

# Secondary Program of Studies

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## 2008 - 2010



### An Informational Guide for Grades 6-12

**Berkeley Middle School  
James Blair Middle School  
Toano Middle School**

**Jamestown High School  
Lafayette High School  
Warhill High School**

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Superintendent

**Williamsburg-James City County Public Schools**

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# Williamsburg-James City County School Division

## **Mission Statement**

We are committed to providing an excellent education, in partnership with families and community, so that each and every student is prepared for lifelong learning, independent thinking, and responsible citizenship.

## **Vision Statement**

We will be a national leader that provides outstanding programs and opportunities, continually developing the potential and meeting the unique needs of each and every student. We will prepare productive members of society in a safe, challenging, and nurturing environment through collaboration with families and our community.

## **Goals**

### **Goal 1**

We will establish high educational standards for each and every student and ensure that all students achieve these standards in order to graduate fully prepared for employment and/or further education.

### **Goal 2**

We will eliminate the achievement gap for all groups of students regardless of ethnicity, gender, socioeconomic background, or other identified subgroups.

### **Goal 3**

We will maintain facilities and environments that are safe, inviting, respectful, and supportive.

### **Goal 4**

We will employ and retain dedicated, caring, diverse, and highly competent teachers, administrators, and staff at all levels.

### **Goal 5**

We will cultivate partnerships to maximize resources that support high quality programs and services for all students.

# WJCC Secondary Schools

The purpose of the Program of Studies is to describe programs and courses offered in the middle and high schools of the Williamsburg-James City County School Division. You will find descriptions of courses offered in grades 6-8 and grades 9-12 grouped by discipline. Grade level designations represent the grade at which most students take the course described. Exceptions to the stated grade levels may be made to meet the educational needs of an individual student. Detailed information about courses is available in the guidance office at each middle and high school.

The purpose of this guide is to assist parents and students with long-range program planning as well as selecting courses for the next year. Prerequisites are important to keep in mind in this planning process. Individual aptitudes, interests and diploma requirements all play a role in making course selections that lead to fulfillment of personal, educational and career goals.

Parents are asked to review this Program of Studies with their sons/daughters. Our hope is that the information included here will generate discussions about types of diplomas, career opportunities and preparation, college requirements, and the role of educational decisions on future opportunities.

## General Information

### Grading Scale/Class Rank

Grading Scale--Courses taught in the middle and high school of WJCC are assigned grade-point values as follows:

90-100	=A	4 points
80-89	=B	3 points
70-79	=C	2 points
60-69	=D	1 point
59 and below	=F	0 points

**Electives**--Electives must be approved by a guidance counselor and must meet the diploma requirements for sequenced courses, fine arts, and technology.

**Diploma requirements**--Courses taken to meet the diploma requirements must be taken at the high school or middle school.

**Center for Educational Opportunities (CEO)**--CEO provides alternative education. Students attend CEO for a full day. Instruction is provided in the core courses, reading, Health and PE. A variety of additional courses are available through one of two internet curriculum providers, WaterStreet and NovaNet. The program assists students in developing the behavioral and academic skills necessary to succeed upon returning to their home schools.

**Alternatives to Animal Dissection**--Students may do an alternative to animal dissections with written permission of their parent/guardian.

**AVID**--AVID (Advancement Via Individual Determination) is a program designed to prepare average to above average ability students who have traditionally been underrepresented in college preparatory classes. AVID programs exist at both the middle and high schools. The three key educational strategies are: collaborative approach, emphasis on inquiry, and writing as a tool of learning.

**High School Organization**--Williamsburg James City County high schools have a four by four schedule configuration. The student enrolls in four yearlong 1 credit courses during each semester. Full enrollment is required.

**Middle School Organization**--The middle school teaching staff is organized into core teams of two to five teachers who provide instruction in English, math, reading, science, and social studies. Students spend at least half of their school day with their assigned "core" team. The "core" team provides a home base for students and a structure that allows teachers to truly get to know their students while working with them in specialized academic areas or in basic skills areas. The team organization allows teachers to make changes in instructional groupings and daily schedules as the learning situation may demand.

**Course Leveling**--At the beginning of a semester, students may be moved from one section to another to achieve an even distribution of students.

**Special Education**--All WJCC students who are eligible for special education services must have a written Individual Education Plan (IEP) which states specific goals designed to meet each student's individual needs.

**English as a Second Language**--This program is designed to improve the communication skills and vocabulary of non-native English speakers. Reading comprehension, writing, listening, conversation, pronunciation, vocabulary and grammar are emphasized. Students who are enrolled in verified credit courses must take the associated SOL test but may be given accommodations.

**Age**--Students shall not be allowed to enroll if they have passed their twentieth birthday on or before August 1 of the school year. Students who are receiving Special Education services may attend through age 21 if stipulated in their IEP.

## MIDDLE SCHOOL PROGRAM

The **sixth grade** instructional program emphasizes skills and knowledge closely tied to the Virginia Standards of Learning. The required courses: • English/Language Arts • Mathematics • Health and Physical Education • Science • Social Studies.

The exploratory/elective options: students may take Band, Choir, or Strings/Orchestra (yearlong courses) plus nine week units of study on an Exploratory Wheel some of which may be assigned at random rather than by student selection. Students who do not wish to take Band, Choir, or Strings/Orchestra may choose the Exploratory Wheel “only” option. Under the Exploratory Wheel option, student will have the opportunity to experience Computer, Introduction to Technology, Family and Consumer Sciences, Art, Music, Drama and Resource, as well as Latin, Spanish, French, and German.

The **seventh grade** instructional program builds upon sixth grade knowledge and skills and is closely aligned with the Virginia Standards of Learning. All related arts classes are offered on the sliding schedule. Specific course availability may depend upon enrollment numbers. Required courses are: • English/Language Arts • Mathematics • Health and Physical Education • Life Science • Social Studies.

Electives may be chosen according to one of the following combinations: four semester electives, or one full-year elective and two semester electives, or two full-year electives. Students are required to remain in the elective courses they choose the entire semester for a semester course or the entire year for a full-year course. Full-year electives are: Band, Choir, Orchestra, World Languages Part A (first year of a two-year program for high school credit): Latin I, Part A; French I, Part A; German I, Part A; Spanish I, Part A. Semester electives are: Art, Family and Consumer Sciences, Technology Inventions and Innovations, Music, Drama, Computer Center, Passport to France, German for Travelers, An Introduction to Ancient Greek.

The **eighth grade** instructional program reflects challenging course work that prepares students for high school and emphasizes skills and knowledge required for mastery of Virginia Standards of Learning. Required courses are: • Mathematics • English/Language Arts • Physical Science • World History • Health and Physical Education.

Students may choose a combination of full-year and/or semester classes. Semester electives include: Art, Work and Family Studies, Technology Systems, Music, Drama. Full-Year electives are: Choir, Band, Orchestra/Strings, World Language (one-year intensified program for high school credit)—French I, German I, Spanish I, Latin I, or World Language(second year of a two-year program for high school credit)—French I, Part B, German I, Part B, Spanish I, Part B, Latin I, Part B.

*Specific course availability may depend upon enrollment numbers.*

**Gifted Programs**—The purpose of the VISIONS Program for high ability learners is to nurture students’ strengths, talents, and sustained interests. The individual student’s academic, social, and emotional needs are addressed in the regular classroom by clustering gifted students for instruction and providing a variety of learning opportunities in the gifted resource room. Differentiation strategies to challenge high ability learners are accomplished through collaboration between the VISIONS resource specialist and classroom teachers. Compacting may be used to further meet the academic needs of students who have shown proficiency with particular skills in the regular classroom. The WJCC middle school VISIONS program serves as a bridge between the elementary and high school programs during a time of rapid change in academic, emotional, social, and physical development. Students understand and build upon their individual strengths and become self-directed learners through a three-year portfolio process.

**Academic Support**—Academic support programs provide additional instruction for students who have difficulty completing grade level objectives. Academic support programs provide students with modified instruction differentiated teaching strategies and techniques as well as additional time to complete and apply basic skills. The instruction provides frequent reteaching of objectives, additional guided practice

and opportunities for hands-on activities which reinforce objectives. The selection of appropriate and interesting content with an emphasis on variety of materials is vital. The duration of an individual’s support program is based upon the individual’s progress. The amount of time per lesson and number of sessions is based upon the needs of the student.

**Virginia State Assessment Program**—Sixth grade students will take the Stanford 10 Achievement Test in the fall. The Stanford Tests allow us to compare our students’ performance to students across the nation. Seventh grade students will take the Virginia Standards of Learning (SOL) tests for History/Social Studies in the spring. This test covers grades 5-7 Standards of Learning. Eighth grade students take Virginia Standards of Learning tests in the spring. The tests will measure students’ attainment of the Virginia Standards of Learning in the following content areas: English/Writing for Grades 6-8 SOL (including a direct writing sample), Mathematics for Grades 6-8 SOL, Science for Grades 6-8 SOL, and Computer/Technology for Grades 6-8 SOL.

In addition, Virginia Standards of Learning tests will be taken by students who are completing Algebra I and/or Geometry. By passing both the course and the SOL test in these credit-bearing courses, the student will earn one verified credit toward graduation.

## Middle School Credit Bearing Courses

The following courses are offered for high school credit:

Algebra I  
 Geometry  
 World Language (intensified)  
 World Language (two-year program)

Consult with the Guidance Counselor concerning prerequisites for these classes.

**Very Important!** In any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and that the student not earn high school credit for the course. Parents requesting this option should contact the middle school's guidance office after final report cards but no later than June 30 to complete the proper forms.

### Failures and Courses Dropped at Middle School

Students who have failed any part of a year long course will register for the entire course and will receive 0.5 credit as a "re-take" and 0.5 credit upon successfully completing the course. Students who have dropped course(s) at the middle school but who have earned 0.5 credit will register for the entire course at the high school (if they choose to take the course again) and will receive 0.5 credit as audit and 0.5 credit upon successful completion of the course.

## WJCC Eligibility for Middle School Athletics--Highlights

### Academic Requirements:

A student may not receive a grade of "F" in more than one subject during the previous or current marking period to be eligible to play. This includes semester and end-of-year grades as well. Summer school grades supersede end-of-year "Fs." End-of-year grades for 6<sup>th</sup> graders will determine 7<sup>th</sup> grade fall eligibility.

For teams that hold tryouts and make cuts, all athletes must attend tryouts in order to make the team. A student who moves to the area may try out for a team (given he/she meets eligibility requirements). For a team that holds tryouts and makes cuts, an athlete who is academically ineligible during the tryout period, is not eligible to participate in that sport for that season.

A student has a total of two years of eligibility. Athletic eligibility/ineligibility is determined two days after grades are turned in. A player must attend school for at least three periods of the day in order to be eligible to participate in an interscholastic event that day. Any athlete who is suspended from school (OSS) or placed in an alternative classroom setting (ACS/ISS) for any reason may not play in the next scheduled game. A student receiving a second OSS will be dismissed from the team. Any student who receives two out-of-school suspensions at the middle school level during the school year will be ineligible for athletics during the next nine-week period, even if it is in the next school year (at the middle school level), unless they fulfill requirements set by the principal. Students who fail to maintain an overall 2.0 Grade Point Average must attend after-school tutoring during the off season for their sport.

### Non-Academic Regulations:

On game days, team members will ride the athletic bus to all games and from games except for WJCC school division, Queens Lake, Williamsburg Christian, and Walsingham Academy games. On practice days, athletes must be picked up by the time the activity/athletic bus leaves or the athletes will be required to ride the bus.

An athlete ejected/dismissed from a game is not eligible to play in the next game. All athletes must pass a physical exam performed by a certified doctor. Athletes must have a signed physical form in order to try out or participate.

Sixth grade students may not compete in interscholastic (between schools) or club sports. Sixth grade students may participate in intramural (between members of the same school) activities.

All athletes must not turn 15 years old prior to August 1 to be eligible to participate.

A copy of the complete WJC Athletic Eligibility requirements may be obtained from Athletic Director at each middle school.

# MIDDLE SCHOOL COURSE OFFERINGS

## ENGLISH/ LANGUAGE ARTS



### ENGLISH/LANGUAGE ARTS--Grade 6

The Balanced Literature components, listening, speaking, reading and writing are incorporated into this 6th grade course. These skills are taught within the framework of the Reading and Writing Workshop Model. Flexible grouping within each class provides the instructional arena for word study, composition, literary understanding, and research and study skills. Grammar skills are sharpened as students write and publish regularly for a variety of purposes. These experiences prepare them for the reading and writing portion of the Virginia State Assessment Program.

### ENGLISH/LANGUAGE ARTS--Grade 7

Balanced literature continues to be the philosophy that promotes the inclusion of listening, speaking, reading and writing in this 7th grade course. Students further develop their listening and oral communication skills in a variety of settings. Reading and writing continues to be taught through the Reading and Writing Workshops which allow students to be engaged in individual small groups and sometimes whole class exploration of authentic literature. Opportunities are provided to participate in general studies, author studies and thematic unit. All of these experiences prepare students for the reading and writing components of the Virginia State Assessment Program.

### ENGLISH/LANGUAGE ARTS--Grade 8

Students read a variety of fiction and non-fiction and do many types of writing. They read and write for information and for pleasure. Writing is used as a tool for learning, and the writing process is used to develop written products. Grammar and mechanics usage are reviewed in the context of writing. Oral skills are used in developing and making presentations. Attention is given to preparing students for the reading and writing components of the Virginia State Assessment Program and to teaching strategies that integrate reading and writing across the curriculum. Students who plan to pursue the intensified English courses at the high school level should plan to take Intensified English 8 to prepare them for the rigor of those courses.

### INTENSIFIED ENGLISH--Grade 7

#### Prerequisites:

- Successful completion of English/Language 6 (85%+)
- High reading score on Standardized Reading Test (STAR, SDRT-4)
- Teacher recommendation
- Submission of an application and writing sample
- Demonstrated advanced independent reading and writing ability

**Intensified English 7** provides an in-depth study of 7th grade literature with Socratic Seminar discussion groups and various writing formats. Critical thinking and analysis form the basis of this course. Students write often for different purposes and critique these pieces before publishing. Participation in writing contests is encouraged and oral presentations are an integral part of the course.

### INTENSIFIED ENGLISH--Grade 8

The course is based upon and follows state and division curriculum guidelines for 8<sup>th</sup> grade English. This challenging class is designed to provide a rigorous course of study in the following language arts areas: high level critical thinking, complex issues, conceptual learning, directed independent reading, writing preparation, and oral presentation and technique.

## FAMILY & CONSUMER SCIENCES



### FAMILY & CONSUMER SCIENCES--Grade 6 9-WEEKS/EXPLORATORY WHEEL

Family and Consumer Sciences provides sixth grade students with an opportunity to explore areas of home economics such as individual development, consumer education, simple food preparation, sewing crafts and fun sewing.

### FAMILY & CONSUMER SCIENCES--Grade 7 Semester Elective

Family and Consumer Sciences introduces students to areas such as individual development, food management, and essential sewing skills. Students can participate in the Future Homemakers of America organization which promotes improved family and community living while providing opportunities for students to develop their leadership abilities.

### FAMILY & CONSUMER SCIENCES--Grade 8 Semester Elective

The course focuses on a study of the family in terms of consumption of goods and services, individual development, cultural development, and management. Within the emphasis, there are several units covering grooming, child development and care, clothing selection care and purchase, foods and nutrition, and career awareness. Community resource people, field trips, and visual aids are employed to create a challenging and interesting environment for the students. Students can also participate in the Future Homemakers of American organization.

## FINE ARTS



### ART

#### ART--Grade 6

##### 9-Weeks/Exploratory Wheel

Emphasis at this level is on utilization of the design elements for expression and communication. A focus is on the role of art in world cultures and contemporary life.

#### ART--Grade 7

##### Semester

Visual communication, design principles and drawing are stressed at this level. The objectives reflect students' concerns for realistic representation and their interest in contemporary issues.

#### ART--Grade 8

##### Semester

The elements and principles of design continue to be stressed at this level. Expression of feelings through art media and communication through mass media are also explored.

### MUSIC

#### MUSIC--Grade 6

##### 9-Weeks/Exploratory Wheel

The class will explore music of different cultures. Emphasis will be on folk songs, instruments and dances unique to the different countries. Students will be introduced to basic music reading skills and will be actively involved in performing during class.

#### MUSIC--Grade 7

##### Semester

This course is designed to give students a survey of various musical styles. Special emphasis is placed on music of the twentieth century through the ages. Students will be actively involved in performing during class.

#### CHOIR--Grade 6

**Yearlong** (PAIRED WITH EXPLORATORY WHEEL COURSES: COMPUTER; FRENCH/GERMAN; SPANISH/LATIN; AND ONE COURSE RANDOMLY ASSIGNED FROM ART, MUSIC, TECHNOLOGY, FAMILY AND CONSUMER SCIENCES)

In choir, students learn a proper way to sing, handle various vocal problems, and learn the basic steps necessary to produce harmony. While learning various songs, the students will also learn to read music. The choir is a learning as well as a service group.

#### CHOIR--Grade 7

**Yearlong** (PAIRED WITH 2 SEMESTER ELECTIVES OR ANOTHER YEARLONG ELECTIVE)

In choir, students learn the proper way to sing, handle various vocal problems, and learn the basic steps necessary to produce four-part harmony. While learning various songs, the students will also learn to read music. The choir is a learning as well as a service group; it is called upon during the year to sing at various school assemblies and meetings. Because of the large number of students participating in choir, self-discipline on the part of the student is a must.

#### CHOIR--Grade 8

**Yearlong** (PAIRED WITH 2 SEMESTER ELECTIVES OR ANOTHER YEARLONG ELECTIVE)

Students will learn basic vocal techniques and music reading skills. Students will perform in concerts throughout the semester. Students will also have the opportunity to participate in district chorus and choral festivals. **Beginning Choir** is for students with no formal middle school choral experience or for those need to further develop their vocal skills. **Regular Choir** students will apply and strengthen skills learned in previous chorus classes.

#### BAND--Grade 6

**Yearlong** (PAIRED WITH EXPLORATORY WHEEL COURSES: COMPUTER; FRENCH/GERMAN; SPANISH/LATIN; AND ONE COURSE RANDOMLY ASSIGNED FROM ART, MUSIC, TECHNOLOGY, FAMILY AND CONSUMER SCIENCES)

Band is a program designed to train the student to become a proficient musician on his/her individual instrument. The program is concentrated in three basic areas: brass, woodwinds, and percussion. Extracurricular music performance opportunities will be available to all students who demonstrate competence on a particular instrument. Sixth graders with advanced skills will be able to audition for the marching band.

#### BAND/Grade 7

**Yearlong** (PAIRED WITH 2 SEMESTER ELECTIVES OR ANOTHER YEARLONG ELECTIVE)

Band is a program designed to train the student to become a proficient musician on his/her individual instrument. The program is concentrated in three basic areas: brass, woodwinds, and percussion. Extracurricular music performance opportunities will be available to all students who demonstrate competence on a particular instrument. Students will also have the opportunity to participate in sanctioned regional band activities.

**BAND--Grade 8**

**Yearlong** (PAIRED WITH 2 SEMESTER ELECTIVES OR ANOTHER YEARLONG ELECTIVE)

Band is a program designed to train the student to become a proficient musician on his/her individual instrument. The program is concentrated in three basic areas: brass, woodwinds, and percussion. Extracurricular music performance opportunities will be available to all students who demonstrate competence on a particular instrument. Students will also have the opportunity to participate in all district band, festival band and the solo and ensemble festivals.

**STRINGS/ORCHESTRA--Grade 6**

**Yearlong** (PAIRED WITH EXPLORATORY WHEEL COURSES: COMPUTER; FRENCH/GERMAN; SPANISH/LATIN; AND ONE COURSE RANDOMLY ASSIGNED FROM ART, MUSIC, TECHNOLOGY, FAMILY AND CONSUMER SCIENCES)

**Beginning Strings** is for the student interested in the violin, viola, cello, or string bass who has no prior experience. Bowing, fingering, correct posture, and correct manipulation of the instrument are studied with emphasis on music reading and listening skills. **Continuing orchestra** is for the student with playing experience. More advanced techniques of bowing, fingering, and tone production are pursued through the study of varied and sophisticated repertoire for string orchestra with emphasis placed on the continual development of music, reading, listening, and ensemble skills. Students in both groups are required to participate in performances.

**ORCHESTRA--Grade 7**

**Yearlong** (PAIRED WITH 2 SEMESTER ELECTIVES OR ANOTHER YEARLONG ELECTIVE)

The program provides for the intermediate strings student who has one or more years of experience. Emphasis is placed on the development of musicianship, preparation of music for concerts, development of appropriate rehearsal techniques, sight-reading, listening, and ensemble skills. Teamwork and responsibility for the overall effectiveness of the orchestra is emphasized through required participation in performances. Qualified students will have the opportunity to audition for events such as Regional Orchestra.

**ORCHESTRA--Grade 8**

**Yearlong** (PAIRED WITH 2 SEMESTER ELECTIVES OR ANOTHER YEARLONG ELECTIVE)

The program is designed for the advanced strings student with two or more years of experience and involves advanced techniques in bowing, fingering, shifting positions, and tone production. Emphasis is placed on the development of musicianship, preparation of music for concerts, development of appropriate rehearsal techniques, sight-reading, listening, and responsibility in the overall effectiveness of the orchestra through required participation in performances. Qualified students will have the opportunity to audition for events such as Regional Orchestra.

*THEATRE***DRAMA--Grade 6****9-weeks/Exploratory Wheel**

6th grade drama is a 9-week course which includes study in pantomime, parts of a stage, body positions and movement, and various styles of communication: speech, interview, and non-verbal body language, and stage fright. Expression will occur through reading, writing, and performing various aspects of these areas.

**DRAMA--Grade 7****Semester**

7th grade drama is a semester course which includes study in parts of a play, scene work, monologues, trust and teamwork exercises, characterization, vocalization, physicalization, and emotion of character, theatre technology, theatre etiquette, and performance critique. Expression will occur through reading, writing, and performing various aspects of these areas.

