Dear Students and Parents,

It is my distinct pleasure to welcome each of you to Rockbridge County High School. We would like to welcome you and extend our warmest wishes. You are part of the family of Rockbridge County High School. RCHS is a school with a long-standing tradition of spirit, Wildcat pride, and excellence in academics, activities, and athletics. At RCHS, we take pride in everything that we do.

Students attending Rockbridge County High School have many options to pursue as they prepare for college and careers. Our goal is to develop both a strong foundation of general knowledge and skills and specialized competency in areas in which students have particular interests.

RCHS offers a comprehensive program to prepare students for work or further study at a college, university, or technical program. Courses are offered in English, social studies, math, science, foreign languages, fine arts, physical education, and many occupational specialties. We offer advanced placement (AP) instruction and accelerated classes as well as dual enrollment classes. We feel confident that we will be able to provide the best instructional program possible for all of our students

We are a place where you can prepare for your future based on your personal strengths, abilities, and interests. At RCHS, education is our business and we will focus on helping you to understand that your education is your job. We offer a wide variety of courses to suit individual needs and interests, which will ultimately assist you in determining and working towards your career goal. During your time at RCHS, there will be plenty of support and guidance to encourage you along your way.

I wish each of you nothing but the best for the coming school year! I am excited about our school and this school year and hope that it is your most successful year ever!

Together, We Are Rockbridge!

Sincerely,

Scott Jefferies

Principal

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ADDITIONAL HIGH SCHOOL INFORMATION

MISSION STATEMENT

Rockbridge County High School encourages its students to develop intellectually, socially, and physically, so that each student will become a contributing citizen to our school, community, nation, and global society.

BELIEFS

The community, parents, staff, and students of Rockbridge County High School believe:

- Learning is a lifelong process.
- A positive school environment energizes student performance.
- Student learning increases through working with people who come from different backgrounds, solving real world problems, and understanding the global context of current occupational preparation.
- Exemplary student and staff performance develops through setting individual learning goals, identifying means of meeting those goals, and assessing progress toward established goals.
- Members of the learning community are models for setting high personal expectations, creating excitement about learning, valuing diversity, encouraging colleagues and students, sharing best practices, utilizing big picture thinking, and demonstrating skills.
- Administrators provide leadership through broad staff and student involvement in the following areas: assessing school climate, identifying strategies to improve student performance, and collaborating with parents and community organizations.
- Schools excel through strong connections to parents and the larger community.

USING THE PROGRAM OF STUDIES

The purpose of the Program of Studies is to describe programs and courses offered at Rockbridge County High School. You will find descriptions of courses offered in 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.

The purpose of this guide is to assist parents/guardians and students with both 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 an important role in making course selections that lead to fulfillment of personal, educational and career goals.

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

COURSE SELECTION/REGISTRATION PROCESS

At the beginning of second semester, school counselors will begin meeting individually with all rising tenth, eleventh, and twelfth grades students to select courses for the following school year. Rising ninth grade students will register with the assistance of their middle school counselors.

Parents/guardians are invited to the course selection meetings. Course selection is an important process. Students and parents/guardians should carefully consider diploma requirements, the student's abilities and interests, past academic performance, career goals, and teacher recommendations. Through thoughtful course selection and close cooperation between the student and the school 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 school counselor to discuss student career goals, course selections and student academic achievement.

Each RCHS student has an Academic and Career Plan on file with his or her school counselor. Students begin mapping out their high school and future plans with this document during their seventh grade year. High school counselors review the Academic and Career Plans with students and parents/guardians annually during course selection as goals change and new interests develop. Students are encouraged to fill in the sample Academic and Career Plan, located on page 25 of the Program of Studies, before having their registration meeting with their counselors.

GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS

To graduate from high school, a student will meet the minimum requirements set forth by the Virginia Department of Education

Requirements for a Standard Diploma

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

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

Discipline Area	Standard Credits: effective with first-time ninth graders in 2003-2004 through 2010-2011	Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits: effective for first-time ninth graders in 2003-2004 and beyond
English	4	4	2
Mathematics [Note 1]	3	3	1
Laboratory Science [Notes 2 & 6]	3	3	1
History & Social Sciences [Notes 3 & 6]	3	3	1
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1		
Foreign Language, Fine Arts or Career & Technical Education [Note 7]		2	
Economics and Personal Finance		1	
Electives [Note 4]	6	4	
Student Selected Test [Note 5]			1
Total	22	22	6

NOTE 1
For students entering the ninth grade for the first time in 2003-2004 through 2010-2011: *Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of algebra and geometry. The Board may approve additional courses to satisfy this requirement.*
For students entering the ninth grade for the first time in 2011-2012 and beyond: *Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.*

NOTE 2

For students entering the ninth grade for the first time in 2003-2004 through 2010-2011: *Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics. The Board may approve additional courses to satisfy this requirement.*

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

NOTE 3

For students entering the ninth grade for the first time in 2003-2004 through 2010-2011: *Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.*

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

NOTE 4

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

NOTE 5

For students entering the ninth grade for the first time in 2003-2004 through 2010-2011: *A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.*

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

NOTE 6

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

NOTE 7

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

Electives

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

Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.

Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.

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

An exploratory course followed by an introductory course may not be used to satisfy the requirement.

An introductory course followed by another level of the same course of study may be used.

Sequential electives do not have to be taken in consecutive years.

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

Requirements for a Standard Technical Diploma

Beginning with the ninth-grade class of 2012-2013 and beyond, a student may earn a Standard Technical Diploma.

Discipline Area	**Standard Credits – Standard Technical Diploma**	**Verified Credits**
English	4	2
Mathematics [Note 1]	3	1
Laboratory Sciences [Notes 2 & 5]	3	1
History & Social Sciences [Notes 3 & 5]	3	1
Health and Physical Education	2	
Fine Arts or Foreign Language	1	
Economics and Personal Finance	1	
Career and Technical Education [Note 4]	4	
Electives	1	
Student Selected Test [Note 6]		1
Total	22	6

NOTE 1
Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra Functions and Data Analysis, or Algebra II or other mathematics courses about the level of Algebra II. The board shall approve courses to satisfy this requirement.
NOTE 2
Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.
NOTE 3
Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.
NOTE 4
Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and a student is eligible to take the assessment, then the student must take the assessment.
NOTE 5
Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification competency credential or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.
NOTE 6
A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board.

Requirements for an Advanced Studies Diploma

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

Discipline Area	Standard Credits: effective with first-time ninth graders in 2003-2004 through 2010-2011	Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits: effective for first-time ninth graders in 2003-2004 and beyond
English	4	4	2
Mathematics [Note 1]	4	4	2
Laboratory Science [Note 2]	4	4	2
History & Social Sciences [Note 3]	4	4	2
Foreign Languages [Note 4]	3	3	
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1	1	
Economics and Personal Finance		1	
Electives	2	3	
Student Selected Test [Note 5]			1
Total	24	26	9

NOTE 1

For students entering the ninth grade for the first time in 2003-2004 through 2010-2011: *Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II. The Board may approve additional courses to satisfy this requirement.*

For students entering the ninth grade for the first time in 2011-2012 and beyond: *Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.*

NOTE 2

For students entering the ninth grade for the first time in 2003-2004 through 2010-2011: *Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board may approve additional courses to satisfy this requirement.*

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

NOTE 3

For students entering the ninth grade for the first time in 2003-2004 through 2010-2011: *Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.*

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

NOTE 4

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

NOTE 5

For students entering the ninth grade for the first time in 2003-2004 through 2010-2011: *A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.*

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

Electives

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

Foreign Language—*The Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well. Details of this action are available in: Superintendent's Memo, Interpretive, #1, June 12, 1998.*

Requirements for an Advanced Technical Diploma

Any student who meets the requirements for both the Advanced Studies and the Advanced Technical Diploma may choose between these two diplomas. Beginning with the ninth-grade class of 2012-2013 and beyond, students shall earn the required standard and verified units of credit to earn an Advanced Technical Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics [Note 1]	4	2
Laboratory Sciences [Note 2]	4	2
History & Social Sciences [Note 3]	4	2
Foreign Language [Note 4]	3	
Health and Physical Education	2	
Economics and Personal Finance	1	
Fine Arts or Career and Technical Education	1	
Career and Technical Education [Note 5]	3 or 2	
Student Selected Test [Note 6]		1
Total	26	9

NOTE 1
Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.
NOTE 2
Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.
NOTE 3
Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve courses to satisfy this requirement.
NOTE 4
Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
NOTE 5
Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board, and the student is eligible to take the assessment, then the student must take this assessment.
NOTE 6
A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the Board.

