army JROTC Program of Instruction

The Army JROTC Program of Instruction is designed to teach high school students the value of citizenship, leadership, service to the community, and personal responsibility, while instilling in them: self-esteem, self-discipline, and teamwork. Its focus is reflected in its mission statement: ***“To motivate young people to be better citizens.”*** JROTC cadets are expected to wear the distinctive Class A uniform one day each week and be groomed in compliance with the uniform dress code. Cadets are expected to participate in all activities and model good behavior while at school and within the community. Failure to meet these standards constitutes grounds for removal from the program. While there is no requirement to join the military, Army JROTC graduates who elect to join the Armed Forces may do so with advanced rank when recommended by the Senior Army Instructor. Students may join JROTC at any grade within high school.

JROTC LET 1

1 Credit

This is the introductory level to JROTC. It is the foundation upon which the program is built. Cadets are assigned to squads, consisting of 5-8 students. Course description: Foundations of the Army, introduction to patriotism, citizenship skills: your responsibilities as a citizen, self awareness, communication skills, study skills, conflict resolution, achieving a healthy lifestyle: first aid emergencies, substance abuse awareness and prevention, becoming a leader and leadership lab, and geography.

JROTC LET 2

1 Credit

This is the intermediate level of training in JROTC. Cadets are normally squad leaders, in charge of 5-8 students. Squad leaders are responsible for the drill, uniform appearance and general knowledge of their squad members. Course description: the citizen action group process, self behavior awareness, communication skills, conflict resolution, teaching skills, social responsibility, achieving a healthy life

style: first aid emergencies, substance abuse awareness and prevention, knowing how to lead; map reading and land navigation. Participation in after-school events is required. **Prerequisite: A grade of "C" or above in LET 1 and recommendation of Army Instructors.**

JROTC LET 3

1 Credit

This is the advanced level of training in JROTC. Cadets are normally platoon sergeants, platoon leaders, first sergeants, company commanders and leaders of special teams. Platoons consist of 30-35 cadets and companies consist of 60-70 cadets and special teams consist of up to 13 cadets. They are the class leaders who assist the Army Instructors accomplish the JROTC mission. These cadets give instruction to underclass cadets and are responsible for the drill, uniform appearance and general knowledge of their respective platoon or company members. Course description: the Federal judicial system, the Nation's defense forces, conflict resolution, career planning, planning skills, financial planning, cadet challenge, leading situations and orienteering, Participation in after-school events is required. **Prerequisite: A grade of "C" or above in LET 2 and recommendation of Army Instructors.**

JROTC LET 4

1 Credit

This is the culminating year for the four year cadet. The emphasis is placed on the application of leadership within the battalion. These cadets are normally key staff officers (personnel, intelligence, operations, supply and public affairs) and members of the command group: including the command sergeant major, executive officer and battalion commander. They assist the Army Instructors accomplish the JROTC mission. These cadets must be capable of independent activities. Course description: local government issues and answers, presidential power, career planning, planning skills, cadet challenge, leading situations and orienteering, There are between 120-150 cadets annually within the Blue Devil Battalion. Participation in after-school events is required. **Prerequisite: A grade of "C" or above in LET 3 and recommendation of Army Instructors.**

JROTC LEADERSHIP LAB

1Credit

This is a supplemental course consisting of special teams that train, compete and perform after school, weekends and holidays. Teams include: color guard, drill team, rifle team and raiders. Participation in after-school events is required. Cadets and their parent/guardian must sign a contract in order to take this special class and receive a second credit in JROTC. **Prerequisite: A grade of "C" or above in previous LET, currently enrolled in JROTC and recommendation of Army Instructors.**

FRESHMAN TRANSITION

FRESHMAN SEMINAR (Grade 9)

1 Credit

This course is designed to provide strategies that will ensure a smooth transition into high school. Ninth graders participate in learning style discovery, study skill acquisition, test taking skills, time management, media usage, leadership education, and decision making. Students will explore orientations to high school and academic expectations in order to set personal and scholastic goals.

ALTERNATIVE PROGRAM

ISAEP (Individual Student Alternative Education Plan)

The Individual Student Alternative Education Plan (ISAEP) Program prepares students to take the Tests of General Educational Development (GED) while developing career and technical education skills. A student is eligible for enrollment in the ISAEP program if the student

- Is currently enrolled in a public high school,
- Is at least 16 years of age,
- Is at risk of dropping out of school,
- Is not earning the required number of credits at school,
- Chooses to prepare for the GED tests.

Student enrollment requirements for the ISAEP program are

- An initial principal/designee-parent-student (PPS) meeting,
- A student evaluation/assessment
- A 7.5 grade equivalent or higher on a recognized standardized measure of reading achievement; and achievement of a score of 410 or higher on each of the subtests of the Official GED Practice Test.

Prerequisites: Specified scores on entry assessments, principal and guidance counselor approval