**DRAMA--Grade 8****Semester**

8th grade drama is a semester course which includes study in various styles of theatre: musical theatre, reader's theatre, commercial radio, as well as a focus on theatre history including ancient Greek and Roman theatre, commedia design, costume design, and makeup. Expression will occur through reading, writing, and performing various aspects of these areas.

## HEALTH & PHYSICAL EDUCATION



*Adapted Physical Education: Students will be scheduled into adapted physical education with a doctor's recommendation and approval of the child study committee.*

**HEALTH 6**

The curriculum includes family life, sex education, personal safety, nutrition, and fitness. The major focus is care and safety of the middle school student. The objectives for family life are outlined in the WJC School Division's Handbook on Family Life and Sex Education. The course is taught by health and physical education teachers.

**PHYSICAL EDUCATION 6**

Physical education is designed to be an enjoyable learning experience for all students. Emphasizing the areas of skill development and physical fitness, the program offers a variety of individual and group activities. Activities include aerobic dance, volleyball, physical fitness, tumbling, field/floor hockey,

soccer, team hardball, ball skills, rollerblading, and locomotor skills. Students are required to wear a school physical education uniform which will be available for purchase at the school and/or at a local store. The uniform consists of a white shirt and blue shorts with the WJCC logo, white socks, and tennis shoes.

## HEALTH AND PHYSICAL EDUCATION 7

In grade seven, a complete and optimal level of physical fitness through vigorous activities is offered to meet the ever-growing needs, interests, and abilities of the individual. Emphasis is placed in such areas as development of large muscle groups, coordination, agility, endurance, and a primary knowledge of rules and skills. Activities included in the program are volleyball, rhythms/aerobics, physical fitness, basketball, soccer, field hockey, pickleball, and handball. Students are required to wear a school physical education uniform which will be available for purchase at the school and/or at a local store. The uniform consists of a white shirt and blue shorts with the WJC logo, white socks and athletic shoes. Instruction in health education is designed to develop basic health practices and attitudes that will reinforce and supplement the efforts of the home and community. Units of study include safety, nutrition, fitness, wellness, substance abuse, family life, sex education, and consumerism/advertising.

## HEALTH AND PHYSICAL EDUCATION 8

The units of instruction in grade eight are an expansion of knowledge and skills introduced in the grade seven program. Emphasis is placed on proficiency in various activities. A more mature approach toward physical fitness and its relationship to wellness is emphasized. Activities include physical fitness, volleyball, soccer/field hockey, softball, strength training, pickle ball, and team handball. Students are required to wear a school physical education uniform which will be available for purchase at the school and/or at a local store. The uniform consists of a white shirt and blue shorts with the WJC logo, white socks, and tennis shoes. Health education instruction is designed to aid students in developing emotionally and physically. A more detailed study of the scientific aspects of body mechanics is presented. Through safety and health instruction, proper behavior habits and practices can be developed. Units in this course include personal wellness, drug education, first aid, body systems, and family life and sex education.

# MATHEMATICS



## MATHEMATICS 6

Students entering the sixth grade will continue to build upon skills developed in the areas of whole numbers, decimals, and fractions. Ratios will be used by the students to compare datasets, make conversions and solve linear equations in one

variable. Problem solving is emphasized throughout the class and within each of the six content strands: number and number sense, computation and estimation, measurement, geometry, probability and statistics, and patterns, functions and algebra. Manipulatives will be used to teach abstract concepts and technology such as calculators and computers will be used where appropriate. Applying math to real-life situations will also be encouraged. In order to meet the needs of individual students enrolled in this course, flexible grouping will take place. By grouping the students according to their needs, time will be allowed for both remediation and enrichment to occur.

## MATHEMATICS 7

The seventh grade mathematics course will emphasize proportional reasoning and solving problems involving consumer applications. Properties of real numbers, solving linear equations and inequalities, and data analysis techniques will be studied. Problem solving is emphasized throughout the class and within each of the six content strands: number and number sense, computation and estimation, measurement, geometry, probability and statistics, and patterns, functions and algebra. Manipulatives, calculators, and computers will be used where appropriate. Applying math to real-life situations will also be encouraged. Flexible grouping will be used to meet individual needs. By grouping students according to their needs, time will be allowed for both remediation and enrichment to occur.

## PRE-ALGEBRA (Grades 6, 7 or 8)

Students meeting the following criteria can advance to pre-algebra math: 75% or above on the Pre-Algebra Prognosis Test and 75% or above on the Mathematics Skills Test. The pre-algebra mathematics course is designed to prepare students for the study of algebra. The course extends concepts learned in previous grades while preparing students to study the abstract concepts of algebra. New concepts include: solving multi-step equations, graphing linear equations, applying transformations to geometric figures and describing and organizing data through the use of a matrix. Manipulatives, calculators, and computers will be used where appropriate. Applying math to real-life situations will also be encouraged.

## ENRICHED PRE-ALGEBRA/Grade 8 Option

Students must meet the following criteria to be enrolled in Enriched Pre-Algebra: "A" or "B" in Math 7 or C or better in Pre-Algebra

The Enriched Pre-Algebra course will provide a challenging program designed for 8<sup>th</sup> grade students who will enter Algebra I in high school. Students will refine skills introduced in pre-algebra and be introduced to concepts and skills necessary for the Algebra I curriculum. Elements of the course include: the language of algebra, formulas, solving equations and inequalities, probability and relations, functions and graphs.

## **ALGEBRA I/Middle School High School Credit**

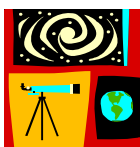
Students must meet the following criteria to be enrolled in Algebra I: End-of-year grade of “B” or better in Pre-Algebra math to progress to Algebra I

A strong foundation for academic mathematics is provided in this course. Students will use algebra and the graphing calculator as tools for representing and solving a variety of practical problems. This course will establish a working understanding of the terminology, notations and symbolism of algebra. Topics include: rational numbers, equations, inequalities, polynomials, factoring, rational expressions, graphing linear equations, systems of equations and radical expressions.

## **GEOMETRY/Middle School High School Credit**

This course is designed for middle school students who have successfully completed Algebra I. This course includes the deductive axiomatic method of proof to justify theorems and tell whether conclusions are valid. Emphasis will be placed on two- and three-dimensional reasoning skills, coordinate and transformational geometry and the use of geometric models to solve problems.

## **SCIENCE**



### **SCIENCE--Grade 6**

At this grade level, students will develop culminating experiences in the general sciences in preparation for content specialization during subsequent grades. Emphasis will be placed on student-oriented activities employing the components of experimental design and science process skills. The course focuses on the role of the sun's energy in the Earth's systems, on water in the environment, on air and atmosphere, and on basic chemistry concepts. A more detailed understanding of the solar system and space exploration becomes a focus of instruction. Natural resource management, its relation to public policy and cost/benefit tradeoffs in conservation policies are introduced.

### **LIFE SCIENCE--Grade 7**

Seventh grade life science will provide students with experiences investigating natural cycles and living systems. A hands-on exploratory approach incorporating experimental design components will generate understanding and appreciation of all living things, their roles in nature, their habitats, and the means by which scientists study them.

## **PHYSICAL SCIENCE--Grade 8**

During the academic year students will become actively acquainted with the physical sciences: chemistry and physics. Using hands-on investigative skills of experimental design, they will explore natural laws governing matter and energy interactions and the principles of work, mechanics, and motion. Application of these laws and principles will focus on technology in a changing world and the use of technology as tools for research and communication.

## **SOCIAL STUDIES**



### **SOCIAL STUDIES--Grade 6**

Sixth grade Social Studies focuses on United States History to 1877. Concepts from civics, economics, and geography are integrated with the history. Students learn about change and continuity in our history through reading stories and studying documents and speeches that lay the foundation of American ideals and institutions. They learn about great leaders as well as examining the impact of historical events on the everyday lives of families.

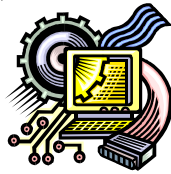
### **SOCIAL STUDIES--Grade 7**

Students in seventh grade Social Studies continue the study of United States History (1877 to the present) with an additional emphasis on their role as citizens in a democracy. They build on concepts from earlier grades, especially grades four and six, that examine Virginia and U.S. History through the middle of the 19<sup>th</sup> Century. Concepts from government and economics are included as students learn how our government and our free market system have developed and changed through the years. They participate in simulations, analyze primary documents, and research information about people who have contributed to the development of our nation.

### **WORLD HISTORY--Grade 8**

In World History, students will explore early human societies beginning with hunters and gatherers and progressing through the rise and fall of major world empires. Students will examine similarities and differences among ancient river civilizations such as those along the Nile, Tigris-Euphrates, Huang He and the Indus Rivers. They will read about the personalities who commanded great empires and study the daily lives of everyday people as well. Students will use a variety of resources to analyze events including art, music, different genres of literature and technology. Students will be involved in many hands-on activities as the ancient world comes alive with people and exciting events. This course will provide a foundation for World History (from 1000 AD to the present) and World Geography in grades 9 and 10.

## TECHNOLOGY EDUCATION



### **COMPUTER--Grade 6** **9-Weeks/Exploratory Wheel**

Sixth grade students will have an opportunity to refine their computer and keyboarding skills in the computer center. In addition to keyboarding applications, students will use word processing, multimedia applications and networked resources in support of curricular areas.

### **COMPUTER--Grade 7** **Semester**

This elective course provides students an opportunity to further expand and refine their computer skills. Students will use computers to produce word processed documents, databases, spreadsheets and multimedia presentations. Networking will allow students to access resources worldwide.

### **INTRODUCTION TO TECHNOLOGY--Grade 6** **9-weeks/Exploratory Wheel**

Using a discovery approach, students learn how to solve practical problems and predict outcomes by using the following: image digitizing, computer graphics, product design and testing, modular construction, Car Building, Robotic Studies, and Flight Simulation. Introduction to Technology provides a fun experience as sixth grade students learn about technology.

### **TECHNOLOGY INVENTIONS & INNOVATIONS** **Grade 7** **Semester**

Students use modeling, invention and cooperative learning to promote creativity through the following projects: designing a Lego creation, silk screening a design idea, creating a time line, redesigning a commonly used object, inventing a new product, and reporting on an existing product. They also use Car Builder, Part II, and MacDraw software. Projects are presented through oral presentations.

### **TECHNOLOGY SYSTEMS--Grade 8** **Semester**

As students apply technology to life and work, they participate in a problem simulation that requires a solution and an assessment of the chosen solution. In addition to simulations, computer-aided applications and group case studies are used. Students choose their area of study from one of the following units: CO2 Car Design, Glider Construction and Testing, rocket design and performance testing, city planning, bridge construction, satellite operation, hydroponics or space-age gardening, CAD design, modeling, and pneumatic systems.

## WORLD LANGUAGES



### **WORLD LANGUAGES--Grade 6** **9-Weeks/Exploratory Wheel**

Students will have an opportunity to experience Latin, Spanish, French, and German. Students will learn some basic vocabulary and some common phrases in each of the languages as well as studying some of the cultures of the appropriate regions.

### **PASSPORT TO FRANCE--Grade 7** **Semester**

Passport to France focuses on French culture, landscape, and practical vocabulary such as greetings, time, weather, and food. Students will learn more about France and its language through movies and participation in classroom activities, such as skits and role-playing.

### **GERMAN FOR TRAVELERS--Grade 7** **Semester**

German for Travelers will highlight German for everyday usage, such as that used for traveling in Germany and in other countries where German is spoken. Students will learn phrases which will help the traveler in airports, train stations and other forms of transportation as well as language which will assist the traveler who is staying in private homes, youth hostels and hotels. Other topics include: greetings, German names, counting, telling time, dates and some basic geography of Germany and German-speaking countries.

### **AN INTRODUCTION TO ANCIENT GREECE** **Grade 7** **Semester**

Ancient Greece will introduce students to the Ancient Greek civilization through language and culture. Students will learn the Greek alphabet and basic phrases in Greek. They will also participate in a variety of hands-on activities as they learn about the contributions Greece has made to the Western World in government, philosophy, and mythology.

### **WORLD LANGUAGES--Grade 7** **Yearlong**

A two-year foreign language program is offered beginning in grade seven. Students may choose one foreign language to study in the seventh grade, if their schedule permits. This extended program allows more time for the study of culture, geography, and current affairs. The teacher is able to include activities such as skits, plays, games, and culinary arts, that bring the foreign language to life. Students who successfully complete the program will receive a grade and one-half high

school credit at the end of Grade 7 and another grade and one-half high school credit at the end of Grade 8.

The Virginia State Accreditation Standards require that a Level I foreign language be offered to eighth grade students. Because of the emphasis on oral proficiency, and what we know of the characteristics of middle school students, the majority of our students will be more successful and acquire a more solid foundation of knowledge from the two-year program. However, the one-year program may be more attractive to some students. Students who successfully complete the one-year program will receive one high school credit at the end of Grade 8. It must be emphasized that both programs are academically structured so that the students will need strong study skills to prepare for Level II at the ninth grade level.

### **First year of a two-year program for Level I high school credit:**

**Latin I, Part A**—Grammatical, literary, cultural, and historical goals are emphasized through use of textbooks, workbooks, and visuals. The goal is an understanding of the literary, cultural, and historical aspects of Ancient Rome and her people.

**French I, Part A**—The four language skills of listening, speaking, reading and writing are emphasized through use of textbooks, workbooks, visuals and tapes; histories and cultures of French-speaking people are also introduced.

**German I, Part A**—The four language skills of listening, speaking, reading and writing are emphasized through use of textbooks, workbooks, visuals and tapes; histories and cultures of German-speaking people are also introduced.

**Spanish I, Part A**—The four language skills of listening, speaking, reading and writing are emphasized through use of textbooks, workbooks, visuals and tapes; histories and cultures of Spanish-speaking people are also introduced.

## **WORLD LANGUAGES--Grade 8**

### **One-year intensified or two-year program**

*(See explanation World Languages--Grade 7)*

**Latin I, Part B**—second year of the two-year program for Level I high school credit

**Latin I**—One year intensified program for high school credit. Grammatical, literary, cultural, and historical goals are emphasized through use of textbooks, workbooks, and visuals. The goal is an understanding of the literary, cultural and historical aspects of Ancient Rome and her people.

**Spanish I, Part B**—second year of a two-year program for Level I high school credit.

**Spanish I**—One-year intensified program for high school credit. The four language skills of listening, speaking, reading, and writing are emphasized through use of textbooks, workbooks, visuals, and tapes; histories of Spanish-speaking peoples are also introduced.

**French I, Part B**—second year of a two-year program for Level I high school credit.

**French I**—One-year intensified program for high school credit. The four language skills of listening, speaking, reading, and writing are emphasized through use of textbooks, workbooks, visuals, and tapes; histories of French-speaking peoples are also introduced.

**German I, Part B**—second year of a two-year program for Level I high school credit.

**German I**—One-year intensified program for high school credit. The four language skills of listening, speaking, reading, and writing are emphasized through use of textbooks, workbooks, visuals, and tapes; histories of German-speaking peoples are also introduced.

# HIGH SCHOOL PROGRAM

## Diploma Requirements

### WJCC Graduation Requirements for the Virginia Standard Diploma

To graduate from high school in Williamsburg-James City County, a student will be required to complete 28 credits, as outlined below, in grades 9 through 12. When 8<sup>th</sup> grade students successfully complete subjects identified as high school credit-bearing courses, credit may be counted toward promotion, graduation and class rank. Courses taken in 8<sup>th</sup> grade are not counted as core classes by the NCAA Clearinghouse.

Students must earn a minimum of 6 **Verified Units of Credit** from courses which require a Virginia Standards of Learning test. Students must earn 2 verified credits in English (grade 11), 1 math, 1 science, 1 history/social science and 1 student-selected test.

Both the WJCC graduation requirements and the Verified Credits requirements must be met to earn a Standard Diploma.

<u>Subject</u>	<u>Required Credits</u>
English	4
Mathematics (Algebra I or above)	3
Laboratory Science (from at least two different disciplines)	3
Social Studies	
World Studies	2
VA & US History	1
VA & US Government	1
Health and Physical Education	2
Fine Arts	1
Technology	1
World Languages	1
Electives (including specialized electives)	9
(Must include a CTE completer sequence)	
<b>Total Credits = 28</b>	

### WJCC Graduation Requirements for the Virginia Advanced Studies Diploma

To satisfy requirements to graduate from high school in Williamsburg-James City County and to receive a Virginia Advanced Studies Diploma, a student must complete 28 credits, grades 9 through 12. When 8<sup>th</sup> grade students successfully complete subjects identified as high school credit-bearing courses, credit may be counted toward promotion, graduation and class rank. The Commonwealth of Virginia may have additional requirements for graduation which must be met. Courses taken in 8<sup>th</sup> grade are not counted as core classes by the NCAA Clearinghouse.

Students must earn a minimum of 9 **Verified Units of Credit** from courses which require a Virginia Standards of Learning test as follows: English (2), science (2), history/social science (2), mathematics (2) and student's choice (1). Both the WJCC graduation requirements and the Verified Credits requirements must be met to earn an Advanced Studies Diploma.

<u>Subject</u>	<u>Required Credits</u>
English (Communications, Literature or higher)	4
Mathematics (Algebra I and above; no more than 1 unit of Computer Science)	4
Laboratory Science from at least three different science disciplines (from among Earth Science, Biology, Chemistry, Physics)	4
Social Studies	
World Studies	2
VA & US History	1
VA & US Government	1
World Languages (3 units in one language or 2 units in two languages)	3-4
Health & Physical Education	2
Fine Arts	1
Technology	1
Electives (including specialized electives)	5
<b>Total Credits = 28</b>	

## WJCC Courses with End-of-Course Standards of Learning (SOL) Tests

### **English 11**

—English 11 Reading/Writing  
—American Studies  
—English 11  
—Advanced American Studies  
—Honors English 11

### **Mathematics**

—Algebra I, Part 2  
—Algebra I  
—Geometry, Part 2  
—Geometry  
—Algebra II  
—Algebra II/Trig

### **Science**

—Earth Science  
—Biology  
—Chemistry

### **Social Studies**

—World History  
—World Geography  
—AP Human Geography  
—American Studies  
—U.S. History  
—AP U.S. History  
—Adv. Am. Studies

**SOL Tests...** Certain substitute tests have been approved by the Virginia Board of Education. The Virginia Department of Education allows provisions for students who transfer into a Virginia public school for the first time from an out-of-state or private school that does not require SOL testing.

## Modified Standard Diploma

Eligibility for the Modified Standard Diploma is determined by the student's Individual Education Program (IEP). To earn a Modified Standard Diploma (20-credit) an eligible student must successfully complete the following Standard Units of Credit:

<b><u>Subject</u></b>	<b><u>Required Credits</u></b>
English	4
History & Social Science	2
Mathematics	3
Science	2
Health and Physical Education	2
Fine or Practical Arts	1
Electives	6
<b>Total Credits = 20</b>	

Credit must include at least two sequential electives. Students pursuing the Modified Standard Diploma must pass literacy and numeracy competency assessments prescribed by the State Board of Education.

## Special Diploma

Certain students identified with disabilities who complete the requirements of their Individual Education Programs (IEP) are awarded Special Diplomas by the local school board.

## General Achievement Diploma

Certain individuals who meet specific conditions and complete a prescribed course of study as defined by the State Board of Education may be awarded the General Achievement Diploma through Adult Education.

## Certificate of Completion

Certain students who have completed a prescribed course of study as defined by the local school board are awarded Certificates of Completion if they do not qualify for diplomas.

## Graduation: Recognition Seals

The Standards for Accrediting Schools in Virginia establish high school graduation requirements and certain diploma seal recognitions. In addition, WJCC offers the Honors Program Seal.

- State Board of Education Seal—Students who earn the Standard Diploma with an average grade of “A” or better will receive the State Board of Education Seal on the diploma.
- Governor’s Seal—Students who earn the Advanced Studies Diploma with an average grade of “B” or better and complete at least one Advanced Placement (AP) or college level course for credit will receive the Governor’s Seal on the diploma.
- State Board of Education Career & Technical Education Seal—Students who earn the Standard or Advanced Studies Diplomas and complete a prescribed sequence of courses in a career/technical education concentration AND maintain a “B” average in those courses OR pass a certification examination OR acquire a professional license will receive the State Board of Education Career & Technical Education Seal on the diploma.
- State Board of Education Seal of Advanced Mathematics & Technology—Students who earn the Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma and maintain a “B” average in those courses AND EITHER pass a certification examination from a recognized industry, trade or professional organization or acquire a professional license in a career/technical area OR pass an exam approved by the Board that confers college-level credit in a technology or computer science area will receive the State Board of Education Seal of Advanced Mathematics & Technology on the diploma.
- State Board of Education Seal for Excellence in Civics Education—Students who earn the Standard or Advanced Studies Diploma AND complete Virginia and U.S. History and Virginia and U.S. Government with a grade of “B” or higher AND complete 50 hours of voluntary participation in community service or extracurricular activities (e.g., volunteering for an organization that provides services to the poor, sick, less fortunate OR participating in Boy Scouts, Girl Scouts, and similar organizations; in political campaigns or government internships, Boys State, Girls State, Model General Assembly; and/or in school-sponsored extracurricular activities that have a civic focus) OR enlisting in the United States military prior to graduation and have good attendance with no disciplinary infractions as determined by local school board policy receive the State Board of Education Seal for Excellence in Civics Education on the diploma.
- Williamsburg-James City County Public Schools Honors Seal—Students who successfully complete the academic requirements, community service project, and individual honors project shall receive the WJCC Honors Seal.

Williamsburg-James City County Public Schools expects that students enrolled in a WJCC high school for at least the last two years of high school will successfully complete course work in preparation for higher education and/or be a vocational completer and earn a diploma.