REQUIREMENTS FOR OTHER DIPLOMAS

Modified Standard Diploma

Every student will be expected to pursue a Standard Diploma or Advanced Studies Diploma. The Modified Standard Diploma program is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Modified Standard Diploma Program shall be determined by the student's IEP team, which includes the student, where appropriate, at any point after the student's eighth grade year. The school must secure the informed written consent of the parent/guardian and the student to choose this diploma option after review of the student's academic history and full disclosure of the student's options.

The student who has chosen to pursue a Modified Standard Diploma shall also be allowed to pursue a Standard or Advanced Studies Diploma at any time throughout the student's high school career, and the student must not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma.
Students pursuing the Modified Standard Diploma will pass the 8th grade English (Reading, Literature, and Research) and Mathematics SOL tests to meet the literacy and numeracy requirements. Students may substitute a higher-level SOL test for the 8th grade SOL tests in English and Mathematics or other substitute tests approved by the Virginia Board of Education.

Discipline	**Standard Credits**
English	4
Mathematics	3
Science	2
History & Social Sciences	2
Health and Physical Education	2
Fine Arts or Career & Technical Education	1
Electives	6
Total	20

NOTE 1: *Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance and statistics in courses that have been approved by the Board.*
NOTE 2: *Courses complete shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.*
NOTE 3: *Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.*
NOTE 4: *Courses to satisfy this requirement shall include a least two sequential electives in the same manner required for the Standard Diploma.*
Electives
Sequential Electives – *Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved Guidelines for Sequential Electives for the Standard and Modified Standard Diploma (PDF).*
Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
For career and technical education electives, check with the Office of Career and Technical Education at (804) 225-2051.

An exploratory course followed by an introductory course may not be used to satisfy the requirement.
An introductory course followed by another level of the same course of study may be used.
Sequential electives do not have to be taken in consecutive years.
Fine Arts and Career and Technical Education – *The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.*

IEP Diploma

Students identified as disabled who meet the requirements of their individualized education programs, but do not meet the requirements for the Advanced Technical, Advanced Studies, Standard Technical, Standard, or Modified Standard Diplomas, will be awarded an IEP Diploma.

These students are not ranked.

General Achievement Diploma

The General Achievement Diploma (GAD) is an option for high school dropouts and individuals who exit high school without a diploma. Individuals who are at least 18 years of age and not enrolled in public schools or not otherwise meeting the compulsory school attendance requirements set forth in the Code of Virginia shall be eligible to earn the GAD. Diploma candidates will participate in GED preparation.

The required number of standard units of credit may be earned by enrolling in a public school if the individual meets the age requirements, a community college or other institution of higher education, an adult high school program, or correspondence, distance learning, and online courses.

Credit and assessment requirements for the General Achievement Diploma are as follows:

Discipline	Standard Units of Credit Required	Assessment Required
English	4	
Mathematics	3	
Science	2	
History & Social Sciences	2	
Electives	9	
Total	**20**	**Passing score on GED examination**

Mathematics*: Courses completed to satisfy the Math requirement will include content in math courses that incorporate and exceed the content of courses required for the Standard Diploma.*
Science*: Courses completed to satisfy the Science requirement will include content in science courses that incorporate or exceed the content of courses required for the Standard Diploma.*
History and Social Sciences*: Courses completed to satisfy the Social Studies requirement will include one unit of credit in VA & US History and one unit of credit in VA & US Government in courses that incorporate or exceed the content of courses required for the Standard Diploma.*
Electives *should include at least two semesters of sequential electives in an area of specialization or concentration, which may include Career & Technical Education and Training.*