State Board of Education Seal

Governor’ Seal

State Board of Education Career & Technical Education Seal

State Board of Education Seal of Advanced Mathematics & Technology

State Board of Education Seal for Excellence in Civics Education

Williamsburg-James City County Public Schools Honors Seal

## Advanced Placement/Weighted Courses

Designated high school courses, because of the level of difficulty and time required for mastery, will carry a weighted grade when final point averages are computed. The course weights are based on the grade standard four-point scale. Grades of A, B, or C in designated weighted courses will receive increased point values (A=5.0, B=4.0, C=3.0). A grade of "D" will receive a weight of one, regardless of the course. Weighted courses will include:

AP English Literature & Composition	AP Biology	AP Spanish Language
AP English Language & Composition	AP Chemistry	Advanced French Conversation and Composition
Honors 11 English	AP Physics	Advanced German Conversation and Composition
AP American Government	AP Music Theory	Advanced Spanish Conversation and Composition
AP Comparative Government	AP Studio Art	
AP Economics	AP French	(Other Advanced Placement classes, as added)
AP US History	AP German	
AP Calculus AB	AP Latin	Approved concurrent college courses may be taken
AP Calculus BC	Latin IV	in grades 11 and/or 12
AP Computer Science		

## Weighting of Concurrent College Courses and Dual Enrollment Courses

### Concurrent College Courses

This procedure is effective beginning with the graduating class of 2006.

1. Students should exhaust the available high school offerings in a particular subject prior to taking a concurrent college course.
2. Students may not substitute college courses for high school requirements.
3. Students are responsible for completion of the permission form required for college registration.
4. Except for extremely extenuating circumstances, the weighting of concurrent college course option is limited to students who have completed their junior year.
5. Extenuating circumstances should be determined by the principal based on (a) academic necessity, (b) student academic record, and (c) student maturity.
6. Only one concurrent college course per semester will be granted additional weight.
7. The concurrent college course must be a 3 credit course in a content area.
8. College courses excluded from weighting are all introductory courses and foreign languages that do not exceed the rigor of Advanced Placement.
9. Students must indicate their wishes for weight/non-weight or whether the course is not for high school credit on the permission form prior to enrollment in a concurrent college course.
10. Students who take a college course to satisfy the full-enrollment requirement must supply official college transcripts prior to the end of the high school semester in which the course is taken.
11. Students who take a college course in addition to being fully enrolled in high school courses must supply an official college transcript prior to the end of the high school semester in which the course is taken.
12. Students who drop a concurrent college course that is taken as part of the full-enrollment requirement will receive an "F" on the high school transcript for that course.
13. Students and their parents must assume the costs and risks associated with taking concurrent college courses.

### Dual Enrolled College Courses:

This procedure is effective beginning with the graduating class of 2006:

1. Courses taught at the Governor's School for Science and Technology that offer dual enrollment at Christopher Newport University and Thomas Nelson Community College shall receive additional weight.
2. Courses that are dual-enrolled with Thomas Nelson Community College that are taught at the high school level will receive additional weight if
  - a. the course has been articulated by TNCC to a 4-year college (subject to annual review and teacher credentialing) and the student has completed the dual enrollment process,

OR

# General Information

## Course Selection/Registration Process

Parents are invited to the course selection meetings with their students. Course selection is an important process. Students and parents/guardians should carefully consider diploma requirements, the student's ability, past academic performance, career goals, teacher/counselor recommendations, and interest (if elective). Through thoughtful course selection and close cooperation between the student and the guidance counselor, a student should be able to pursue both an academic and/or career goal as well as a variety of elective areas of study. Parents/guardians are encouraged to contact their child's counselor to discuss student career goals, course selections and student academic achievement.

- b. the course is the second course in a Tech Prep completer sequence.

**Class Rank**--High School class rank is based on the grades earned in courses for which credit is awarded. The Grade Point Average (GPA) for students is based on the sum of quality points for grades in completed courses divided by the number of credits attempted. Students are ranked in their class by their GPA. GPA and rank are recomputed each semester.

**Transfer students**--Credit courses transferred into a WJCC school from other school divisions will be accepted if the courses are compatible with local and state regulations. Weighted credits will be awarded to only those transfer courses which are also weighted in the WJCC School Division and will be computed according to the WJCC procedure rather than by the method used in the previous school. In conversion of the sending school's transcript, the letter grade previously applied is transferred in.

**Electives**--Electives must be approved by a guidance counselor and must meet the diploma requirements for sequenced courses, fine arts, and technology.

**Diploma requirements**--Courses taken to meet the diploma requirements must be taken at the high school or middle school.

**Center for Educational Opportunities (CEO)**--CEO provides alternative education. Students attend CEO for a full day. Instruction is provided in the core courses, reading, and Health and PE. A variety of additional courses are available through one of two internet curriculum providers, WaterStreet and NovaNet. The program assists students in developing the behavioral and academic skills necessary to succeed upon returning to their home schools.

**Alternatives to Animal Dissection**--Students may do an alternative to animal dissections with written permission of their parent/guardian.

**Promotion--High School** students are promoted to grade 10 if they have 6 credits; to grade 11 with 14 credits; and to grade 12 with 21 credits.

**Technology credit**---Courses that satisfy the technology credit requirement are: Digital Input Technologies; Design, Multimedia and Web Technologies; Computer Information Systems; Computer Information Systems II; Office Specialist

I-III; Office Administration; Word Processing; Journalism II and III; Internet Marketing (Electronic Commerce); Computer Science; AP Computer Science; Mass Media II and III; Foundations of Technology; Computer Drawing and Design; Architectural Design; Introduction to Engineering; Principles of Engineering; Advanced Engineering; Computer Animation and Graphics (Digital Visualization); Interactive Multimedia. The following New Horizons Regional Education Center courses also apply: Computer Network Essentials; Electronics II; Engineering Technology; Statistical Research Methods; Introduction to Computer Programming; C/C++ Programming in the UNIX Environment; Graphical Perspectives in Computer Applications; Computer Organization and Architecture. (indicated by ☞ symbol)

**Low Enrollment Courses**--Courses with low enrollment may not be offered at all locations or may not be offered at all during the school year. When low-enrollment courses are offered at one high school, the course is considered "shared" and is available to students from both high schools at the designated location.

**Shared Courses**--In addition to low-enrollment courses, courses that are only offered at one location are considered "shared" and are available to students from both high schools at the designated location.

**Guidelines for Offering High School Classes**--At least 12 students should be registered in a class in order to offer the class at a high school. If there are fewer than 12 students who register for a class, the principal will explore the option of combining this class with another level of the same subject. When low enrollments occur in an Advanced Placement class, the principals may elect to combine the enrollments at one high school location. There may be circumstances, such as when a course is the last needed in a sequence, when course enrollment lower than 12 may be allowed.

**Courses and Credits**--All courses in the Program of Studies are listed as half credit, one credit, two credit, etc. One credit courses will meet for one block period for one semester; half credit courses will meet for a block period for 45 days and are paired with another half credit course.

**Course Fees**--Course descriptions indicate any fees that are required. Students who are eligible for free/reduced lunch may apply for a course fee waiver except for Driver's Education and Lifeguarding.

**Specialized Electives**--All high school students will complete four courses from one of the following clusters: Fine Arts, Humanities, Math and Science, Business and Marketing, Human Services, Technology, and Trades and Industry. A list of courses meeting this requirement will be available in the guidance office. While it is not mandated that students take a career and technical program, the state of Virginia does require that students pursuing a standard diploma complete two sequenced electives. Those pursuing a standard diploma are strongly encouraged to complete a career and technical completer sequence (as defined by the Virginia Department of Education). Career and technical completer sequences are designed to help students develop marketable skills.

**Early Graduation**--Students who plan to graduate early should plan an appropriate program with their guidance counselors and principal at least one year in advance of their graduation.

**Tech Prep Courses**--Courses that are dual enrolled with Thomas Nelson Community College and are included in degree or certificate requirements at TNCC are considered Tech Prep courses.

**Continuation High School**--Students who have not met the requirements for a high school diploma within four years shall be allowed to continue to meet their requirements during a fifth year. Students in their fifth year will not have athletic eligibility.

**Enrollment**--Students shall not be allowed to enroll if they have passed their twentieth birthday on or before August 1 of the school year. Students who are receiving Special Education services may attend through age 21 if stipulated in their IEP.

**Sequenced Classes**--Students may register for only one English, math, science, health/PE, and social studies class during spring registration. Requests for additional courses in these departments may be made as an alternate selection. Such requests will be granted on a space available basis with preference given to seniors, juniors, and sophomores in that order. This does not apply to courses which are designated as electives or to students who need to make up a required course which they have failed. Students may register for two courses in foreign language when years one and two are requested. Every effort will be made to schedule languages in consecutive semesters. Full **acceleration** may be allowed if scheduling and space permit. Students who fail will be able to repeat in the next semester on a space available basis. "Space available" is defined as a class with fewer than 22 students registered.

**Drop/Add**--The first seven days of each semester will constitute the drop period. A student may drop a class during this period if he/she adds another class in order to maintain a full class load. A student will not be allowed to drop a class if it will result in the student maintaining less than a full class load.

**Repeating a Class for Strength**--Students may re-enroll in a sequential class if they have the teacher's recommendation and have a parent's signed request to re-take the class. Credit is given the first time a student takes a course. The grades for

both enrollments are calculated into the GPA, but the credit is applied only during the first enrollment. Both grades become a permanent part of the student transcript. Students may only repeat one course per semester. Virginia High School League Rules regarding "audits" apply for those students who are athletes.

**Dual Enrollment**--Through formal arrangements with Thomas Nelson Community College, WJCC offers community college credit for certain courses taught at the high schools. These courses may vary from high school to high school depending on teacher credentialing. This opportunity is offered without fee to all WJCC students.

**Mentorships**--Mentorships are available on a limited basis to juniors and seniors. A student interested in a mentorship must first consult his or her guidance counselor, then complete the specified application process and interview with the mentorship coordinator by May 1 of the year prior to the beginning of the mentorship.

**Gifted and Talented**--The Gifted and Talented program serves general intellectually gifted students. Secondary Enrichment Specialists work with teachers and school counselors to meet the needs of gifted and talented students. Direct services for students include Humanities courses and credit bearing Mentorships for identified juniors and seniors. Access to a Resource Room under the supervision of the Secondary Enrichment Specialist is available daily.

**English as a Second Language**--This program is designed to improve the communication skills and vocabulary of non-native English speakers. Reading comprehension, writing, listening, conversation, pronunciation, vocabulary, and grammar are emphasized. Students who are enrolled in verified credit courses must take the associated SOL test but may be given accommodations.

**Career and Technical Education**--Within WJCC there are five career/technical programs that are offered for high school credit with concentrations that lead to career/technical completer status. Meeting the needs of students as they prepare to work in the 21<sup>st</sup> century are offerings in Business & Information Technology, Marketing Education, Technology Education, and Trade and Industrial Education. Courses are also offered in Health and Medical Sciences.

**York County School of the Arts (SOA)**--The York County School of the Arts (SOA) provides high school students with an enriched and challenging fine arts educational opportunity. SOA programs emphasize academic growth and artistic development, the multidisciplinary nature of the arts, standards development, the multidisciplinary nature of the arts, standards to differentiate between the meaningful and the mediocre in the arts, and fine arts career opportunities. SOA is located at Bruton High School and is open to students in WJCC on a space available basis. Admission to SOA is by application/audition. Information about the SOA program may be obtained from the Coordinator at 220-4095. In addition to SOA

acceptance, a letter of Intent Form must be received by the Supervisor of Gifted and Fine Arts Programs no later than January 30. See your counselor for more information.

**New Horizons Governor's School for Science & Technology**

– The New Horizons Governor's School for Science and Technology is a shared-time program with students receiving instruction both at the Governor's School for two periods and at their home school for two blocks each day. Courses are available in the morning, afternoon or in the early evening. Students enrolled in a science course spend another five hours minimum a week in an after school mentorship program. All New Horizons Governor's School courses are yearlong courses.

**New Horizons Regional Education Center-** Courses at the New Horizons Regional Education Center qualify students for skilled employment after graduation. The courses are open to all rising 11<sup>th</sup> and 12<sup>th</sup> graders. Rising 12<sup>th</sup> graders, considering attendance at New Horizons for the first time should seek a detailed explanation from their guidance counselor. Most courses carry 3 credits per year for each of the one or two years of study. All classes for Jamestown, Lafayette and Warhill High School students require the first two blocks of each day. Students are picked up by bus at home to travel to one of the two New Horizons Centers. Students return to Jamestown, Lafayette or Warhill by school bus to attend the last two blocks. Students are full-time Jamestown, Lafayette or Warhill High School students, eligible to participate in activities and be members of any club or team.

## WJCC Honors Program

To earn an Honors Seal on the Diploma, members of the class of 2004-2005 and thereafter must meet academic course and project as well as project requirements as follows:

**Academic Preparation:** As part of the graduation requirements, a student must successfully complete at least seven Advanced Placement courses or six advanced placement courses plus one Humanities course. The Advanced Placement examination must be taken for all Advanced Placement credits applied toward the Honors Program. A division-level comprehensive exam for the Humanities course will be required for those students who choose to use the Humanities course to fulfill the academic requirements specific to the Honors Program.

**Individual Honors Project:** The project will be selected by the student in an area of his/her interest and must go beyond requirements for any course for which the student is/has been enrolled. The project may not be the required senior research paper. The Honors Project must be pre-approved by the WJCC Honors Committee and must have a tangible product, e.g., an advanced research paper, a multi-media project or a specialized portfolio. The Honors Project must be presented orally to an audience and be assessed by a panel of professionals who are knowledgeable in the field.

**The Community Service Project** must directly benefit the citizens of the greater Williamsburg-James City County area. Twenty-five hours (over a minimum of six sessions) must be served on one focused service project for which the student must not receive payment. A plan for the project must be presented to and pre-approved by the division Honors Committee. The hours of service must be beyond hours required by any course, extra-curricular activity or other school or community program requirement. A log of hours verified by the supervising adult from the appropriate community organization must be given to the Honors Program Coordinator. The student will meet with the Honors Committee to reflect on the community service experience at one of the three annual Honors Committee meetings.

*Please request detailed requirements and proposal form from Mrs. Watson at Lafayette or Mrs. Hix at Jamestown.*

## VHSL Policies on Participation in Athletics

VHSL policy specifies that in order for students to compete in VHSL sponsored activities, students must have received a minimum of 2.5 credits the previous semester. Summer school classes can only be used for the first semester of the year following the summer school. Audited classes (repeated classes) receive no credit. The VHSL activities include all varsity and junior varsity sports (including cheerleading), dramatic, forensic, and literary competitions. This policy does not apply to band or clubs that are not sponsored by the VHSL or to any student who is enrolled in the first semester of the ninth grade for the first time. For example:

First Semester	Grade	Credit	Second Semester	Grade	Credit
Algebra I (Audit)	B	0	Spanish II (Audit)	B	0
Health & PE	A	1.0	Geometry	D	1.0
English 10	D	1.0	Earth Science	F	0
World Geog.	C	1.0	Art Foundations	C	1.0
<b>Total = 3.0</b>			<b>Total = 2.0</b>		
<b>ELIGIBLE</b> the next semester			<b>NOT ELIGIBLE</b> the next semester unless he/she goes to summer school and earns a credit.		

VHSL policy specifies that all students that participate in athletic competition must have submitted a completed Athletic Participation/Parental Consent/Physical Examination Form before practice begins. This form which must be submitted every year permits the student to participate for an entire school year.

All students new to the district must first be enrolled at Jamestown or Lafayette High School before participation can begin. Eligibility for VHSL begins on the first day of enrollment in the ninth grade.

## WJCC Athletic Eligibility for High School Students--Highlights

### Academic Requirements:

Each student must earn at least 2.5 credits in the semester immediately preceding participation. In determining fall participation, the student's summer coursework will be included with the previous spring's coursework. Each student must receive 7 credits in the academic year immediately preceding participation. Each student must have a 1.25 GPA for the semester immediately preceding participation. The building principal will decide on the specific eligibility of students enrolled in special programs such as New Horizons, the Governor's School, and special education.

### Behavior Requirements:

Any athlete who is suspended from school (ISS or OSS) or is placed by an administrator in an alternative classroom setting (ACS) may not play in the next scheduled competitive event. A student who receives a second suspension (ISS or OSS) will be dismissed from the team for the remainder of the season.

### Attendance Requirements:

Students may not have more than 3 unexcused absences during the semester immediately preceding participation or during the semester of participation. Three unexcused tardies to school will count as 1 unexcused absence for the purpose of determining eligibility. Students must attend tryouts to be considered for team membership. Exceptions may be made in case of a death in the family, student injury, or a new student moving into the district.

*A copy of the complete WJCC Athletic Eligibility requirements may be obtained from the Athletic Director at each high school.*

## Clubs and Activities

*The following clubs and activities will be offered based upon student interest and sponsor availability.*

After School Program	Leo Club
American Field Service (AFS)	Light, Sound, and Stage Crew
Art Club	Literary Magazine
Asian Awareness Club	Math Club/Mu Alpha Theta
Black Culture Club	Model UN
Chess Club	National Honor Society
Chorus and Performance Groups	National Latin Honor Society
CHROME	Parent-Teacher-Student Association (PTSA)
Class Play Competition	Peer Partners
Dance Team	Photography Club
Debate	Rams and Lambs
Delta Epsilon Phi German National Honor Society	Robotics Club
Distributive Education Clubs of America (DECA)	School Newspaper
Drama Club/Stage Crew	Science Club
Ecology Club	Senior Class
Flag Squad/Majorettes	Sociedad Honoraria Hispanica Federico Garcia Lorca (Spanish Natl. Honor Society)
Forensics	Societe Honraire de Francais (French Natl. Honor Society)
French Club	Sophomore Class
Freshman Class	Spanish Club
Future Business Leaders of America (FBLA)	Spanish Honor Society
Future Problem Solving Bowl	Spring Musical/Fall Production
German Club	Step Team
Health Occupations Students of America (HOSA)	Student Council Association (SCA)
InterAct	Student Academic Recognition (STAR)
It's Academic/Scholastic Bowl	Students Against Drunk Driving/Destructive Decisions (SADD)
Jamestown Band or Lafayette Band	Technology Student Association (TSA)
Jazz Ensemble	Varsity Club
Junior Class	Virginia Math League
Kapital Kappa (German National Honor Society)	Vocational Industrial Clubs of America (VICA)/Skills USA
Key Club	Wrestling Club
Latin Club	Yearbook

## Core Course Planning Guide

### English (Suggested Core Course Sequence)

Ninth Grade				
*English 9: Reading/Writing		English 9		Intensified English 9
Tenth Grade				
*English 10: Reading/Writing		English 10		Intensified English 10
Eleventh Grade				
**American Studies		** English 11	**Advanced American Studies	** Honors English
Twelfth Grade				
Practical English 12	English Literature 12	Advanced World Literature 12	Advanced Placement AP English Literature & Composition	Advanced Placement AP English Language & Composition

\*Open only to designated students.

\*\*Students in these courses will take a Virginia Standards of Learning (SOL) test.

### Social Studies (Suggested Core Course Sequence)

Ninth Grade			
**World History			
Tenth Grade			
**World Geography		**Advanced Placement Human Geography	
Eleventh Grade			
**American Studies	**Advanced American Studies	**Virginia & U.S. History	**Advanced Placement U.S. History
Twelfth Grade			
Virginia and U.S. Government		Advanced Placement Government	

\*\*Students in these courses will take a Virginia Standards of Learning (SOL) test.

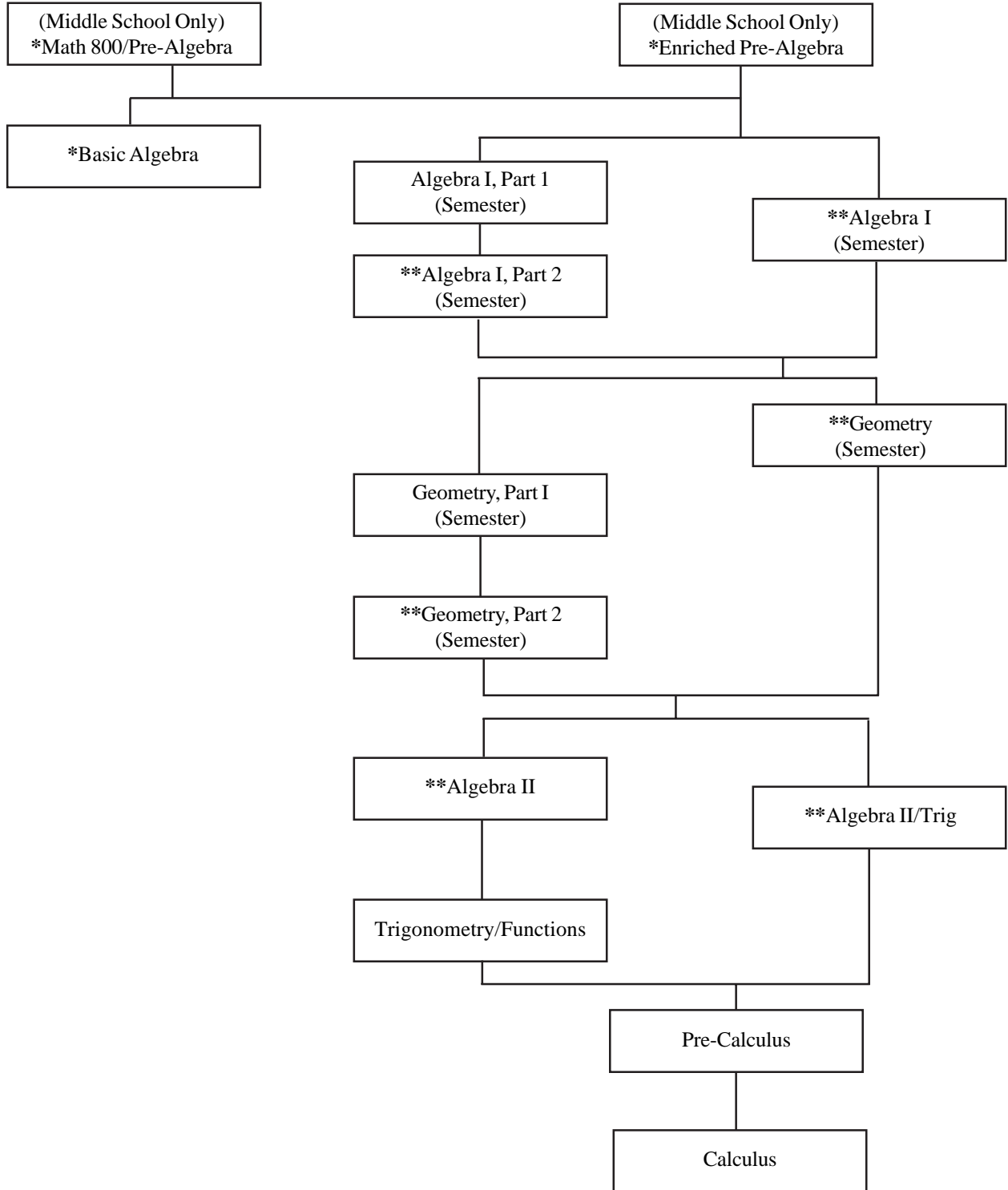
### Science (Suggested Core Course Sequence)

Ninth Grade				
**Earth Science				
Tenth Grade				
**Biology				
Eleventh and Twelfth Grade				
**Chemistry	Physics	+Basic Physical Science	Anatomy & Physiology	Field Biology
Advanced Placement Biology		Advanced Placement Physics		Advanced Placement Biology

+ Does not qualify for Advanced Studies Diploma Credit.

\*\*Students in these courses will take a Virginia Standards of Learning (SOL) test.

# Mathematics Sequences



\*This course does not qualify as a math credit.

\*\*Students in these courses will take a Virginia Standards of Learning (SOL) test.

## Course Selection Student Worksheet

### Education and Career Planning

This worksheet is designed to assist you in planning your high school course of studies. Choose elective courses according to your developing interests, educational goals and career goals. Complete your worksheet in pencil. Keep your Program of Studies and bring it with you as you plan with your school counselor.

*To use this planning worksheet:*

1. Review diploma requirements, courses, and course sequences
2. List required and elective courses for each year of school
3. Save this information for future planning

Diploma: \_\_\_Advanced Studies Diploma

\_\_\_Standard Diploma

Grade 7      School Year: \_\_\_ - \_\_\_

High School Credit Bearing Courses

Math \_\_\_\_\_

Foreign Language \_\_\_\_\_

Grade 9      School Year: \_\_\_ - \_\_\_

English \_\_\_\_\_

Math \_\_\_\_\_

Science \_\_\_\_\_

World History \_\_\_\_\_

H/PE \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Grade 11      School Year: \_\_\_ - \_\_\_

English \_\_\_\_\_

Math \_\_\_\_\_

Science \_\_\_\_\_

US/VA History \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Grade 8      School Year \_\_\_ - \_\_\_

High School Credit Bearing Courses

Math \_\_\_\_\_

Foreign Language \_\_\_\_\_

Grade 10      School Year \_\_\_ - \_\_\_

English \_\_\_\_\_

Math \_\_\_\_\_

Science \_\_\_\_\_

World Geography \_\_\_\_\_

H/PE \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Grade 12      School Year \_\_\_ - \_\_\_

English \_\_\_\_\_

\*Math \_\_\_\_\_

Science \_\_\_\_\_

US/VA Government \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

\*Advanced Studies Diploma

Please note: Courses are requested during spring course selection and program planning; however, courses cannot be guaranteed for the following year.

# HIGH SCHOOL COURSE OFFERINGS

*The philosophy of WJCC is that the Advanced Placement experience is not complete without the AP end-of-course examination. Therefore, it is the expectation that all students enrolled in AP courses will take the final examinations for those courses. AP examinations will be required contingent upon funding.*

## AGRICULTURAL EDUCATION



### HORTICULTURE SCIENCES AND PRACTICES 8043FS

**1 Credit**

Students develop the necessary knowledge, skills, habits, and attitudes for entry-level advancement in areas such as floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. They receive instruction in using soil and other plant growing media and in identifying, propagating, and growing horticultural plants in the greenhouse and land laboratory. Instruction is provided in safety practices and leadership development. The course is recommended for students in grades 10-12.

## AVID: ADVANCEMENT VIA INDIVIDUAL DETERMINATION



### AVID 8000YR

**1 Credit per year**

Open to 9<sup>th</sup> grade students and linked to a core course

Prerequisites: Students must meet the following AVID criteria for student selection: C average or above; average to above average standardized test scores; good attendance (fewer than 10 days absent during the school year); strong desire to go to a four year college; willing to take rigorous college preparatory courses; and first generation college bound students.

### AVID 8100YR (Grade 10); 8200YR (Grade 11); 8300YR (Grade 12)

**1 Credit per year**

Open to grades 10-12

This AVID elective course will continue to provide support for 10-12 grade AVID student. This course will support student in using academic survival skills such as: study skills, organizational and time management skills, communication skills, writing skills, social skills, test taking skills, team building

skills, and personal development skills. Students will have the assistance of tutors, listen to motivational speakers, and visit local college and universities.

## BUSINESS & INFORMATION TECHNOLOGY



### PRINCIPLES OF BUSINESS AND MARKETING 6116FS

**1 Credit**

Students explore the roles of business and marketing in the free enterprise system and global economy. They study how the American economy operates and prepare to make decisions as entrepreneurs, consumers, wage earners, and citizens.

### DIGITAL INPUT TECHNOLOGIES<sup>u</sup> 6160FS

**1 Credit/\$10 Materials fee**

This course in secondary level keyboarding incorporates the manual skills of keyboarding as well as voice recognition technology, writing tablets, and PDAs. Students apply skills to produce a variety of personal and business documents.

### INFORMATION TECHNOLOGY FUNDAMENTALS<sup>u</sup> 6670FS

**1 Credit/\$10 Materials fee**

Information Technology Fundamentals is a one-semester introduction to computer applications, maintenance and troubleshooting, programming, uses of the internet to include security and privacy issues, basics of web design, using graphics and interactive multimedia, and careers in the IT industry. Students are prepared for the IC3 certification test.

### DESIGN, MULTIMEDIA AND WEB TECHNOLOGIES<sup>u</sup> 6630FS

**Grades 10-12**

**1 Credit/\$10 Materials fee**

Students develop proficiency in using desktop publishing software to create a variety of business publication. Students work with sophisticated hardware and software to develop multimedia presentations and web pages.

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

**6633FS**

**1 Credit/\$10 Materials fee**

**Prerequisite:** Design, Multimedia, and Web Technologies

Students develop advanced proficiency in using desktop publishing software to create a variety of design projects. Students work with hardware and software to produce web pages and multimedia presentations.

## **BUSINESS AND PERSONAL LAW**

**6132FS**

**Grades 11-12**

**1 Credit**

Students begin with a study of the legal system, then focus on the fundamentals of law including such topics as ethics, contracts, credit, consumer law, insurance, leases, employment, and family law.

## **BUSINESS MANAGEMENT**

**6136FS**

**Grades 11-12**

**1 Credit**

Students study basic management concepts and leadership styles as they explore business ownership, planning, economics, international business, and human relations such as employee motivation and conflict resolution. Student leadership skills are utilized through a business simulation experience.

## **COMPUTER INFORMATION SYSTEMS**

**6614FO,SO**

**Grades 11-12**

**1 Credit/\$10 Materials fee**

**Prerequisite:** Digital Input Technologies (or Keyboarding Applications or Keyboarding/Computer Applications)

Students enhance computer technology and business applications skills including word processing, spreadsheets, databases, graphics, and telecommunications. The course emphasizes correct use of the Internet, integration of skills, problem solving, and working both independently and as a part of a team.

## **COMPUTER INFORMATION SYSTEMS II**

**6615FS**

**Grades 11-12**

**1 Credit/\$10 Materials fee**

**Prerequisite:** Computer Information Systems

Students apply problem-solving skills to real-life situations through advanced integrated software applications, programming, and expert systems. Students work individually and in groups to explore advanced computer maintenance activities, telecommunications, and networking.

## **COMPUTER NETWORK SOFTWARE OPERATIONS** **(WARHILL ONLY)**

**6650FS**

**1 Credit**

Computer Network Software Operations is designed to teach many aspects of computer support and network administration. Students learn networking concepts, from usage to components, and set up peer-to-peer network systems and client server networks. Students install and configure network cards and connect them to networks. Students learn how to install the operating systems, set up and manage accounts, load software, and set up and implement security plans.

## **ADVANCED COMPUTER NETWORK SOFTWARE OPERATIONS**

**(WARHILL ONLY)**

**6615FS**

**1 Credit**

**Prerequisite:** Computer Network Software Operations

Advanced Computer Network Software Operations is designed to continue teaching aspects of network administration--focusing on management and support of network users and systems. Time is spent discussing responsibilities of computer professionals, training end users, evaluating new technologies, effectively using e-mail and business communications. Students learn communications protocol and troubleshooting techniques for systems and client server networks, web site management and advanced networking topics.

## **OFFICE SPECIALIST I-II**

**6740YR/6741YR**

**Grades 9-11**

**2 Credits per year**

**Prerequisite:** Each level is a prerequisite to the next

This program emphasizes progressive development of communications and personal employability skills such as organization, human relationships, and self-confidence. Students develop skills in areas including keyboarding, word processing, office procedures, and records management.

## **OFFICE SPECIALIST III**

**6742FS**

**Grades 11-12**

**1 Credit**

**Prerequisite:** Office Specialist II (6741YR)

Designed to refine skills in keyboarding, word processing, office procedures, and records management. Additional units of instruction include job-seeking and personal employability skills.

**OFFICE ADMINISTRATION** **6622FS****Grades 11-12****1 Credit****Prerequisite:** Digital Input Technologies or (Keyboarding Applications or Keyboarding/Computer Applications)

Students enhance word processing and communication skills as they develop competencies needed by administrative support professionals. Students study office procedures such as electronic records management and financial records management.

**WORD PROCESSING** **6626FS****Grade 12****1 credit/\$10 Materials fee****Prerequisite:** Digital Input Technologies or (Keyboarding Applications or Keyboarding/Computer Applications)

Students develop advanced level word processing skills. They gain competence integrating other software applications into word processing activities such as desktop publishing. Classroom experiences also provide for skill development in communication.

**COOPERATIVE BUSINESS EDUCATION****6799YR****Grades 11-12****2 Credits per year****Prerequisites:** Parental permission; interview/approval of instructor

Cooperative Business Education is supervised, on-the-job instruction. Students attend classes part of the day and work in an approved office part of the day. The teacher-coordinator develops with the on-the-job training sponsor and the student an individualized training plan identifying learning experiences according to the student's occupational objective. The on-the-job instruction is an extension of the classroom instruction coordinated by the in-class teacher into a single learning package. A minimum 270 hours of on-the-job instruction is required each semester.

**ENGLISH****ENGLISH 9: READING/WRITING****1130FS****1 Credit****Prerequisite:** Open only to those students who have not passed the 8<sup>th</sup> grade Reading and/or Writing SOL tests or whose IEP's or 504 plans specifically mandate placement in this class

The course will focus on reading, writing, and oral communication skills with particular emphasis placed on skill development, i.e., test-taking strategies, cloze reading passages, listening, and writing to a prompt. Students will read a variety of genre and will learn and practice the writing process. Interpersonal communication and other oral communication skills will be developed.

**ENGLISH 9****1137FS****1 Credit****Prerequisites:** High school status and a passing score on the 8<sup>th</sup> grade Reading and Writing SOL tests

English 9 focuses on the analysis and interpretation of literature. The course introduces a wide variety of reading, writing, and speaking activities and requires the ability to read and work both independently and cooperatively. Papers, projects and reading assignments will be literature based. Students will read world literature, will use the writing process to create papers in a variety of modes, and will be required to prepare and present informal and formal oral presentations.

**INTENSIFIED ENGLISH 9****1138FS****1 Credit****Prerequisites:** Successful completion of English 8

Other indicators for student placement:

- Advanced proficiency on 8<sup>th</sup> grade SOL Reading, Literature, and Research test
- Advanced proficiency on 8<sup>th</sup> grade SOL Writing test
- Results on the STAR reading test
- Successful completion of summer reading assignment

Intensified English 9 is an advanced course designed to prepare and to challenge able and enthusiastic 9<sup>th</sup> grade students. This course focuses on the critical analysis and in-depth interpretation of complex literature for college-bound students. Students will analyze and sharpen writing skills with a focus on the expository mode. This rigorous course will allow students to select a 10<sup>th</sup> grade course responsibly.

**ENGLISH 10: READING/WRITING****1140FS****1 Credit****Prerequisites:** Open only to those students who have NOT passed the 8<sup>th</sup> grade Reading and/or Writing test or whose IEP's or 504 plans specifically mandate placement in this class. Successful completion of English 9

The course will focus on reading, writing, and oral communications. Students will read a variety of genre with emphasis on the connections between literature, culture, and the student. Students will use the writing process to produce expository essays. They will also work individually and in collaborative groups to prepare individual and group oral presentations.

**ENGLISH 10****1147FS****1 Credit****Prerequisite:** Successful completion of English 9

English 10 focuses on the analysis and interpretation of literature. Students will read and analyze a variety of literary genre and develop oral communication skills. Research skills and well-organized, effectively developed expository writing are emphasized.

**INTENSIFIED ENGLISH 10****1148FS****1 Credit****Prerequisite:** “B” or better in English 9

Other indicators for student placement :

- 90<sup>th</sup> percentile or above on the Stanford 10 reading test
- Advanced proficiency on the 8<sup>th</sup> grade SOL Reading, Literature and Research Test
- Advanced proficiency on the 8<sup>th</sup> grade SOL Writing Test

Intensified English 10 is an advanced course designed to prepare and to challenge enthusiastic tenth grade students. This course focuses on the critical analysis and in-depth interpretation of complex literature for college-bound students. Students will analyze a variety of literary genre and supplemental readings, develop Paideia skills, and extend and sharpen writing skills with a focus on the expository mode. This rigorous course will allow students to select an 11<sup>th</sup> grade course responsibly. An in-depth summer assignment is also required.

**ENGLISH 11****1157FS****1 Credit****Prerequisites:** Successful completion of English 9 & 10

This course prepares students for post-secondary training at two or four year colleges or for immediate entry into the work force. Students will trace the development of American literature from the 1600s to the present. Emphasis will be placed on logical analysis of arguments, use or propaganda in the media, and persuasive writing. Students will write documented research papers dealing with issues, problems or questions. Group work, library research, and oral presentations are also required.

**AMERICAN STUDIES****2360FO/SO****1 Credit in English and 1 Credit in American History****Prerequisites:** Successful completion of English 9 & 10

Students must commit to taking both semesters of this year-long, interdisciplinary, team-taught American literature/American history course. Students explore the literature and history of the United States using a humanities approach. This

course stresses creative and analytical writing with an emphasis on improving the writing process. Field Trips are planned to complement the curriculum and broaden the experiences of students. Students receive one grade which counts for both English and U.S. History credits.

**ADVANCED AMERICAN STUDIES****2360FS****1 Credit in English and 1 Credit in U. S. History****Prerequisites:** Successful completion of English 9 & 10

This yearlong, interdisciplinary, team-taught English/history course is designed for motivated, college-bound students. Through the interrelationships of the humanities, the fine arts, and the social, intellectual, and political history of the United States, students explore themes such as “the American Dream” and how it has changed since the time of the early settlers. Regular attendance is essential. Outside reading and research are required. A variety of individual and group creative assignments will be required. It is recommended that students have at least a B average in tenth grade English.

**HONORS ENGLISH 11/ADVANCED PLACEMENT AMERICAN HISTORY 2000YR****1 Weighted Credit in English and 1 Weighted Credit in American History****Prerequisites:** Successful completion of English 9 & 10

Honors English 11/AP History is a high-level course designed to stimulate and to challenge capable and well-motivated eleventh grade students. The two courses will be taught as parallel courses, following a chronological approach to the study of American history, literature, and culture. Both courses will use a cultural approach, drawing upon the events, personalities, art, and music of the period whenever possible. Both courses will focus on developing individual and group skills of analysis and interpretation. A continuing point of correlation between the courses is the Honors English 11 year-long independent study of an American writer. Examining the influence of historical events on the writer’s work in an important aspect of this project. The two courses will remain separate on the transcript, and students will receive separate grades. Extensive summer reading is required.

**PRACTICAL ENGLISH 12****1160FS****1 Credit****Prerequisites:** Successful completion of English 9, 10 & 11

This course is designed to develop reading and writing skills of students with basic comprehension problems. Students read orally and respond non-verbally and verbally to selected literary works as well as to selected readings. Students must master each consecutive step (process) of the required senior research paper.

**ENGLISH LITERATURE 12****1161FS****1 Credit****Prerequisites:** Successful completion of English 9, 10 & 11

This course is designed for both college or non-college bound students. The course focuses on modern literature and the relevance of classic works to contemporary issues. Readings, discussions, group projects, and written responses build understanding of human reactions and allow students to share opinions, develop alternatives for handling conflict, and relate events and images in literature to their own lives. Students complete senior research papers and an oral presentation.

**ADVANCED WORLD LITERATURE 12****1190FS****1 Credit****Prerequisites:** Successful completion of English 9, 10 & 11

This course provides college preparatory work for students who appreciate meaningful and challenging literature from many cultures and time periods. Assignments require in-depth analysis and application of literary works to contemporary life through discussion and writing as well as independent and group work. Students must complete senior research papers and independent reading projects with oral presentations.

**ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION****1195FS****1 Credit**

**NOTE:** Students should not take two AP English classes during the same semester.

**Prerequisites:** Successful completion of English 9, 10 & 11

A college-level course, Advanced Placement English 12 emphasizes language, themes, structures, and values through intensive study of numerous literary genre and periods. Oral and written compositions, including personal, creative and analytical pieces, require structuring ideas and developing writing style. Students test their responses to literary works against those of other students and literary critics. The course prepares students for the AP Literature and Composition Examination. Extensive summer reading and writing are required.

**ADVANCED PLACEMENT ENGLISH 12/HUMANITIES ENHANCED****1198YR****1 Weighted Credit in English and 1 Unweighted Elective Credit in Humanities Enhanced**

AP English 12/Humanities Enhanced is a two-credit course designed to challenge the most able and enthusiastic 12<sup>th</sup> grade students. As a college-level course, it emphasized language, themes, structures, and values through an intensive interdisciplinary study of numerous genre with cultural/social/historical and fine arts integration. The course prepares students for the Advanced Placement Literature and Composition examination.

**AP ENGLISH: LANGUAGE AND COMPOSITION (INTENSIVE JOURNALISTIC WRITING)****1213FS****1 Credit****Prerequisites:** Successful completion of English 9, 10 & 11

This college-level composition class in nonfiction writing requires weekly papers based primarily on research. Assignments include essays of narration, analysis, and argument as well as news, feature and depth stories requiring interviewing and observation. Major fiction works will be studied as independent work. This course prepares students for the AP Language and Composition test.

**THE FOLLOWING ENGLISH ELECTIVES DO NOT SATISFY GRADUATION REQUIREMENTS FOR FOUR UNITS OF ENGLISH.**

**JOURNALISM I****1205FS****1 Credit****Prerequisite:** Successful completion of English 9

Journalism I introduces students to the exciting world of the print media. In their study of journalism, students will learn the basic skills of accurately relaying information and of self-expression through print communication. Through this course, they will learn and practice journalistic skills used in reporting, writing, designing, and producing a publication. In addition, students will work on the student newspaper, further developing their journalism skills, basic business management principles, and interpersonal relationships by working in collaborative groups. Students will have use of state-of-the-art computer-aided publishing tools and other hands-on production tools such as PageMaker, Photoshop, and digital cameras. This course will serve as a learning workshop for students interested in working on the student newspaper and may provide students insights into college and career choices. Some out-of-class time may be required.

**JOURNALISM II: NEWSPAPER PRODUCTION****1210FS****1 Credit****Prerequisite:** Completion of Journalism or teacher permission

Students who serve as editors and staff members of the school newspaper may enroll in Journalism II. Students will plan, report, write, edit, and produce the school newspaper in class and during after-school production sessions. Reporters will research and write all newspaper content and will use digital photography, Photoshop, PageMaker, and other available technology for design and production. The course may be repeated for elective credit.

## **JOURNALISM III: NEWSPAPER PRODUCTION**

**1211FS**

**1 Credit**

**Prerequisite:** Completion of Journalism II

Students who serve as editors and staff members of the school newspaper may enroll in Journalism III: Newspaper Production. In addition to enhancing their skills as reporters, Journalism III provides students advanced opportunities for learning editorial leadership, developing a personal sense of professionalism, understanding the role of the newspaper in society, and becoming productive members of the newspaper staff. Students will plan, report, write, edit and produce the school newspaper in class and during after-school production sessions. Reporters will research and write all newspaper content and will use available technology for design and production.

## **JOURNALISM IV: NEWSPAPER PRODUCTION**

**1212FS**

**1 Credit**

**Prerequisite:** Successful completion of Journalism III

Students who have successfully completed Journalism III and will serve as editors and staff members of the school newspaper may enroll in Journalism IV: Newspaper Production. Journalism IV students will serve as writing coaches, maestro team leaders and editors, assuming total responsibility for newspaper production. They will also complete a required independent study project related to current issues in journalism. The course may be repeated for elective credit.

## **MASS MEDIA I**

**1218FS**

**1 Credit**

**Prerequisite:** Successful completion of English 9

This course will provide students with the opportunity to acquire and apply communication and technical skills in a real world setting through work on production of the school yearbook. Students will use and strengthen their creative and critical thinking skills as well as use their knowledge of grammar and writing skills to produce the yearbook. Students will work independently and as part of an organized production staff for at least a semester.