General Educational Development Certificates (GED)

An applicant must be at least 18 years of age and not currently enrolled in public education or otherwise meeting the school attendance requirements set forth in the Code of Virginia. Under special circumstances the age limit may be lowered to sixteen years for applicants (1) who have been instructed by their parents in their home ***and*** who have successfully completed such home instruction; (2) who have been excused from school attendance; (3) for whom an Individual Student Alternative Education Plan (ISAEP) has been granted; (4) who have been expelled from school; or (6) who are required by court order to participate in the GED testing program. Under no circumstances is an individual under the age of sixteen eligible for testing.

Students and parents/guardians may find out more about the GED and ISAEP by speaking with the student's counselor, the Coordinator for Student Services, or administrator.

Certificate of Program Completion

Students in each of the categories noted below will be given a Certificate of Program Completion:

- Students who successfully complete all academic coursework required for either the Standard, Standard Technical, Advanced Studies, or Advanced Technical Diplomas, but who have not yet obtained the necessary verified credits required by the state for the awarding of a diploma
- Students with disabilities who successfully complete all academic coursework required for the Modified Standard Diploma, but who have not earned passing scores on the 8th grade Reading and Math SOL Tests

Students who are awarded a Certificate of Program Completion may continue to take the SOL tests needed to upgrade their certificate to a diploma.

REQUIREMENTS FOR DIPLOMA SEALS

Board of Education Seal

Students who meet the graduation requirements for a Standard, Standard Technical, Advanced Studies or Advanced Technical Diploma with a final grade point average of "A" (4.0) or better at the end of their senior year will receive a Board of Education Seal on the diploma.

Governor's Seal

Students who meet the minimum requirements for the Advanced Studies Diploma or Advanced Technical Diploma must graduate with an average of "B" (3.0) or better and successfully complete college-level coursework that will earn the student at least nine transferable college credits through Advanced Placement or Dual Enrollment in order to earn the Governor's Seal.

Board of Education Career & Technical Education Seal

This seal will be awarded to students who:

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

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

Board of Education's Advanced Mathematics and Technology Seal

This seal will be awarded to students who earn either a Standard, Standard Technical, Advanced Studies, or Advanced Technical Diploma, satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and either

- Pass an examination in a career and technical education field that confers certification from a recognized industry, trade or professional association
- OR acquire a professional license in a career and technical education field from the Commonwealth of Virginia
- OR pass an examination approved by the board that confers college-level credit in a technology or computer science area.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

Board of Education's Excellence in Civics Education Seal

This seal will be awarded to students who meet each of the following four criteria:

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

HIGH SCHOOL PROGRAM PLANNING INFORMATION

ORGANIZATION

RCHS is proud to offer a diversified curriculum of over 100 different courses that are designed to prepare students for the finest colleges and universities, for the highly technical workplace of the 21st century, or for postsecondary technical training. RCHS is organized on a traditional seven period school day. Students have the opportunity to up to earn seven credits (excluding off-site courses or independent study credits) per year.

DROP/ADD

The Drop/Add period allows students to adjust their schedules to meet their interests and academic needs. The Drop/Add period occurs during the first two weeks of the first semester and the first week of the second semester. All requests to drop a class are initiated by contacting the student's counselor.

Every effort will be made to assists students experiencing difficulty in a class. Students, parents/guardians, and teachers should make every effort to work together to meet students' academic needs. Dropping a course after the drop/add period ends will be considered on an individual basis and requires the approval of the appropriate administrator.

Students and parents/guardians may meet with teachers and counselors to discuss changing the placement level of a course at any time throughout the school year.

HONORS / PRE-AP CLASSES

Rockbridge County High School offers many courses which are accelerated and more in-depth than those of their grade-level counterparts. These advanced courses prepare students for the challenging environment of a four-year college. A significant amount of work outside of the classroom is expected.

Admission into Honors/Pre-AP courses is based on academic performance, teacher recommendation, and additional specific requirements determined by each department. See the course descriptions for further information on eligibility for specific courses.