## **MASS MEDIA II**

**1219FS**

**1 Credit**

**Prerequisite:** Successful completion of Mass Media I

This course will provide students with the opportunity to acquire and apply communication and technical skill in a real world setting by work on production of the school yearbook. Students will use and strengthen their creative and critical thinking skills as well as their knowledge of grammar and writing

skills to produce the yearbook. Students in Mass Media II will work independently and as part of an organized production staff and will enhance, refine and expand their knowledge and technical skills.

## **MASS MEDIA III**

**1221FS**

**1 Credit**

**Prerequisite:** Successful completion of Mass Media I and II

This course will provide students with the opportunity to acquire and apply communication and technology-based skills in a real-world setting by work on the production of the school yearbook. Students will use and strengthen their creative and critical thinking skills as well as their knowledge of grammar and writing skills to produce the yearbook. Students will work independently and as part of an organized production staff. The three levels of Mass Media will be taught sequentially with the expectation that students will enhance, refine, and expand their knowledge and technical skills, bringing to each new level a higher level of expertise. It is recommended that students complete Mass Media II with a grade of “B” or better.

## **MASS MEDIA IV**

**1222FS**

**1 Credit**

**Prerequisite:** Mass Media I, II, III

This course is the last in the Mass Media series. It will provide experienced yearbook journalism students an opportunity to design and publish the high school yearbook in a real world internship like atmosphere. By taking on leadership roles as editors, business managers, web masters, photography and technology editors, students will lead MM I-III students to excel in a similar setting. By using their knowledge of grammar and writing, their skills in photography and design and their learned marketing and advertising skills, MM IV students will peer teach, delegate, lead, refine, and enhance all aspects of the yearbook journalism process. It is recommended that students complete Mass Media III with a grade of “B” or better. Because publishing a yearbook is a yearlong activity and these students are in leadership positions, students can repeat this course for one credit.

## **SAT PREPARATION CLASS**

**1450FS**

**1 Credit**

**Prerequisites:** 11<sup>th</sup> grade status and successful completion of English 10 and Geometry before the beginning of the course. The course should be taken no later than the fall semester of the senior year. Successful completion of Algebra II is strongly recommended.

This course is designed to familiarize students with techniques and skills which will help them be successful with the SAT, the college application process, and in college. Current strategies and computer programs are utilized. Instruction will include test taking strategies and work in both verbal and math areas, including preparation for SAT II (Math II C test) and for college interviews and essays.

**SPEECH****1300FS****1 Credit**

In this class students research, write, and deliver personal, informative, persuasive, and impromptu speeches. They also conduct interviews, prepare interpretive readings and learn storytelling. All speech assignments are presented to a classroom audience and some are videotaped. Many speeches are research based and require written outlines, so students must be able to work independently in the library.

## FAMILY & CONSUMER SCIENCES

**RESOURCE MANAGEMENT****8214FS****1 Credit/\$15 Materials fee**

Students will focus on managing resources to achieve individual goals; making informed consumer choices; creating and maintaining a living environment that supports the well-being of individuals; living in a global environment; making decisions related to nutrition, clothing and housing; and managing a household. A simple garment will be constructed.

**FAMILY RELATIONS****8223FS****Grades 10-12****1 Credit**

**Prerequisite:** Resource Management suggested

Students will focus on analyzing the significance of the family, nurturing human development in the family, analyzing factors that build and maintain healthy family relationships, developing communication patterns that enhance family relationships, dealing effectively with family stressors and conflicts, managing work and family roles and responsibilities, and analyzing social forces that influence families. Several food labs and opportunities for creative expression through sewing or craft work will be included as appropriate to content.

**PARENTING****8231FS****Grades 10-12****1 Credit**

Students focus on the parenting role; taking responsibility for growth within the parenting role; preparing for a healthy beginning for parent and child; meeting developmental needs; promoting self-discipline, self-respect and socially responsible behavior; obtaining parenting information and support; and planning ways that families and society can share in nurturing children and adolescents. This course will give developmental background helpful to students seeking to continue in sociology, psychology and/or college.

**INTRODUCTION TO EARLY CHILDHOOD EDUCATION AND SERVICES****8233FS****1 Credit**

The course will focus on early childhood education and services, the roles of physical care professionals, and healthy and safe environments for children. Students will also explore career skills and characteristics related to jobs/careers in the areas of child growth, child development, and child guidance.

**NUTRITION AND WELLNESS WITH GOURMET COOKING****8228FS****Grades 10-12****1 Credit/\$15 Materials fee**

Students learn to make choices that promote wellness and good health, 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.

## FINE ARTS



## ART

**ART FOUNDATIONS****9120FS****1 Credit**

Art Foundations is an introductory course that serves as a prerequisite to all upper level art courses at the high school. Students are introduced to the techniques and methods of creating and studying works of art. Fundamentals of pencil drawing and composition, color theory and design in painting and printmaking are included. Ceramics, sculpture, crafts, art history and career opportunities are explored. A sketchbook and notebook are required.

**DRAWING****9130FS****1 Credit**

**Prerequisite:** Art Foundations (9120FS)

A study of visual observation through drawing, stressing both technical skills and individual expression, is explored in graphite, charcoal and conte pencil. Mixed media and color drawings using ink washes, watercolor color pencils, oil pastels, and markers will also be included. Art history and criticism are integrated with appropriate units of study. Sketchbooks are required. A grade of "C" or better in Art Foundations is recommended.

**PAINTING AND PRINTMAKING****9147FS****1 Credit****Prerequisite:** Art Foundations (9120FS)

Students will receive instruction in the techniques of acrylics, watercolors, oils and mixed media painting and printmaking techniques such as relief, intaglio, monotypes and screen printing. Color theory and composition are emphasized. Twentieth century painters and their influences on society will be explored. Painting and Printmaking is specifically designed for improving drawing, painting and printmaking skills. A grade of "C" or better in Art Foundations is recommended.

**PHOTOGRAPHY AND COMMUNICATION DESIGN****9193FS****1 Credit****Prerequisite:** Art Foundations (9120FS)

Students will receive instruction in digital and traditional 35mm photography. Adobe PhotoShop applications, film development, and darkroom procedures will be taught. This course is specifically designed for improving visual skills. Students must have access to their own 35 mm or digital camera and are responsible for purchasing their own film and photographic paper. Cost of these materials may exceed \$80 excluding camera. A grade of "C" or better in Art Foundations is recommended.

**CRAFTS****9161FS****1 Credit****Prerequisite:** Art Foundations (9120FS)

Students will receive instruction in the technical skills of planning, designing and creating original works of art in a wide variety of media such as: tapestry and weaving, surface design on fabric, stained glass and mosaics. Crafts is specifically designed for improving design and technical skills in craft media. A grade of "C" or better in Art Foundations is recommended.

**CERAMICS AND SCULPTURE****9160FS****1 Credit****Prerequisite:** Art Foundations (9120FS)

Ceramics will be interspaced with sculpture and design projects to allow coverage of basic hand building, wheel throwing, and glazing techniques (includes wax resist, slip, and underglaze decoration). The techniques of additive, subtractive, and relief sculpture, as well as assemblage, will be explored through a variety of materials such as clay, plaster, papier mache, and found objects. The history of ceramic development, as well as the study of modern sculpture, will be integrated with appropriate units of study. A grade of "C" or better in Art Foundations is recommended.

**PORTFOLIO ART I****PORTFOLIO ART I/DRAWING 9137FS****PORTFOLIO ART I/2-D DESIGN 9138FS****PORTFOLIO ART I/3-D DESIGN 9139FS****1 Credit****Prerequisites:****Portfolio Art I/ Drawing:** Art Foundations (9120FS), Drawing (9130FS), and one additional art elective**Portfolio Art I/ 2-D Design:** Art Foundations (9120FS), choice of Drawing (9130FS), Painting and Printmaking (9147FS), or Drafts (9161 FS), and one art elective**Portfolio Art I/ 3-D Design:** Art Foundations (9120FS), Ceramics and Sculpture (9160FS), and one additional art elective

This course is for students with well-developed art skills seriously interested in developing a portfolio suitable for college entrance. It requires a high level of motivation, creativity, and independent thinking. The ability to observe, execute, and articulate a variety of visual problems is developed through studio work and critiques. Criteria set by the ETS will be followed. All portfolio options are equivalent. The course may be repeated for one additional credit with a different concentration.

**PORTFOLIO ART II****PORTFOLIO ART II/DRAWING 9142FS****PORTFOLIO ART II/2-D DESIGN 9143FS****PORTFOLIO ART II/3-D DESIGN 9144FS****1 Credit****Prerequisites:****Portfolio Art II/Drawing:** Portfolio Art I with a concentration in Drawing**Portfolio Art II/ 2-D Design:** Portfolio Art I with a concentration in 2-D Design**Portfolio Art II/ 3-D Design:** Portfolio Art I with a concentration in 3-D Design

This course is a continuation of Portfolio Art I with the emphasis placed on expanding the quality of artwork, individual exploration, and developing a concentration in subject matter and media. Criteria set by the ETS will be followed. All portfolio options are equivalent. The course may be repeated for one additional credit with a different concentration. Note: Portfolio Art II is optional, but highly recommended for students to develop more fully their portfolios. Students may go from Portfolio Art I directly into Advanced Placement Studio Art.

**ADVANCED PLACEMENT STUDIO ART****AP STUDIO ART/DRAWING 9148FS****AP STUDIO ART/2-D DESIGN 9149FS****AP STUDIO ART/3-D DESIGN 9150FS****1 Credit****Prerequisites:****AP Studio Art Drawing:** Portfolio Art I with a concentration in Drawing**AP Studio Art/ 2-D Design:** Portfolio Art I with a concentration in 2-D Design**AP Studio Art/ 3-D Design:** Portfolio Art I with a concentration in 3-D Design

This is a freshman college-level art course that addresses a broad interpretation of drawing, 2-D design, or 3-D design issues. A variety of approaches to representations, abstraction, and expression may be part of the student's portfolio. Criteria set by the ETC will be followed. Original works, specific set of slides, and written commentary will be sent to ETS for adjudication in May. All portfolio options carry equal weight. The course may be repeated for one additional credit with a different concentration.

## *MUSIC*

### **MUSIC APPRECIATION**

**9234FS**

**1 Credit**

Music Appreciation is a non-performing introductory music course for novice students wishing a fine arts credit in music. The course is designed to give the beginning music listener basic skills to evaluate and appreciate varied forms of music. The elements of music construction such as melody, harmony and form will be discussed followed by a study of the evolution of music from classical music traditions to modern trends and styles. Much of the class will involve listening, both to recordings and live performances, while trying to develop an appreciation for all forms of music.

### **ADVANCED PLACEMENT MUSIC THEORY**

**9225FS**

**1 Credit**

This is an advanced music course for those students wishing to prepare for the Advanced Placement exam in music theory or to prepare for music as a college degree or profession. The course will emphasize the abstract principles and sounds that form the elements in music construction, aural identification of concepts and principles used, and proper notational skills used in manuscript music writing. The majority of the course work will involve traditional practices of music analysis and development of part writing skills. A brief introduction to composition and arranging will also be included.

### **BRASS CLASS**

**9235FS**

**1 Credit per semester**

**Prerequisite:** Audition or consent of instructor

Consisting of trumpets, horns, trombones, euphoniums and tubas, this class will emphasize detailed work on band and ensemble literature as well as individual concentration on tone production, technique, musicianship, sight-reading and expanded repertoire and listening skills. Students are expected to attend additional rehearsals and performances outside of school hours as part of the Advanced Band.

### **PERCUSSION CLASS**

**9237FS**

**1 Credit per semester**

**Prerequisite:** Audition or consent of instructor

Consisting of both mallet and non-pitched percussion, this class will emphasize detailed work on band and ensemble literature as well as individual concentration on tone production, technique, musicianship, sight-reading and expanded repertoire and listening skills. Students are expected to attend additional rehearsals and performances outside of school hours as part of the Advanced Band.

### **WOODWIND CLASS**

**9236FS**

**1 Credit per semester**

**Prerequisite:** Audition or consent of instructor

Consisting of flutes, clarinets, saxophones and double reeds of the symphonic/marching band, the woodwind class will emphasize detailed work on band and woodwind literature as well as individual concentration on tone production, technique, musicianship, sight-reading and expanded repertoire. Students will be expected to attend additional rehearsals and performances outside of school hours as part of the Advanced Band.

### **INTERMEDIATE WINDS AND PERCUSSION CLASS**

**9233FS**

**1 Credit**

**Prerequisite:** Audition or consent of instructor

This non-performing class of mixed instruments emphasizes attainment of the necessary technical and musical skills to transfer to the Advanced Band. It also serves those students unable to attend the extra rehearsals and performances of the Advanced Band. Students who are currently in advanced band who would like to double will also be accepted with the consent of the director.

### **HONORS WOODWIND/BRASS/PERCUSSION**

**9260FS**

**1 Credit (no more than 4 credits total)**

**Prerequisites:** Two semesters of band classes and either audition or consent of instructor

Honors Woodwinds/Brass/Percussion is an advanced elective band class for dedicated students seeking a career in the field of professional music. In addition to participating in regularly scheduled band classes, additional individualized course work such as compositional projects and solo performances will provide students a chance to develop their musical skills beyond those attained during regular large ensemble classes. An individualized honors contract developed by the instructor and the student will set forth requirements for the course. Students will prepare solo and ensemble literature for recital, will audition for All-District events, and will complete theory and compositional assignments.

**STRING ORCHESTRA****9238FS****1 Credit per semester****Prerequisite:** Audition or consent of instructor

Consisting of violin, viola, cello, and bass, this string orchestra class will emphasize playing technique and hand position to develop a more professional and mature tone quality. Students will refine skills in using bow weight, speed, and placement to affect dynamic levels and tone. Instruction will include music aesthetics, theory, and history and will incorporate an interdisciplinary approach. Students are expected to attend additional rehearsals and performances outside of school hours.

**MIXED CHORUS****9285FS****1 Credit per semester**

Mixed Chorus is for inexperienced or experienced singers. Students will study vocal production, sight-singing and beginning theory, stage presence and etiquette, and various singing and performance styles. Students participate in public performances at school each semester and in festivals.

**CONCERT CHOIR****9289FS****1 Credit per semester****Prerequisite:** Audition or consent of instructor

This yearlong class is for experienced singers with above-average talent and dedication, and at least elementary note-reading knowledge. Techniques studied in mixed chorus will be expanded. Music studied will include classical, pop and show choir styles. Numerous school and community performances and participation in festivals and competitions are required. If enrollment permits, two sections of this class (one for mixed voices and one for treble voices) will be offered with assignment to be made by the instructor.

**CHAMBER CHOIR****9280FS****1 Credit per semester****Prerequisite:** Audition or consent of instructor

A yearlong vocal ensemble of above average talent and musical ability and at least a basic knowledge of music reading. Music studied will concentrate on madrigals, Renaissance period, and other chamber classical selections, and vocal jazz, early and modern styles. This unchoreographed group will perform mostly a cappella concerts for school, community and festivals.

*THEATRE***THEATRE I****1410FS****1 Credit**

The purpose of this course is to provide an overview of theatre arts as an art form revealing drama in its unique function within

past and present civilizations. Students will participate as performers and audience members. Students will improve their communication skills, develop an appreciation for the actor's craft and gain the understanding that theatre is a reflection of life. Class projects include pantomimes, improvisations, scene development, monologues, skits, critiques, play reviews, and short one-acts. Practical experience will be gained in the theatre as students work with the school productions.

**THEATRE II****1411FS****1 Credit****Prerequisites:** Theatre I class (1410FS) and either audition or consent of instructor.

This course is an extension of Theatre I class with reinforcement of the material on an advanced level. Course units include acting, directing, dramatic criticism, play structure, musical productions, and individual acting. Emphasis is placed upon student productions of monologues, skits, one-act plays, theatre criticism, play analysis, and parallel reading.

**THEATRE III****1435FS****1 Credit****Prerequisites:** Theatre I and II and either audition or consent of instructor.

Theatre III is a broad based, production-oriented course; hence, it is structured. Plays are written to be presented on a stage by actors for an audience. For this to happen, students must comprehend the various functions of theatrical productions that include: set design, makeup, costumes, lighting, set construction, sound effects, directing, and the "why" of production. Students research and compile a production notebook, including all the aspects learned throughout the course. The mastery of acting and technical skills will culminate in a short one-act play.

**THEATRE IV****1440FS****1 Credit****Prerequisites:** Theatre I, II, and III and either audition or consent of instructor.

Theatre IV is an advanced production-oriented elective drama course for dedicated students seeking a career in the entertainment field. Students will produce various forms of theatre, which will form a firm foundation that will be applicable in community and/or college venues. Group and individual performances will be presented throughout this course following research, study, and the analysis of selected plays. Students will plan production schedules, design sets, construct scenery, develop lighting and sound plots, hold auditions, cast plays, develop characterizations, formulate blocking schemes, and apply many other learned skills developed in previous theatre classes.

## HEALTH & MEDICAL SCIENCES



### INTRODUCTION TO HEALTH OCCUPATIONS

**8302FS**

**1 Credit**

This course explores many of the occupations that exist within the health and medical science area. This exploration includes job descriptions, education, personal qualifications, licensing requirements, specialties within careers, wages and earning potential, work environment, career ladder and advantages and disadvantages. Basic medical vocabulary, legal and ethical practices are also addressed. Infection control instruction is included. At the end of the course, students spend six days in observational experience in a hospital setting.

### MEDICAL TERMINOLOGY

**8383FS**

**1 Credit**

This course provides an understanding and ability to correctly use medical abbreviations and terms. It includes the study of prefixes, suffixes, word stems, and technical terms with emphasis on proper spelling, pronunciation, and usage.

### EMERGENCY MEDICAL TECHNICIAN (EMT)-BASIC

**2 Credits (1 per semester; year-long course)/\$25 Materials fee**

**Prerequisites:** Senior status. Minimum of 16 years of age. Parent permission if under 18. Current vaccinations to include hepatitis B. Ability to perform designated tasks.

EMT- Basic is a state certification that enables the holder to be a first-responder to medical emergencies. The student in this course will learn to assess the scene; perform triage; take safety precautions, in the absence of public safety personnel, to protect the injured; use body substance isolation techniques; determine nature and extent of illness or injury; perform triage; and render emergency care. Skills performed include but are not limited to: establishing and maintaining an airway, ventilating patients, cardiac resuscitation, and use of automated external defibrillators where applicable. The student will learn to provide pre-hospital emergency care of single and multiple system traumas such as controlling hemorrhage, bandaging wounds, treatment of shock, primal immobilization and splinting of painful swollen or deformed extremities. These are only a representative fraction of the skills learned.

### LICENSED PRACTICAL NURSING

This is an 18-month adult-education program that high school students may begin in their senior year.

### PRACTICAL NURSING I

**8358YR**

**Grade 12 & Qualifying Adults**

**4 Credits**

**Prerequisites:** Strong communication skills, strong math skills, and a solid understanding of Life Sciences

During this “preclinical” phase, students learn the following in the classroom: basic nursing care skills, medical terminology, nutrition, growth and development, basic anatomy and physiology, and an introduction to pharmacology including drug calculations.

## HEALTH & PHYSICAL EDUCATION



*Adapted Physical Education: Students will be scheduled into adapted physical education with a doctor's recommendation and approval of the child study committee.*

### HEALTH & PHYSICAL EDUCATION I

**7300FS**

**1Credit**

One-half credit is given for Health and one-half credit is given for Physical Education. If a student fails one of the above courses but passes the other, the failed class may be made up either in summer school or by repeating the entire semester but no credit is received for the portion already passed.

**Health I** topics include wellness and fitness, nutrition, infectious diseases, AIDS, STDs, and family life and sex education.

**Physical Education I** focuses on team activities including softball, volleyball, new and field games, soccer, lacrosse, and basketball. A major emphasis is placed on fitness activities.

### HEALTH AND PHYSICAL EDUCATION II

**7400FS**

**1 Credit**

One-half credit is given for Health and one-half credit is given for Physical Education. If a student fails one of the above courses but passes the other, the failed class may be made up either in summer school or by repeating the entire semester but no credit is received for the portion already passed.

**Health II** topics include behavior, emotions, mental health, environmental health, non-infectious diseases, family life and sex education, and substance abuse prevention.

**Physical Education II** focuses on individual activities including tennis, golf, weight training, badminton, archery, bowling and dance. A major emphasis is placed on fitness activities.

**ADVANCED FIRST AID AND CPR****7635FS****1 Credit/Fee*****Does not meet Health/PE graduation requirement***

This Health/PE elective will give students a complete study of advanced first aid and CPR for the Professional Rescuer. It will expose students to agencies in the community involved in first aid and rescue. Students will have an opportunity to receive American Red Cross certifications in First Aid and CPR providing qualifications are met. A fee will be charged for materials. The certification test is a course requirement.

**ADVANCED PHYSICAL CONDITIONING****7655FS****1 Credit*****Does not meet Health/PE graduation requirement*****Prerequisites:** Health and Physical Education I and II

This course will offer students the opportunity to develop an optimal level of conditioning through a variety of advanced training techniques. Through the study of biomechanics of movement, students will learn to identify correct technique in performance. Students interested in personal fitness training and sports medicine may benefit from this intensified study of personal conditioning.

**LIFEGUARDING****7636FS****1 Credit/Fee: \$130*****Does not meet Health/PE graduation requirement*****Prerequisites:**

1. Student must be 15 years of age or older.
2. Student must swim 500 yards continuously using each of the following strokes for at least 50 yards: crawl, breaststroke, elementary backstroke, and side stroke.
3. Student must surface dive to a minimum depth of 9 ft. and bring a 10 lb. brick to the surface.
4. Student must tread water for 2 minutes using legs only.

This course includes a complete study of First Aid, CPR and water safety. The class will prepare students to react to water accidents and teach accident prevention, water rescue and treatment of water-related injuries. Red Cross certification in lifeguarding will be offered provided all other requirements are met.

**SPORTS MEDICINE****7645FS****1 Credit/Fee*****Does not meet Health/PE graduation requirement***

This Health and Physical Education elective will provide students with the knowledge to recognize and treat athletic injuries and illnesses. Students will also explore related topics such as sports nutrition, sports psychology and conditioning. Students will perform practical skills related to injury assessment and protection. Completion of Health and Physical Education 1 and 2 is recommended.

**LIFETIME FITNESS AND CONDITIONING****7650FS****1 Credit*****Does not meet Health/PE graduation requirement*****Prerequisites:** Completion of PE I and PE II with teacher recommendation

This course will focus on the study of the science of anatomy, physiology, kinesiology and biomechanics and their relationship to the performance of the human body. There will be approximately 40% classroom time and 60% lab time. Laboratory activities will focus on total body conditioning.

**DRIVER EDUCATION****7015FS****Grades 10-12****1 Credit/Fee: \$175*****Does not meet Health/PE graduation requirement.*****Prerequisite:** Must possess a valid Virginia Instruction Permit

**Classroom:** Course emphasizes traffic knowledge, Virginia laws, and a proper attitude toward the use of motor vehicles. Students will also learn basic automobile maintenance.

**Behind the Wheel:** \$110 fee payable at the beginning of the course. Course emphasizes driving skills and road experience. Offered before school, after school and Saturdays.

## MARKETING EDUCATION

**PRINCIPLES OF BUSINESS AND MARKETING****6115FS****1 Credit**

Students explore the roles of business and marketing in the free enterprise system and the global economy. They study how the American economy operates and prepare to make decisions as entrepreneurs, consumers, wage earners, and citizens.

**MARKETING****8120FS****Grades 11-12****Cooperative Class--3 Credits/Fee****Prerequisites:** 16 years old; interview with M/DE instructor

Classroom instruction and on-the-job experiences provide skills for success in marketing and distribution. Students progress on the job in selling, human relations, merchandising, advertising, display, product information, and management and operations. Student must complete 540 hours of successful employment approved by the marketing coordinator. Participation in DECA allows the student to develop the social, leadership, vocational, and civic skills necessary for success in life.

## **INTERNET MARKETING**

### **(ELECTRONIC COMMERCE)**

**8125FS**

**Grades 11-12**

**1 Credit/Fee**

**Prerequisite:** Digital Input Technologies (6160FS); Keyboarding Applications (6151FS); Keyboarding (6610QT)/ Computer Applications (6611QT)

Students learn about the paperless exchange of business and marketing information using technology (i.e., internet, e-mail, electronic data interchange, and electronic funds transfer). Included in this course is an overview of the technology of web servers, clients, and net infrastructure and the background of this fast-growing market; the economics of electronic markets; marketing research; advertising on the web and web page basics; pricing information, security, and encryption; and on-line business opportunities.

## **ADVANCED MARKETING**

**8130FS**

**Grade 12**

**Cooperative Class--3 Credits/Fee**

**Prerequisite:** Marketing (8120FS)

Advanced M/DE students build on what they have learned and perform independent study in their on-the-job settings to develop supervisory skills and management competencies. Students must complete 540 hours of successful employment approved by the marketing coordinator. Participation in DECA allows students to develop the social, leadership, vocational, and civic skills necessary for success in life. This is a sequence completer course.

## **FASHION MARKETING**

**8141FS**

**Grades 11-12**

**1 Credit (3 Credits with Occupational Experience)/Fee**

**Prerequisite:** Career interest

Fashion Merchandising is a specialized course for students with a career interest in apparel and accessories marketing. Occupational experiences in fashion merchandising will consist of simulated school and community-based projects. Periodic employment in local businesses will be supervised by the marketing education coordinator. Course topics such as fashion trends, fashion selling and advertising, fashion careers, designers, and display of fashions will be covered. Students may enter Advanced Marketing after completion of this course. DECA activities will be provided with additional fees charged for selected activities. Students selecting the 3-credit option must meet the same requirements for work and DECA as Marketing course students.

## **ADVANCED FASHION MARKETING**

**8145FS**

**Grades 11-12**

**1 Credit (3 Credits with Occupational Experience)/Fee**

This course is designed for 11<sup>th</sup> and 12<sup>th</sup> grade students who plan to attend college with a concentration in apparel and accessories marketing, business and management; or for students who plan to continue employment in the industry. The course is designed as a vocational completer offering to students who have completed Fashion Marketing.

## **HOSPITALITY MARKETING**

### **(LODGING OPERATIONS)**

**8160YR**

**2 Credits (3-4 Credits with Occupational Experience)/Fee**

This course is designed to introduce, explore, and prepare students for careers in the dynamic and fast growing hospitality industry specializing in the lodging segment. Lodging operations such as reservations, front desk operations, uniformed services, housekeeping, security, food and beverage operations are studied through classroom instruction combined with industry guest speakers and property tours. Student develop the necessary knowledge, skills and attitudes to enter, advance, and succeed in the lodging segment of the hospitality industry.

## **ADVANCED HOSPITALITY MARKETING- HOTEL MANAGEMENT**

**8161YR**

**Grade 12**

**2 Credits (3-4 Credits with Occupational Experience)/Fee**

**Prerequisite:** Lodging Operations (8160FS)

This course is offered to students who have successfully completed the Hotel/Motel Marketing-Lodging Operations course. Students receive training and instruction in hotel marketing, food and beverage operations, related hotel operations such as accounting, human resources, engineering/maintenance, and management. The course incorporates an internship component at area hotels enabling the student to apply classroom instruction. The course is designed to prepare students to advance in the lodging segment of the hospitality industry.

## **SPORTS, ENTERTAINMENT, AND RECREATION MARKETING**

**8175FS**

**1 Credit (3 Credits with Occupational Experience)/Fee**

Students develop skills in the areas of marketing analysis, event marketing, communication, and human relations, along with a thorough understanding of the sports, entertainment, and recreation industry and career options available. Basic marketing concepts are applied to the fields of sports, entertainment, and recreation. Topics include: college, amateur, and professional sports, marketing products and services through sports, marketing the entertainment industry, recreational marketing, legal issues, and marketing plans.

# MATHEMATICS



## FUNDAMENTALS OF MATH

**3122FS**

### 1 Elective Credit

**Prerequisite:** Open to those students who have not passed the SOL Math test in grade 8 or who have previously failed Fundamentals of Mathematics

This course will focus on the review and mastery of basic arithmetic skills and the applications of these skills in problem solving. This course will also introduce selected topics in basic algebra. This course is graded on a pass/fail basis. Students completing this course with a “pass” grade will take Basic Algebra before proceeding to Algebra I.

## BASIC ALGEBRA

**3133FS**

### 1 Elective Credit

**Prerequisite:** Math 800; Pre-Algebra or Enriched Pre-Algebra

This integer based course is designed for the high school student who has successfully completed Fundamentals of Math. Topics to be covered include: replacement values, verbal/numerical sentences, mathematical formulas, positive and negative numbers, polynomials, solving and graphing linear equations, solving systems of linear equations, proportions, and using algebraic methods to solve real world problems.

**NOTE: BASIC ALGEBRA AND FUNDAMENTALS OF MATHEMATICS DO NOT SATISFY THE MATH REQUIREMENT FOR THE STATE OF VIRGINIA STANDARD DIPLOMA OR THE ADVANCED STUDIES DIPLOMA.**

## ALGEBRA I (ONE SEMESTER)

**3130FS**

### 1 Credit

**Prerequisites:** “A” and teacher recommendation in Math 8: Pre-Algebra; or “B” or better in Enriched Pre-Algebra or Basic Algebra

A strong foundation for academic mathematics is provided in this course. Students will use algebra and the graphing calculator as tools for representing and solving a variety of practical problems. This course will establish a working understanding of the terminology, notations and symbolism of algebra. Topics include: rational numbers, equations, inequalities, polynomials, factoring, rational expressions, graphing linear equations, systems of equations and radical expressions.

## ALGEBRA I (TWO SEMESTERS)

**3132YR**

**1-2 Credits (Students must successfully complete both semesters to satisfy two units of math credit)**

A strong foundation for academic mathematics is provided in this course. Students will use algebra and the graphing calculator as tools for representing and solving a variety of practical problems. This course will establish a working understanding of the terminology, notations and symbolism of algebra. Topics include: rational numbers, equations, inequalities, polynomials, factoring, rational expressions, graphing linear equations, systems of equations and radical expressions.

## GEOMETRY (ONE SEMESTER)

**3143FS**

### 1 Credit

**Prerequisite:** “C” or better in the one semester Algebra I class (3130FS) or “B” or better in the two semester Algebra I class (3132YR)

This course is designed for students who have successfully completed Algebra I. The course, among other things, includes the deductive axiomatic method of proof to justify theorems and tell whether conclusions are valid. Methods of justification may include paragraph proofs, flow charts, two-column proofs, indirect proofs, coordinate proofs, and verbal arguments, as well as formal proofs. Emphasis will be placed on two and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and general problem-solving techniques will be used including algebraic skills. Graphing calculators will be used where feasible.

## GEOMETRY (TWO SEMESTERS)

**3144FS**

**1-2 Credits (Students must successfully complete both semesters to satisfy two units of math credit)**

**If a student takes BOTH Algebra (two semesters) and Geometry (two semesters), he/she will receive 3 math credits and 1 elective credit.**

This course is designed for students who have successfully completed Algebra I. The course, among other things, includes the deductive axiomatic method of proof to justify theorems and tell whether conclusions are valid. Methods of justification may include paragraph proofs, flow charts, two-column proofs, indirect proofs, coordinate proofs, and verbal arguments, as well as formal proofs. Emphasis will be placed on two and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and general problem-solving techniques will be used including algebraic skills. Graphing calculators will be used where feasible.

**ALGEBRA II****3135FS****1 Credit****Prerequisites:** Successful completion of Algebra I and Geometry (3130FS, 3143FS)

Advanced mathematical knowledge in algebraic concepts at a moderate pace. Topics include linear equations and inequalities, functions, systems of equations and inequalities, sequence and series, polynomials, and problem solving, rational expressions, radicals, irrationals, quadratic functions, complex numbers, conics, and polynomial functions. It is recommended that students have at least a “C” average in Algebra I and Geometry before proceeding to Algebra II.

**ALGEBRA II/TRIGONOMETRY****3136FS****1 Credit****Prerequisite:** “A” or “B” in Algebra I and Geometry

This course is for mathematically inclined students. Topics include linear functions and relations, systems of equations and inequalities, matrices, analytic geometry, quadratic formula, conics, complex numbers, polynomial functions, quadratic relations, exponential functions, logarithmic functions and trigonometry. Graphing calculators are strongly recommended.

**ADVANCED CONTEMPORARY MATHEMATICS****3164FS****1 Credit****Prerequisite:** “C” or better in Algebra II (3135FS)

Advanced Contemporary Mathematics is an advanced level math course that provides an opportunity to study some of the varied career uses of math. The main focus is problem solving using techniques that are not considered in traditional courses such as algebra, geometry, or calculus. Students will apply mathematics to management science, codes, social science, law, government, and game and measurement theory. Use of modern technology is an important component of the course.

**FUNCTIONS/TRIGONOMETRY****3166FS****1 Credit****Prerequisites:** Geometry and “C” or better in Algebra II

Functions/Trigonometry is a course for the college-bound student who may or may not pursue mathematics at the highest level. Topics include a brief review of algebra, in-depth coverage of families of functions, and an introduction to unit circle, trigonometric functions, and problem-solving using trigonometric concepts. Graphing utilities will be used by students and teachers, when appropriate, to enhance understanding of applications.

**PRE-CALCULUS****3161FS****1 Credit****Prerequisites:** “C” or better in Algebra II/Trig (3136FS) or “B” or better in Functions/Trig (3166)

For mathematically capable students who plan to continue in a field which emphasizes mathematics, science, engineering, etc. Abstract and theoretical approach to formal mathematics that extends and unifies algebra, geometry and trigonometry through analysis. Topics include real and complex number fields, polynomial, rational, algebraic, circular, logarithmic and exponential functions, the algebra of functions, analytic trigonometry, systems of equations and inequalities, matrices, sequences and series, polar equations, and limits. It is strongly recommended that students have a graphing calculator.

**CALCULUS****3175FS****1 Credit****Prerequisite:** “C” or better in Pre-Calculus (3161FS)

Calculus investigates fundamentals of the mathematics of change: limits, differentiation, and integration. Students will strengthen their understanding of functions as they study problems from geometric, numerical and algebraic viewpoints. Applications relate derivatives and integrals to a variety of real-world situations. The course includes extensive use of graphing calculators.

**ADVANCED PLACEMENT CALCULUS--AB****3177FS****1 Credit****Prerequisite:** “C” or better in Pre-Calculus (3161FS)

AP Calculus AB is college-level mathematics for which many students will receive college credit according to their score on the AP exam. The AP syllabus for AB Calculus includes limits, derivatives and their applications, the Mean Value Theorem, the Fundamental Theorem of Calculus, the definite and indefinite integral, volumes of solids, differentiation and integration of logarithmic, exponential and trigonometric functions, and techniques of integration. Graphing calculators are required. Students are prepared for the AP Calculus AB exam.

**ADVANCED PLACEMENT CALCULUS--BC****3178FS****1 Credit****Prerequisite:** “C” or better in AP Calculus--AB (3177FS)

This course covers the additional topics required for BC Calculus as stated in the AP Syllabus for Calculus BC. These include techniques of integration, derivatives of vector and parametrically defined functions, area bounded by polar curves, improper integrals, sequences and series. Students will be prepared for the Advanced Placement Calculus BC Examination.

**COMPUTER SCIENCE** **3181FS****1 Credit/\$10 Materials fee****Prerequisite:** “C” or better in Algebra II, Geometry, and Algebra I or teacher recommendation (3135FS, 3142FS, 3130FS)

This course teaches structured programming in the C++ language. It includes problem solving techniques, flow-charting, and modularization of programs. The students will use a C++ compiler in which they will learn all programming structures including subroutines, multi-line functions, procedures, arrays, and hi-resolution graphics.

**ADVANCED PLACEMENT COMPUTER SCIENCE** **3185FS****1 Credit/\$10 Materials fee****Prerequisite:** Computer Science (3181FS) or teacher recommendation

Advanced programming in the C++ computer language with emphasis on data structures. Students must have a solid background in structural programming and be willing to devote additional hours outside class time.

**PROBABILITY AND STATISTICS****3191FS****1 Credit****Prerequisite:** “C” or better in Algebra II (3135FS)

The purpose of Probability and Statistics is to present fundamental concepts and techniques for collecting and analyzing data, for drawing conclusions from that data, and for making predictions based on the data. The course focuses on the applications of probability, statistics, and logic in business, industry, science, and government. This course provides practical preparation for a wide variety of career fields.

**ADVANCED PLACEMENT STATISTICS****3192FS****1 Credit****Prerequisite:** “C” or better in Functions/Trig (3166FS)

This college-level introductory statistics course focuses on the major concepts and tools for collecting, analyzing, and reaching conclusions from data. The four main themes of the course are exploring data, planning a study, anticipating patterns, and making statistical inferences. Students will create and analyze data, consult, make decisions, and share results. The course is an excellent foundation for students pursuing careers in science, social science, mathematics, business, or engineering.

**SCIENCE**

*STUDENTS MAY DO AN ALTERNATIVE TO ANIMAL DISSECTIONS WITH WRITTEN PERMISSION OF THE PARENT/GUARDIAN.*

**EARTH SCIENCE****4210FS/4211FS/4213FS****1 Credit**

**General Earth Science** is a ninth grade laboratory course dealing with astronomy, geology, oceanography, and meteorology. Experiments and exercises emphasize the social relevance of Earth science ideas in such topics as pollution, weather control, nuclear testing, shrinking fossil fuel supplies, etc. There is a **Basic** section for students with reading difficulties and an **Advanced** section for students with high interest and ability.

**EARTH SCIENCE II: OCEANOGRAPHY****4250FS****1 Credit****Prerequisites:** Earth Science and Biology I

Oceanography is a survey course that introduces students to the four broad disciplines of marine science; chemical, physical, geological, and biological oceanography. Building on knowledge gained in Earth Science, students will investigate tectonic processes and their role in shaping the ocean basins. They will learn the physical and chemical properties of the oceans and their interplay with the atmosphere, as well as their impact on coastal features and marine life. Emphasis will be placed on the Chesapeake Bay and its tributaries.

**BIOLOGY I****4310FS/4311FS/4313FS****1 Credit**

**General Biology I** is a laboratory course in which students discover the parts and processes of living things and their interactions with each other through unifying concepts: cell structure and function, genetics, evolution, disease and wellness, and ecology. There is a **Basic** section for students with reading difficulties. An **Advanced** section is offered for students with high interest and ability. It is recommended that a student have a “B” average or better in high school science courses.

## **BIOLOGY II: ANATOMY AND PHYSIOLOGY 4331FS**

### **1 Credit**

**Prerequisites:** Chemistry and Advanced Biology I

Anatomy and physiology will introduce students to the structures and functions of the human body. It will focus on each body system and the medical terminology associated with each system. This objective will be met through extensive laboratory investigations, including dissection of a representative mammal. These studies will provide an understanding of the interdependence of human body systems and provide a solid base for further studies and/or health care-related career choices. It is recommended that students have a minimum grade of “C” in previous science courses.

## **FIELD BIOLOGY 4319FS**

### **2 Credits (1 Credit per semester)**

**Prerequisites:** Biology I and Earth Science (General or Advanced) or Chemistry and teacher recommendation is required

This course teaches students about the many components of natural ecosystems, utilizing field techniques to monitor and assess their health and status. Plant and animal identification is emphasized as well as chemical, physical, and biological tests of the environment. An intensive research project, including data gathering, analysis, and presentation of results is required. It is recommended that students have a minimum grade of “C” in previous science courses. It is also recommended that students have a passing grade in the first semester to continue the course in the second semester.

## **BASIC PHYSICAL SCIENCE 4610FS**

### **1 Credit**

*NOTE: This course is open only to students who have successfully completed two science courses. Science credit will count towards the regular diploma only.*

Basic Physical Science is a course designed to be an introduction to the sciences of physics and chemistry for those students who lack a strong math or science background. It is a student oriented, hands-on course that utilizes a variety of experiments, projects, and research activities to study the concepts of physics and chemistry as they relate to the everyday world of the student. Basic Physical Science is designed to be a reinforcement of physical and chemical principles common to many vocation experiences.

## **CHEMISTRY I 4409FS**

### **1 Credit**

**Prerequisite:** Algebra I

Laboratory course of inorganic chemistry suggested for the student planning to pursue a four-year college degree. A good

math background is needed for working word problems and graphing. Topics include atomic structure, bonding and chemical reactions, states of matter, acid base chemistry, and redox reactions. It is recommended that students have a “C” in previous math and science courses and have passed Algebra II.

## **PHYSICS 4509FS**

### **1 Credit**

**Prerequisite:** Algebra II

This course provides systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using Algebra. Topics include: mechanics, wave theory, sound optics, electricity, and magnetism.

## **ADVANCED PLACEMENT BIOLOGY 4380FS**

### **1 Credit**

**Prerequisites:** Biology I and Chemistry I

College-level classwork supplemented by selected readings in textbooks and periodicals, and laboratory investigations. Topics include cell and molecular biology, energy relationships, structure and function of plants and animals, genetics, ecology and evolution.

## **ADVANCED PLACEMENT CHEMISTRY 4411FS**

### **1 Credit**

**Prerequisites:** Chemistry I (recommended minimum of “C”) and Algebra II

A course designed to be the equivalent of college-level general chemistry. Coverage of topics including states of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and basic thermodynamics will be accomplished through laboratory work, selected readings and problem solving. Mathematics applications are a strong component of the course structure.

## **ADVANCED PLACEMENT PHYSICS B 4413FS**

### **1 Credit**

**Prerequisite:** Trigonometry and Physics

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using Algebra AND trigonometry, but rarely Calculus. The Physics B course includes topics in both classical and modern physics and seeks to be representative to topics covered in similar college courses. It is strongly recommended that students have successfully completed Chemistry. The College Board strongly recommends that students will have already taken a course in physics before enrolling in AP Physics B.

**ANATOMY AND PHYSIOLOGY/TNCC****2 Credits/Fee - \$25 lab fee/semester****Prerequisites:** Biology and Chemistry

This course, which is available at Warhill High School, is designed for students who are preparing for careers in Health and Medical Occupations that require degrees and/or licensing. Instruction will concentrate on the study of the structure and function of the human body. Specific emphasis will be placed on the study of the tissues of the body, the musculo-skeletal and the nervous systems, and how growth, development, and aging, affect them. TNCC will grant 8 credits for this year-long course that has a laboratory/dissection requirement.


**SOCIAL STUDIES**

*The following courses meet the Social Studies diploma requirements:*

**WORLD HISTORY****2340FS****Grade 9****1 Credit**

World History presents an historical survey designed to help students understand people and their achievements from the fall of Rome to the present including Western Civilizations and those of Asia, Africa and the Middle East. Emphasis is placed on similarities and differences, as well as changes and why they occur in societies. This course is recommended for Grade 9 as part of the Social Studies Scope and Sequence.

**WORLD GEOGRAPHY****2210FS****Grade 10****1 Credit**

World Geography is the study of human-environment relationships with a special emphasis on cultural regions in Asia, Latin America, Africa and the Middle East. Using a variety of tools and technologies, students will examine current issues from a geographic perspective. Students will be involved in hands-on activities as they analyze issues and apply knowledge to propose ideas for solving problems, both locally and globally. This course is recommended for Grade 10 as part of the Social Studies scope and sequence.

**AP HUMAN GEOGRAPHY****2212FS****Grade 10****1 Credit**

**Prerequisite:** This course is open to students in Grades 10, 11, or 12 and may be taken in place of the regular World

Geography offered at Grade 10 to meet the graduation requirements for Social Studies.

Advanced Placement Human Geography introduces students to the basic concepts of Human Geography including contemporary issues related to population, organization of political boundaries, industrialization and economic development, and cities and urban land use. Information from government organizations such as the Census Bureau and non-governmental organizations such as the World Bank and the United Nations will be used in the classroom. Students will participate in field studies, keep journals and conduct research including significant use of computer labs. Strong writing skills are recommended for students interested in taking this course.