The following courses are offered this year as Honors/Pre-AP:

Algebra II Honors	English 9 Pre-AP	Human Anatomy and Physiology Honors
Biology Pre-AP	English 10 Pre-AP	Latin IV, V
Chemistry Pre-AP	French IV, V	Pre-Calculus Honors
Economics and Personal Finance Honors	Geometry Honors	Spanish IV Honors

ADVANCED PLACEMENT COURSES

The Advanced Placement (AP) Examination Program is a service provided by College Board. High school students have the potential to earn college credit based upon their scores earned on the AP Exams. The granting of AP credit is solely at the discretion of the college.

Students enrolled in an AP course must work at a college level throughout the course and put forth their best effort on the tests to be successful. The benefits of taking Advanced Placement courses include:

- Getting a head start on college-level work
- Improving writing skills and sharpening problem-solving techniques
- Developing the study habits necessary for tackling rigorous coursework
- Studying subjects in greater depth and detail
- The opportunity to earn credit or advanced standing at participating colleges and universities.

The following courses are offered this year for Advanced Placement:

Biology AP	Environmental Science AP	US History AP
Calculus AP	Latin V or VI AP	US Government AP
Chemistry AP	Physics AP	World History AP
English 11 AP	Spanish V or VI AP	
English 12 AP	Statistics AP	

Students who take an AP course may choose to take the AP test at the conclusion of the course. Any student may take an AP test, even if he or she is not enrolled in an AP course. Reduced fees are available to students who meet College Board's financial need guidelines.

DUAL ENROLLMENT

In partnership with Dabney S. Lancaster Community College (DSLCC), high school juniors and seniors may be eligible to receive college credit for courses taken at Rockbridge County High School. In order to dual enroll with DSLCC, students must apply to DSLCC, satisfy placements test requirements, and submit a Dual Enrollment College Registration Form by the registration deadline. Students and parents/guardians may obtain more detailed information by contacting course teachers and school counselors.

Students are awarded college credit upon completing the course with a grade of "C" or better. Dual Enrollment offerings each year will be dependent upon availability of instructors. ***Dual enrollment costs are the responsibility of the student. Fees vary by course and are set annually by DSLCC.***

The following courses may be offered this year for Dual Enrollment:

Biology AP/DE	English 12 AP/DE	Physics AP/DE
Calculus AP/DE	Health Assistant II	Sociology DE
Chemistry AP/DE	Intro to Calculus	Statistics AP/DE
Culinary Technology II	Latin IV, V, VI AP/DE	World History AP/DE
Economics and Personal Finance Honors		

GRADING SCALE/GRADE POINT AVERAGE/CLASS RANK

Class rank and grade point average are cumulative and are calculated on the basis of all final year grades for courses taken in grades 9-12, including summer school. Students are ranked at the end of each year beginning with ninth grade. The students having the highest and next highest grade point

average at the time of graduation and have attended RCHS for three out of the last four semesters are the valedictorian and salutatorian, respectively. The valedictorian and salutatorian must earn an Advanced Studies Diploma.

RCHS has a 4.0 quality point grading scale. Quality points are assigned to numerical values for the purpose of determining a numerical average. Quality points are assigned to grades earned in all courses for which credit is received as follows:

Numeric Score	**QPA**	**Numeric Score**	**QPA**	**Numeric Score**	**QPA**	**Numeric Score**	**QPA**	**Numeric Score**	**QPA**
100	4.0	91	*3.7*	82	*2.8*	73	*1.9*	64	*1.0*
99	*4.0*	90	*3.6*	81	*2.7*	72	*1.8*	63	*0.9*
98	*4.0*	89	*3.5*	80	*2.6*	71	*1.7*	62	*0.8*
97	*4.0*	88	*3.4*	79	*2.5*	70	*1.6*	61	*0.7*
96	*4.0*	87	*3.3*	78	*2.4*	69	*1.5*	60	*0.6*
95	*4.0*	86	*3.2*	77	*2.3*	68	*1.4*	59	*0.0*
94	*4.0*	85	*3.1*	76	*2.2*	67	*1.3*		
93	*3.9*	84	*3.0*	75	*2.1*	66	*1.2*		
92	*3.8*	83	*2.9*	74	*2.0*	65	*1.1*		