**VIRGINIA & U.S. HISTORY****2360FS****Grade 11****1 Credit**

Virginia and U.S. History offers a general study of the American nation from early exploration to the present day. Students look at events from the viewpoint of the historical era and from the perspective of today's knowledge and values, then analyze how past events have contributed to our country as it is today.

**AMERICAN STUDIES****1185FS****Grade 11****1 Credit**

**Prerequisites:** Successful completion of English 9 & English 10

Students must commit to taking both semesters of this year-long, interdisciplinary, team-taught American literature/American history course. Students explore the literature and history of the United States using a humanities approach. This course stresses creative and analytical writing with an emphasis on improving the writing process. Field trips are planned to complement the curriculum and broaden the experiences of students. Students receive one grade that counts for both English and U.S. History credits.

**ADVANCED AMERICAN STUDIES****1183FS****Grade 11****1 Credit**

**Prerequisites:** Successful completion of English 9 & English 10

This yearlong, interdisciplinary, team-taught English-history course is designed for motivated, college-bound students. Through the interrelationships of the humanities, the fine arts, and the social, intellectual, and political history of the United States, students explore themes such as "the American Dream" and how it has changed since the time of the early settlers. Regular attendance is essential. Outside reading and research are required. A variety of individual and group creative assignments will be required. It is recommended that students have at least a "B" average in tenth grade English. It is recommended that students have strong writing and critical thinking skills. Summer assignments may be required.

**HONORS ENGLISH 11/ADVANCED  
PLACEMENT AMERICAN HISTORY  
2000YR**

**Grade 11**

**1 Credit in English & 1 Credit in American  
History**

**Prerequisites:** Successful completion of English 9 & English 10

Honors English 11/AP History is a high level course designed to stimulate and to challenge capable and well-motivated eleventh grade students. The two courses will be taught as parallel courses, following a chronological approach to the study of American history, literature and culture. Both courses will use a cultural approach, drawing upon the events, personalities, art, and music of the period whenever possible. Both courses will focus on developing individual and group skills of analysis and interpretation. A continuing point of correlation between the courses is the Honors English 11 year-long independent study of an American writer. Examining the influence of historical events on the writer's work is an important aspect of this project. The two courses will remain separate on the transcript, and students will receive separate grades. Extensive summer reading is required. Summer assignments may be required.

**VIRGINIA & U.S. GOVERNMENT  
2440FS**

**Grade 12**

**1 Credit**

**Prerequisite:** Virginia and U.S. History (2360FS)

Virginia and U.S. Government emphasizes the function and theory of government and the principles on which the state and U.S. governments are based. These include constitutional principles such as the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the operations of the U.S. market economy. U.S. foreign policy is examined as well as comparisons of American ideology with that of communism, socialism, and fascism. Current political problems at the national and state levels are discussed as an integral part of the course.

**ADVANCED PLACEMENT AMERICAN  
GOVERNMENT  
2445FS**

**Grade 12**

**1 Credit**

Advanced Placement American Government is a college-level course available to highly motivated seniors with exceptional critical thinking and writing skills demonstrated by superior previous academic performance. The curriculum consists of a study of American Government which includes extensive reading assignments, knowledge and use of research tools, production of research paper(s), problem-solving and evaluation of information sources. The course fulfills the state requirement for graduation and is recommended for seniors only.

*The following courses are Social Studies electives:*

**ADVANCED PLACEMENT COMPARATIVE  
GOVERNMENT  
2446FS**

**1 Credit**

Advanced Placement Comparative Government is a college-level course available to highly motivated juniors and seniors with exceptional critical thinking and writing skills. The curriculum consists of a study of different governments, including those of Great Britain, Russia, France, China and Mexico. It includes extensive reading assignments, knowledge and use of research tools, production of research paper(s), problem-solving and evaluation of information sources. The course is an elective course and does not fulfill the state requirement for graduation.

**ADVANCED PLACEMENT  
MICROECONOMICS  
2803FS**

**1 Credit**

Advanced Placement Microeconomics is a college-level introductory course in the principles of economics. It is designed for well motivated students with an interest in business administration or entrepreneurship. Emphasis will be on microeconomics, the study of the way national and global economies operate. Students will study those factors which encourage economic growth, diversification and competition, and examine why and how the American and global economies function as they do.

**HUMANITIES: GLOBAL  
1515FS**

**1 Credit**

**Prerequisite:** GPA of 3.25 or consent of the instructor.

This course explores the impact of technology on the social/cultural history of the modern world. Students working independently and in groups examine history and art, and analyze and evaluate interconnecting events shaping contemporary society. Students will identify issues created by technology and work to suggest potential solutions. Students must possess strong writing, analytical, and critical thinking skills.

**HUMANITIES: UNITED STATES  
1516FS**

**1 Credit**

**Prerequisites:** GPA of 3.25 or consent of the instructor; successful completion of World History, World Geography; and enrollment in U.S. History

This course examines change in America at the turn of two centuries by analyzing and evaluating elements of 19<sup>th</sup> and 20<sup>th</sup> century society. Through an exploration of art, medicine, literature, and music and social trends, students examine patterns and parallels reflecting the impact of technology on the social/cultural history of America.

**LAW AND DEBATE****2421FS****1 Credit per semester (maximum of 2 credits)**

This course will introduce students to Federal Judicial System, State Judicial System, Virginia State Law, Elements of Law, Speech and Debate Techniques/Skills, Civil Law, and Criminal Law. The mock trial component will demand that students present their own prepared cases for court, and not only act as the attorneys in the case but as the witnesses and defendants as well.

**LAW AND SOCIETY****2420FS****1 Credit**

This course is offered to all students for a Social Studies elective that is not history-based. It will assist student in understanding rules, laws, and the legal system in preparation for their roles as citizens in a democratic society. It will offer practical applications for everyday life and allow active participation and field experiences with local agencies and the court system. Emphasis will be placed on civic responsibilities as well as rights.

**SOCIOLOGY****2500FS****1 Credit**

Taking as its central theme the study of people, this course provides a general introduction to psychology (the study of individuals), sociology (the study of groups and organizations) and anthropology (the study of societies). Topics include human development, mental health and mental illness, family relationships, social classes, racial and ethnic groups, social institutions such as education and religion, social problems, and comparative cultures. This course is recommended after students have completed a course in World Geography.

**U.S. AND WORLD AFFAIRS****2810FS****1 Credit**

U.S. & World Affairs is an elective course that focuses on the relationships between national and international events. Course topics include the roots of aggression, the causes of wars, the United Nations, and current world conflicts. Conflict resolution, group work and weekly current events are major aspects of the course. Geography skills are strengthened.

## TCE/TRADE & INDUSTRIAL EDUCATION

**AUTOMOTIVE MAINTENANCE****(NON-CERTIFIED)****8709FS****1 Credit/\$10 Materials fee**

Students will learn basic automotive service and repair procedures. Students will participate in both lecture and hands-on practical training in an automotive shop. All training will prepare students for automotive care and non-certified maintenance experiences.

**AUTOMOTIVE SERVICE TECHNOLOGY I, II, III (CERTIFIED)****8506YR/8507YR/8508YR****6 Credits for three-year sequential program****\$10 Materials fee**

**Prerequisites:** Pre-test; interview with approval of the instructor

**Grade level recommendation:** begin sequence in Grade 10

Automotive Service Technology is a three-year career and technical program designed to prepare students to continue their education or to enter the workforce in the automotive industry. Work groups are formed that provide leadership experience and reinforce classroom theory through hands-on activities. Competencies include safety, shop operations, and systems diagnosis and repair.

**BUILDING TRADES I-II****8515YR/8516YR****Grades 11-12****6 Credits for three-year sequential program**

Building Trades is a two-year course involving masonry, carpentry, plumbing and residential wiring with an emphasis on masonry and carpentry. Experiences include using portable power tools, preparing footing, inside and outside trim work, wall finishing, roofing, building brick and block steps, framing, interpreting blueprints, applying basic electrical theory, selecting and installing conductors, identifying and installing panelboards, and switchboards. Identifying and installing grounding systems, measuring pipe dimensions, reading drawings for plumbing installation, and performing pipe cutting and joining.

## TECHNICAL COOPERATIVE EDUCATION I-II

**8906FS/8907FS**

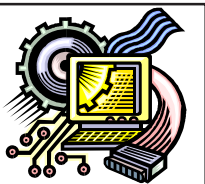
**Grades 11-12**

**2 or 3 Credits per year depending upon entry time into course as specified by department**

**Prerequisites:** Age 16; interview and approval by both counselor and TCE coordinator. TCE I is a prerequisite to TCE II.

Preparation for a trade or technical occupation through on-the-job experiences in local businesses and industries; minimum of 540 work hours required for the year; all students introduced to labor laws, taxes, and communications in business and industry; second year students also study income management, consumer protection, the free enterprise system, labor relations, and character and personal development; work areas include air conditioning, auto mechanics, masonry, electricity/electronics, food services, construction occupations, dental assisting, draftsman, culinary arts, printing, veterinary assisting, computer aided drafting, and a variety of other occupations.

### TECHNOLOGY EDUCATION



## FOUNDATIONS OF TECHNOLOGY~

**8402FS**

**1 Credit/\$10 Materials fee**

**Prerequisite:** Technical Drawing (8435FS)

Foundations of Technology is a broad-based course with studies in various aspects of technology. Students experience “hands-on” problem solving in areas of Electronics, Materials Processing, Architectural Model Making, Industrial Design, and Career Exploration. This is an excellent introductory course for many of the other courses in the Technology Education Department.

## COMPUTER DRAWING AND DESIGN~

**8438FS**

**1 Credit/\$10 Materials fee**

This course is the global industrial and educational standard for computer aided design. It offers comprehensive 2D and 3D design and visualization tools. CDAD can be applied to engineering, architecture, interior design, and other design disciplines. This fast paced, individualized course provides the powerful AutoCAD software that enhances the curriculum capabilities while building specific skills.

## ARCHITECTURAL DESIGN~

**8462FS**

**Grades 10-12**

**1 Credit/\$10 Materials fee**

**Prerequisite:** Computer Drawing and Design (8438FS)

This course provides the opportunity to learn more about the principles of architecture and related drafting practices and techniques, building on knowledge and skills mastered in Technical Drawing or the computer drawing skills acquired in Computer Drawing and Design. The course information is helpful for the future architect, interior designer, or homebuilder. AutoCAD software is used to assist students in developing house plans and 3 dimensional models.

## INTRODUCTION TO ENGINEERING~

**8490FS**

**Grades 10-12**

**1 Credit/\$10 Materials fee**

**Prerequisite:** Technical Drawing suggested (8435FS)

This course provides for orientation to the careers and challenges of engineering. Students are actively involved with high tech devices, engineering graphics and math/scientific principles through problem-solving experiences. Activities are provided in descriptive geometry, materials science and technical systems. Students communicate information through seminars, technical reports and sharing ideas.

## ADVANCED ENGINEERING~

**8491FS**

**Grades 10-12**

**1 Credit/\$10 Materials fee**

This course emphasizes the application and design process of engineering. Students form engineering teams ranging in size from one person to the entire class. Each team uses communications, graphics, mathematics, machinery/tools and community personnel to solve problems. Appropriate information is collected or fabricated by each team to complete the projects. Projects may be models, systems or products that creatively solve an engineering problem. Some problems are “contracted” where the design team chooses an area of its interest. Other experiences include: computer aided design, word processing, and technical writing.

## COMPUTER ANIMATION AND GRAPHICS~ (DIGITAL VISUALIZATION)

**8459FO/SO**

**1 Credit/\$10 Materials fee**

This course is for students who are proficient in AutoCAD. Students will learn how to create a drawing/image, alter its proportions and dimensions, assign physical and chemical properties, realistically render it, then animate or create a virtual “fly through.” This course emphasizes graphic, engineering, and architectural design. Excellent for those who enjoy the technical aspects of AutoCAD and wish to gain further experience in 3D graphics and architectural animations.

**GEOGRAPHIC INFORMATION SYSTEMS** **8423FS****1 Credit/\$10 Materials fee**

Students will learn GIS in a project based course using up to date ARC GIS software. They will also learn to use global positioning systems and data from satellites and other spatial technologies. After learning skills, students will work on a project of their own selection. This course may be dual enrolled with James Madison University.

**INTERACTIVE MULTIMEDIA** **(GRAPHIC COMMUNICATION SYSTEMS)****8494FO/SO****Grades 11-12****1 Credit/\$10 Materials fee**

Students will be introduced to the design and production process of developing interactive multimedia applications. Students will learn various tools concentrating on different aspects of the technology: text, graphics, audio, animation, and video. The course will simulate practices used in the multimedia industry. A large portion of the course will be devoted to hands-on activities.

**PRINCIPLES OF ENGINEERING** **(PROJECT LEAD THE WAY/WHIS)****8441FS****1 Credit/\$15 Materials fee**

Principles of Engineering introduces the career field in terms of the kinds of problems it solves. Students are presented with problems in design of products. They learn modeling, testing and evaluation, and presentation skills. Topics include engineering systems, thermodynamics, fluid systems, electrical systems, and controls systems. In statics and material strength, they learn about forces, static equilibrium, vectors, moments, and reaction forces. Statistical process control and non-destructive and destructive testing are employed. It is strongly recommended that students shall have successfully completed Algebra I prior to enrollment.

**COMPUTER INTEGRATED****MANUFACTURING** **(PROJECT LEAD THE WAY/WHIS)****8442FS****1 Credit/\$15 Materials fee**

**Prerequisites:** Principles of Engineering or Introduction to Engineering Design

The objective of the Computer Integrated Manufacturing course is to expose students to the fundamentals of computerized manufacturing technology. The course is built around several key concepts:

- Computer modeling - using a three dimensional, solid modeling software package with mass property analysis.
- CNC equipment - understanding the machine tools and its operating and programming aspects.

- CAM software - converting computer generated geometry into a program to drive CNC machine tools.
- Robotics - using a robot for materials handling and assembly operations.
- Flexible manufacturing systems - students working in teams to design manufacturing workcells and table top factory simulations.

**DIGITAL ELECTRONICS** **(PROJECT LEAD THE WAY/WHIS)****8440FS****1 Credit/\$10 Materials fee**

**Prerequisites:** Introduction to Engineering Design and/or Principles of Engineering

Digital Electronics is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

**INTRODUCTION TO ENGINEERING DESIGN** **(PROJECT LEAD THE WAY/WHIS)****8439FS****1 Credit/\$10 Materials fee**

**Prerequisites:** Successful completion of Algebra I

Introduction to Engineering Design teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. The program also emphasizes team development and team problem-solving.

**ENGINEERING DESIGN AND****DEVELOPMENT** **(PROJECT LEAD THE WAY/WHIS)****8443FS****1 Credit/\$15 Materials fee**

**Prerequisites:** Introduction to Engineering Design, Principles of Engineering, Digital Electronics, and Computer Integrated Manufacturing (all PLTW courses)

Students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

## WORLD LANGUAGES



### **AMERICAN SIGN LANGUAGE I**

**5990FS**

**1 Credit**

Students will learn 1000 signs and acquire knowledge of the manual alphabet. Students learn the language through lessons presented in context and through meaningful and experimental activities. Cultural awareness and cross-cultural adjustment skills are major components of this course. Students are introduced to Deaf culture, the history of ASL and the education of Deaf people. It is recommended that students have a "C" or above before proceeding to the next level.

### **AMERICAN SIGN LANGUAGE II**

**5995FS**

**1 Credit**

Students continue to increase their skills in ASL. They will add to their vocabulary and increase their proficiency in grammatical features and conversational skills. Knowledge of and sensitivity to the Deaf culture and community of Deaf people will continue to be emphasized. Students will be encouraged to interact with Deaf people in social contexts. It is recommended that students have a "C" or above before proceeding to the next level.

### **AMERICAN SIGN LANGUAGE III**

**5997FS**

**1 Credit**

Students add vocabulary and idiomatic expressions to pre-existing vocabulary base. Language functions and increasingly difficult grammatical structures are learned in the context of everyday interactions and social relationships. Level III progresses to impersonal information, things that are not present, and abstract ideas. Role-play situations which predict everyday deaf-hearing encounters are used for the development of cultural awareness and cross-cultural adjustment skills. Students also investigate career opportunities associated with American Sign Language and Deaf Culture.

### **WORLD LANGUAGE SAMPLER**

**5002FS**

**1 Credit**

This course will introduce students to the origins of language, to present-day applications and to historical perspectives. It will also provide basic language instruction in the languages presented. It will allow students to compare and contrast the languages studied in the following areas: cultures, history, geography, customs, institutions of daily life and current events.

A minimum of two world languages will be presented. The languages may include Spanish, French, German, Latin, or other modern languages. Successful completion of this course fulfills the WJCC graduation requirement and provides an introduction which allows students to continue their study for credit in Level I of a world language.

### **FRENCH I**

**5110FS**

**1 Credit**

This course enables the student to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. The students will actively participate in contextualized activities to improve all four language skills - listening, speaking, reading and writing - focusing on the ability to communicate orally and in writing. Emphasis is placed on comparing and contrasting the culture of French-speaking peoples with American culture.

### **FRENCH II**

**5120FS**

**1 Credit**

Students continue to develop proficiency in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing. The students learn to function in real-life situations using more complex sentences and language structures. Familiarity with the culture of French-speaking peoples with American culture.

### **FRENCH III**

**5231FS**

**1 Credit**

This course focuses on the use of the language for active communication. Emphasis is placed on developing comprehension, refining writing skills, increasing speaking facility, and introducing more complex structures. At this level, students comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Students continue to explore the culture of French-speaking peoples through the use of video, authentic readings and audio materials.

### **FRENCH IV**

**5241FS**

**1 Credit**

Students develop more advanced communication skills in all four areas - listening, speaking, reading and writing - with emphasis on the ability to interact orally and in writing. Students communicate using more complex language structures and express abstract ideas with reasonable fluency. Students are able to create and listen with understanding to reports and presentations as well as describe, summarize and discuss selected upper level themes and topics. The primary language spoken at this level is the target language. Students gain greater insights into culture through authentic reading selections at this level.

## **ADVANCED FRENCH CONVERSATION AND COMPOSITION**

**5180FS**

**1 Credit**

**Prerequisite:** Either French IV or AP French (5141FS, 5170FS)

This course will give advanced students the opportunity to practice and perfect their practical abilities to speak and write French. It will provide students intensive instruction in both speaking and writing skills in the context of listening and reading practice. The course will stress communication and proficiency. Students will be asked to duplicate many authentic situations in class. Composition topics will be based on likely real-life experiences such as resumes, filling out applications, producing a newspaper, and writing short stories and poetry.

## **FRENCH CINEMA**

**5185FS**

**1 Credit**

**Prerequisite:** Successful completion of French IV (5141FS)

This course will provide students with the opportunity to study the history and development of the Francophone world through film. The actual study of the selected movies will expose the students to the history and techniques of French film-making (beginning with the Lumiere Brothers), to the culture of the Francophone world, to the historical perspective of modern French civilization and to the language spoken by native speakers. An important component of this course is to integrate linguistic structures and vocabulary into the daily discussions and follow-up activities through both oral and written assignments and evaluations. The course will be conducted solely in French.

## **ADVANCED PLACEMENT FRENCH**

**5170FS**

**1 Credit**

This course is a college level course in the French language for students who wish to further refine all communicative skills. Special emphasis will be placed on the comprehension of extended narratives; the speaking of descriptive and narrative passages as generated by the students, the reading and discussion of authentic materials; the writing of grammatically correct essays to support opinions. Major works of literature will also be studied. This course will prepare students to take the French Language AP examination. This course will be conducted solely in French.

## **GERMAN I**

**5210FS**

**1 Credit**

This course enables the student to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. The students will actively participate in contextualized activities to improve all four language skills - listening, speaking, reading and writing - focusing on the ability to communicate orally and in writing. Emphasis is placed on

comparing and contrasting the culture of German-speaking peoples with American culture.

## **GERMAN II**

**5220FS**

**1 Credit**

Students continue to develop proficiency in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing. The students learn to function in real-life situations using more complex sentences and language structures. Familiarity with the culture of German-speaking peoples is increased through comparisons and connections to American culture.

## **GERMAN III**

**5231FS**

**1 Credit**

This course focuses on the use of the language for active communication. Emphasis is placed on developing comprehension, refining writing skills, increasing speaking facility, and introducing more complex structures. At this level, students comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Students continue to explore German culture through the use of videos, authentic readings and audio materials.

## **GERMAN IV**

**5241FS**

**1 Credit**

Students develop more advanced communication skills in all four areas - listening, speaking, reading, and writing - with emphasis on the ability to interact orally and in writing. Students communicate using more complex language structures and express abstract ideas with reasonable fluency. Students are able to create and listen with understanding to reports and presentations as well as describe, summarize and discuss selected upper level themes and topics. The primary language spoken at this level is the target language. Students gain greater insights into culture through authentic reading selections at this level.

## **ADVANCED GERMAN CONVERSATION AND COMPOSITION**

**5280FS**

**1 Credit**

**Prerequisite:** Either German IV or AP German (5241FS, 5270FS)

This course will give the advanced student the opportunity to practice and perfect their practical abilities to speak and write German. It will provide students intensive instruction in both speaking and writing skills. The course will stress communication and proficiency. Students will be asked to duplicate many authentic speaking situations in the class. Composition topics will be based on likely real-life experiences such as writing resumes, filling out applications, producing a newspaper, and writing short stories and poetry.

## **ADVANCED PLACEMENT GERMAN 5270FS**

### **1 Credit**

**Prerequisite:** Successful completion of German IV (5241FS)

This rigorous course is a college level course in the German language for students who wish to further refine all communicative skills. Special emphasis will be placed on the comprehension of extended narratives, the speaking of descriptive and narrative passages, the reading and discussion of authentic materials; the writing of grammatically correct essays to support opinion ideas; and the study and analysis of German literature. This course is designed to prepare students for successful completion of the AP German Language exam and is conducted solely in German.

## **LATIN I 5310FS**

### **1 Credit**

Students will be introduced to Roman culture and its impact on Western civilization with a study of the Latin language, including basic grammar, syntax, and vocabulary through reading and translation. There will be a major emphasis on Roman history, culture and mythology.

## **LATIN II 5320FS**

### **1 Credit**

Students will build on skills learned in Latin I. Students will expand their knowledge of grammar, syntax, and vocabulary through reading and translation. Students will continue to study Roman history and culture.

## **LATIN III 5331FS**

### **1 Credit**

Students will refine their knowledge of grammar, syntax, and vocabulary through reading and translation. Students will continue to study Roman history and culture. Students will begin to read authentic Roman prose through the writings of authors such as Eutropius, Asconius, and Cicero.

## **LATIN IV 5341FS**

### **1 Credit**

Students will review the grammar and syntax of levels I, II, and III. Students will begin their study of Latin poetry, including meter and literary devices, by reading passages from Ovid. Then, this fourth level course begins the student's study of the AP: Vergil curriculum. Students will begin reading and analyzing the Aeneid while learning about the historical setting in which Vergil wrote.

## **ADVANCED PLACEMENT LATIN: VERGIL 5370FS**

### **1 Credit**

Students continue and complete their study of the AP: Vergil curriculum. Students will be able to identify grammar and literary devices, translate accurately, and write essays in English that effectively analyze specific passages and overall themes of the Aeneid.

## **SPANISH I 5510FS**

### **1 Credit**

This course enables the student to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. The students will actively participate in contextualized activities to improve all four language skills - listening, speaking, reading, and writing - focusing on the ability to communicate orally and in writing. Emphasis is placed on comparing and contrasting the culture of Spanish-speaking peoples with American culture.

## **SPANISH II 5520FS**

### **1 Credit**

Students continue to develop proficiency in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing. The students learn to function in real-life situations using more complex sentences and language structures. Familiarity with the culture of Spanish-speaking peoples is increased through comparisons and connections to the American culture.

## **SPANISH III 5531FS**

### **1 Credit**

This focuses on the use of the language for active communication. Emphasis is placed on developing comprehension, refining writing skills, increasing speaking facility, and introducing more complex structures. At this level, students comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Students continue to explore Hispanic culture through the use of videos, authentic readings and audio materials.

**SPANISH IV****5541FS****1 Credit**

Students develop more advanced communication skills in all four areas - listening, speaking, reading, and writing - with emphasis on the ability to interact orally and in writing. Students communicate using more complex language structures and express abstract ideas with reasonable fluency. Students are able to create and listen with understanding to reports and presentations as well as describe, summarize and discuss selected upper level themes and topics. The primary language spoken at this level is the target language. Students gain greater insights into culture through authentic reading selections at this level.

**ADVANCED SPANISH CONVERSATION AND COMPOSITION****5580FS****1 Credit****Prerequisite:** Successful completion of Spanish IV (5541FS)

This course will give the advanced student the opportunity to practice and perfect their practical abilities to speak and write in Spanish. The course will stress oral and written communication and proficiency. Students will be asked to function in many authentic speaking situations in the class. Composition topics will be based on likely real-life experiences such as writing resumes, filling out applications, producing a newspaper, and writing short stories and poetry.

**SPANISH CINEMA****5586FS****1 Credit****Prerequisite:** Successful completion of Spanish IV

This course is designed to immerse the student in real life situations taken from the Hispanic world. Self-expression is stimulated through discussions and analysis of diverse literary and cultural themes. The student will gain a greater in-depth knowledge of the language and culture of Spanish-speaking peoples. The movies chosen for this course are classics of Hispanic literature and culture and include mature themes. Special emphasis will be placed on attaining an ever greater fluency.

**ADVANCED PLACEMENT SPANISH LANGUAGE****5570FS****1 Credit****Prerequisite:** Successful completion of Spanish IV (5541FS)

This rigorous college level course is designed for students who wish to further refine all communicative skills in preparation for the AP Spanish Language exam. Students will learn more difficult vocabulary and grammatical constructions in context through authentic reading materials. Students will participate in activities that integrate several different skills and that enable them to understand Spanish in various contexts, read and interpret literary texts, and express themselves in a more sophisticated spoken and written form. The course is conducted entirely in Spanish.

**ADVANCED PLACEMENT SPANISH LITERATURE****5575FS****1 Credit****Prerequisite:** AP Spanish Language (5570FS), Spanish Advanced Conversation (5580FS) or teacher recommendation

This course will expose the students to representative works of Spanish literature as stipulated by the Advanced Placement Spanish Literature Program of the College Board. Students will read prose and verse and interpret, analyze and critically discuss literary works from the Middle Ages through the 20th Century. Formulation and expression of critical opinions and judgments in correct oral and written Spanish are emphasized. Students will communicate effectively and with mastery in writing and speaking in preparation for the AP Spanish Literature exam. This course is conducted entirely in Spanish.

## CAREER/TECHNICAL COURSES AT NEW HORIZONS



Courses at the New Horizons Regional Education Center qualify students for skilled employment after graduation. The courses are open to all rising 11<sup>th</sup> and 12<sup>th</sup> graders. Rising 12<sup>th</sup> graders considering attendance at New Horizons for the first time should seek a detailed explanation from their guidance counselor.

Most courses carry 3 credits per year for each of the one or two years of study. All classes for Jamestown and Lafayette High School students require the first two blocks of each day. Students are picked up by bus at home to travel to one of the two New Horizons Centers. Students return to Jamestown or Lafayette by school bus to attend the last two blocks. Students are full-time Jamestown or Lafayette High School students, eligible to participate in activities and be members of any club or team.

### **AUTOMOTIVE TECHNOLOGY I & II** **8506VT/8507VT**

Prepares students to become entry-level auto technicians. It is articulated with Thomas Nelson Community College. This two-year completer program offers employment opportunities with dealerships for students who qualify and are selected during the spring semester of the first year.

### **AUTO BODY PREP (HAMPTON/NEWPORT NEWS)** **8675**

**3 Credits**

Auto Body Prep is a one-year program designed for students who are interested in collision repair but are unable to meet the requirements for the Auto Body or Refinishing Technician program. Students learn the very basics of the collision repair industry to include repairing a dent, welding, sanding, repairing plastic and fiberglass, using a primer and paint gun, mixing paint and pin striping. Each student entering this program will be required to spend about \$50 on an auto body kit that will contain a respirator as well as other related auto body tools. Students will be required to keep work related clothes at school.

### **AUTOMOTIVE BODY REPAIR I & II** **8676VT/8677VT**

Prepares students for careers in automotive repair and restoration through the use of the latest technologies and state-of-the-art equipment. Through this two-year completer program, selected students may become eligible for work experiences at local repair facilities.

### **AUTOMOTIVE PAINTING** **8679VT**

Students learn to refinish cars, truck bodies, and boats. They learn to mix paints using manufacturer's data and computers. This is one-year completer program.

### **AUTO SERVICE AND DETAILING** **8710VT**

This is one-year course for students who are interested in automotive work, but are unable to meet the requirements of the automotive mechanics program. The course provides written, hands-on and auditory/demonstrated instruction in tire changing, balance and rotation, battery servicing, lubrication and fluid servicing, vehicle care and detailing, employability skills, and job-seeking skills.

### **BARBERING I AND II (NEWPORT NEWS)** **8740/8741**

**3 Credits (1 or 2 verified credits through NOCTI testing and State Licensing Exam)**

Students are prepared to take the Commonwealth of Virginia Barber licensing examination. Students gain daily practical experience working on other students and, during the second year, have the opportunity to provide services to patrons in a clinical setting at New Horizons Regional Education Center. Barbering students can also earn SOL credit for use as two elective credits upon successfully passing the NOCTI test of the State Licensing Examination.

### **CABLING TECHNOLOGY AND INSTALLATION** **8535VT (PROPOSED COURSE)**

This course is designed to provide entry-level skills in installing multiuse, multi-conductor cable in residential, commercial and marine applications. After successful completion of this course, a student will be able to perform the following functions: plan and install power distribution and control, voice, data, and video cable systems; install and terminate fiber optic cables; plan and install marine and shipboard cable systems; install cable mounting and protection systems. The prerequisite for this course is Electrical/Residential Wiring 8533 (see below).

### **CARPENTRY I & II** **8601VT/8602VT**

This two-year program trains our future builders. Students develop the skills necessary for employment in the carpentry field. Throughout the program, students gain skills daily through practical experiences using hand and power tools. Prerequisites: Eye-hand coordination, manual dexterity, physical strength, and the ability to learn to read blueprints and knowledge of the basic mathematics needed to calculate measurements.

## **EARLY CHILDHOOD EDUCATION I & II** **8285VT/8286VT**

This is a two-year program that will prepare students to be employed in the field of early childhood education. Study emphasis is placed on the development of children from 0 to five years of age. Laboratory experience with disabled and non-disabled pre-schoolers is done on campus. Program is articulated with Thomas Nelson Community College.

## **COMPUTER NETWORK ESSENTIALS** **8622VT/8623VT**

This one-year completer program prepares students to take certain certification tests for Network+. Topics included are Network File system, drive mapping, security, file system access, configuration, NetWare 4 management, server management, workstation management, storage management, remote management, wireless technologies, and print management. Troubleshooting and routing will be addressed. Program is articulated with Thomas Nelson Community College. Prerequisite: Coursework or experience should include the completion of a computer application class.

## **CONSTRUCTION TRADES HELPER** **8515VT**

This is a one-year program. Students learn the basic tasks of a carpenter, roofer, siding installer, and masonry worker. Employability and job seeking skills are emphasized. Students should be able to lift and carry 25 pounds for a distance of 40 feet, have manual finger dexterity, and be able to understand safety requirements for use of power equipment and tools.

## **COSMETOLOGY I & II** **8527VT/8528VT**

Skills in hair shaping, waving, hair and wig styles, and manicuring. Upon successful completion of this two-year program, students are prepared to take the State Board Exam. Students gain daily practical experience working on other students and, during the second year, have the opportunity to provide services to patrons in a clinical setting.

## **CULINARY ARTS I & II** **8521VT/8522VT**

Prepares students to enter employment in food service occupations. Instruction focuses on sanitation, nutrition, food preparation, purchasing, and inventory control in addition to food presentation and service. Students plan menus, prepare food, and use a variety of kitchen equipment such as ovens, grills, broilers, slicers, grinders, and blenders. This two-year program articulates with Tidewater Community College. Prerequisite: good personal hygiene, adaptability, and desire to work with people.

## **DENTAL CAREERS I AND II** **8328VT/8329VT**

This two-year program prepares students to perform all tasks of a dental assistant within a dental office or dental clinic.

These tasks include exposing, processing, and mounting X-rays, preparing materials for various procedures including impressions, removing sutures, placing topical anesthetics, and making diagnostic study models from alginate impressions.

## **ELECTRONICS I & II** **8536VT/8537VT**

Students learn the fundamentals of electricity, electron theory, direct current, and alternating current. People who study electronics are equipped to help design, maintain, and repair electronic equipment. Algebra I completion is strongly recommended. Program is articulated with Thomas Nelson Community College.

## **EMERGENCY MEDICAL TECHNICIAN I & II** **8333VT/8334VT/8335VT**

Prepares students to deal with crisis, trauma, hazardous materials, illness, and injuries. This two-year program provides the training to handle mass casualty situations, disaster management, and terrorism awareness. EMT I is a one-year completer program. In order to enter year two, students must pass the EMT-B certification exam. Program is articulated with Thomas Nelson Community College.

## **FIRE SCIENCE/FIRST RESPONDER** **(PROPOSED COURSE) (HAMPTON)** **8705/8706** **3 Credits**

Fire Science/First Responder provides an introduction to the Firefighting profession. Students will be evaluated and then academically and physically prepared for the rigors of being a firefighter. The course of study will entail numerous field trips to local fire fighting facilities after school hours and on the weekends. Handling of hazardous materials will be studied. The First Responder portion of the program will provide training in the provision of emergency care for victims of accident, fire, or a medical emergency. This prepares the responder to address immediate life threats and injuries until more highly trained personnel are available. The First Responder Certification is awarded by the Virginia Department of Medical Services. Plans for this course include dual enrollment with Tidewater Community College for 13 credits.

## **HEATING, VENTILATION & AIR** **CONDITIONING I & II** **8503VT/8504VT**

Students are taught the skills necessary for employment in the areas of heating and related climate control systems. Throughout the program, students gain daily practical experience in all aspects of air conditioning and also have the opportunity to receive EPA and Refrigeration Certification. Prerequisites: Mechanical aptitude, manual dexterity, knowledge of basic mathematics, ability to learn use of blueprints.

## **ENGINEERING TECHNOLOGY** **8425VT/8426VT**

Students who are considering a career as a mechanical engineer or as an industrial instrumentation and process control technician learn the basics of the systems involved in both career fields. This one-year completer course provides modular instruction in CAD/CAM, CNC machining, hydraulics, pneumatics, programmable logic controls, HVAC, electronics, semiconductors, and analog circuits, robotics, and robot design.

## **LAW ENFORCEMENT/CRIMINAL JUSTICE** **8702VT/8703VT**

This one-year completer program prepares students for careers as police officers, security guards, prison guards, and other positions in the field of criminal justice. Students study the history and types of law enforcement requirements as they gain an understanding of local, state, and federal law enforcement agencies and jurisdictions. Students learn about and use some of the newest technology in the criminal justice field as they undertake and engage in crime scene investigations. Program is articulated with Thomas Nelson Community College.

## **MACHINE TECHNOLOGY I & II** **8539VT/8540VT**

Students are trained to use machine tools such as drill presses, borers, lathes, and milling machines to produce precision metal parts that must meet exacting standards. Following this two-year program, students can continue their education at Thomas Nelson Community College to receive an associate degree, enter a co-op program with Northrop Grumman Shipbuilding, or go into the regular work force. Dual enrollment available with Thomas Nelson.

## **MEDICAL ASSISTANT (NEWPORT NEWS CAMPUS)** **8345/8346**

3 Credits (Verified Credit with NOCTI credentialing test)

**Prerequisite:** Digital Input Technologies or Keyboarding Applications

Medical Assistant prepares students to assist physicians by performing functions related to both business administration and clinical duties of a medical office. Instruction in the business aspects includes: insurance reporting, office accounting, medical records, and medical transcription. Clinical instruction includes: preparation of the patient for examination and treatment, routine laboratory procedures, and use of the electrocardiograph machine.

## **NURSING ASSISTANT** **8360VT/8362VT**

This one-year program prepares students for employment as a Nurse Assistant/Home Health Aide, and/or entry into the Practical Nursing Program as well as other health occupations. Upon completion of the program, students are eligible to take the National Nurse Aide Assessment Program Examination to become a Certified Nurse Aide in Virginia.

## **PRACTICAL NURSING** **8357VT/8358VT**

Licensed Practical nurses (LPNs) work as members of a health care team under the supervision of a physician and/or registered nurse or other licensed health care professional authorized by regulations of the State Board of Nursing. In this one-year program, 12<sup>th</sup> grade students take Level I of the 18-month program during. Following Level I, students are eligible to take the Nurse Aide Assessment Examination if they so desire. The LPN program continues through Adult education at New Horizons for those who qualify for Level II.

## **RESIDENTIAL WIRING** **8533VT/8534VT**

This one-year course teaches the basic concepts used by electricians. Students develop skills in the installation, operation, maintenance, and repair of residential, commercial, and industrial electrical systems. They also study AC and DC motors, controls, and electrical distribution panels. This course articulates with Thomas Nelson

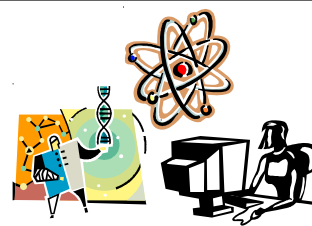
## **WELDING I & II** **8672VT/8673VT**

This two-year program develops skills and methodology needed to perform metallic arc and gas welding to include MIG and TIG. The training in this program uses curriculum similar to that of the Northrop Grumman Shipbuilding Welding School.

## **CAREER MENTORSHIP** **1521FS** **1 Credit/\$10 Materials fee**

This course is offered in conjunction with the School-To-Work national initiative to improve the transition of all students in the 10<sup>th</sup> and 11<sup>th</sup> grade from the classroom to the workplace. Students will gain experience in the world of work. This non-paid work-based professional experience will allow students to apply knowledge, develop skills, and see a strong work ethic in practice.

## THE NEW HORIZONS GOVERNOR'S SCHOOL FOR SCIENCE AND TECHNOLOGY



### **The Governor's School for Science & Technology Mission Statement** Dedicated to Developing Academic and Leadership Talent in Science and Technology

The Governor's School for Science and Technology at New Horizons Regional Education Center is operated by Gloucester, Hampton, Newport News, Poquoson, Williamsburg-James City County, and York County Schools. In keeping with our 21 year history of providing a distinguished science curriculum to the region's gifted high school students, the Governor's School is restructuring its curriculum to provide a cohesive, innovative science and mathematics program which

- Embraces quality programming standards for gifted students recommended by the Virginia Department of Education and the National Association for Gifted Children,
- Provides a cohesive sequence of courses in science, research, and mathematics
- Provides opportunities for social peer interaction, as well as career and college guidance
- Provides leadership education and opportunities throughout the program

### **Multifaceted, Rigorous Academics**

The Governor's School is a two-year, half-day program for 11<sup>th</sup> and 12<sup>th</sup> graders. Students will select a strand as the focus for their Governor's School experience. Each strand provides a unique emphasis on both the science subject matter and associated career fields. Students will be able to participate in one of the following three strands:

- The **Engineering Strand** involves an intense, rigorous study of fundamental principles of engineering and calculus-based physics. Students develop a passion for calculus and physics during their junior year. Building a robot, constructing a fuel cell, and then proceeding to on-line technology that studies air-bag deployment principles in automobiles are just a few of the engineering activities students experience in the course. The ideas of Maxwell and Hawking are studies during the senior year. Understanding the physics behind such inventions as the TV, computers, and magnetic resonance imaging technology round out the senior year.
- The **Biological Science Strand** provides insights into organic and inorganic chemistry in conjunction with cell and molecular biology by employing advanced technologies utilized in medicine, forensic science, and research labs. An advanced level understanding of biology and chemistry sets the stage for senior students to argue controversial topics concerning the environment. Analyze water quality and biodiversity during monthly sampling of a nearby pond. Extensive field work and laboratory analysis generates a nine-month database for a more comprehensive understanding of our local environment.
- The **Scientific Programming Strand** combines the study of structured and object-oriented programming with applications in practical, non-calculus based, physics scenarios. The best of two worlds! Develop insight into applying computer programming techniques to real world situations. Physics topics include classical mechanics, fluid dynamics and thermodynamics. Using "calling functions" to study the speed of sound in objects and analyzing operator overloading are just a few of the unique approaches to master C/C++ in a Unix environment while learning physics! The second year course will include features of microprocessors and assembly language programming.

With small class sizes and advanced-degreed faculty, the learning environment at the Governor's School is truly unique. Each course has been specifically structured to incorporate best practices for gifted students. Each strand requires completion of one year high school biology, one year of high school chemistry, and Algebra II/Trig prior to admission. For the engineering strand, students must have successfully completed Math Analysis (Pre-Calculus) prior to admission. All strands encompass a math course during both the junior and senior year. Placement in the appropriate math course will be determined upon admission at the end of 10<sup>th</sup> grade. In addition, each strand will foster research through a Research Methods and Ethics course the junior year and an Honors Research and Mentorship placement the senior year. In total, students will spend approximately 3 hours at the Governor's School, taking three courses each year during the two-year program.

### **Scientific Research Experience**

During their two years at the Governor's School, students will experience hands-on science through classroom experimentation and individualized project research.

- The junior year research experience involves
  - various aspects of research methodology,
  - ethics and statistics,
  - critical thinking skills,
  - scientific writing and communication skills,
  - a research project for submission to Tidewater Science Fair.
- During the senior year, students participate in an Honors Research and Mentorship experience with a professional. Final projects are presented to the local scientific and professional community as a culminating experience in May. The opportunity to work with a professional in research is an invaluable experience toward career pursuits.

### **Applied Leadership**

A variety of school activities, clubs, and competitions provide students with opportunities to cultivate their leadership skills. Social interaction and community-building are integral components of the program. The Student Advisory Board provides another opportunity for students to lead their peers in the organization of the program and school travel activities.

### **Admissions Procedures**

Admission to the program is highly competitive. A standardized test will be administered to a pool of 8th-grade students who have been recommended for possible admission. Test scores as well as teacher recommendations and course grades will be used to determine which students will be invited to participate in the Governor's School Pre-Admissions Series offered in 9th and 10th grade. Designated students will take prerequisite courses offered in their high schools and will participate in a variety of specific activities offered at the school that will acquaint with and prepare them for the two-year program.

For more information, visit our web site at [www.nhgs.tec.va.us](http://www.nhgs.tec.va.us)

## Williamsburg-James City County Public Schools School Board Members

Mrs. Denise Koch, Chair (Roberts District)

Mr. Ron Vaught, Vice-Chair (Stonehouse District)

Dr. John Alewynse (City of Williamsburg)

Mrs. Elise Emanuel (City of Williamsburg)

Mr. Joe Fuentes, Parliamentarian (Powhatan District)

Mrs. Ruth Larson (Jamestown District)

Mrs. Mary Ann Maimone (Berkeley District)

### Berkeley Middle School

Mascot: Bulldog

Colors: Red, White & Black

### James Blair Middle School

Mascot: Spider

Colors: Maroon, Gold & Black

### Toano Middle School

Mascot: Tiger

Colors: Orange, Blue & White

### Jamestown High School

Mascot: Eagle

Colors: Green, Black & White

### Lafayette High School

Mascot: Ram

Colors: Blue & Gold

### Warhill High School

Mascot: Lion

Colors: Carolina Blue, Silver & Black

## NOTES

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