At RCHS, certain courses are weighted to reflect course difficulty for the purpose of establishing an equitable and fair class rank. Thus, Honors/Advanced Placement/Dual Enrollment courses are weighted by applying an additional 0.5 quality point to the value assigned to the semester grade (except in the case of an "F"). The grade weighting policy for Rockbridge County High School is intended to provide an incentive for students to accept the challenge of an advanced course work. All other courses are included in class ranking on an equal basis.

HONOR ROLL

There is an Honor Roll for each grading period. All students who have a "3.0" grade point average or higher for the grading period will be on the Honor Roll, unless they have an incomplete grade. Students must be taking at least four courses to be on the Honor Roll.

NATIONAL HONOR SOCIETY

The National Honor Society is an honorary organization devoted to service to the school and community. Students are selected for the society based upon **scholarship, character, leadership,** and **service.** Students may first be considered for induction during the spring of the sophomore year. Scholarship requirements include a cumulative grade point average of 3.00. The criterion of character includes such intangibles as reliability and honesty. Leadership implies the expectation that students will exert a wholesome influence on the school. Students must demonstrate service to the school and community through opportunities designed to help others.

Students who are striving to be selected for induction into the National Honor Society must make sure that they can demonstrate achievement in all four areas: scholarship, character, leadership, and service. Faculty members are available to guide students through the application process.

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

High School Courses that are taught at the middle school are the same as the courses taught at the high school and therefore carry high school credit. Any math course at or above Algebra I, all world languages, 8th grade Keyboarding, Computer Applications, World Geography, World History I, and Introduction to Drafting (LDMS) will count toward fulfilling the credits needed for graduation. The highest grades received in these courses are included on the transcript and in the student's GPA.

Students may choose to have a high school credit bearing course expunged from the transcript. Students must repeat the course in order to take the next sequential class. For example, if a student decides to drop Algebra I, the student must retake Algebra I before taking Geometry. **Students who choose to have high school credit courses expunged from the transcript must do so before entering the 9th grade**. Contact either the middle school or high school counselor to assist you with this process.

CREDIT REQUIREMENTS FOR GRADE CLASSIFICATION

A student's grade level classification is dependent upon the number of courses which he/she has satisfactorily completed. Credit is given for each course for which a grade of "60" or higher is earned. The minimum credit requirements for attaining each grade is as follows:

10th - 5 credits
11th - 10 credits
12th - 15 credits

VIRGINIA HIGH SCHOOL LEAGUE RULES FOR ATHLETICS, FORENSICS AND ONE ACT PLAY ELIGIBILITY

28-4-1 Scholarship Rule: The student shall be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation, and have passed five subjects, or their equivalent, offered for credit which may be used for graduation the immediately preceding semester for schools that certify credit on a semester basis. ***You may not count a repeat class as part of the five if you have previously received credit for the class.***

28-4-2 Age Rule: The student shall not have reached the age of 19 on or before the first day of August of the school year in which he/she wishes to compete.

NCAA ACADEMIC ELIGIBILITY AND APPROVED COURSES

The NCAA Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics. College-bound student-athletes who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to meet the following requirements:

- Graduate from high school.
- Complete a minimum of 16 core courses for Division I or 14 core courses for Division II. After August 1, 2013, student-athletes who wish to compete at Division II institutions must complete 16 core courses.
- Earn a minimum required grade-point average in core courses.
- Earn a qualifying test score on either the ACT or SAT.
- Request final amateurism certification from the NCAA Eligibility Center.

Division III college and universities set their own admission standards. The NCAA does not set initial eligibility requirements in Division III. For specific information, please see your counselor, the athletic director, or visit *www.ncaa.org* for the most up-to-date information on NCAA eligibility.

COURSE SELECTION GUIDE FOR STUDENTS

PREPARATION FOR COLLEGE

All colleges have different entrance requirements. Before you select high school courses, check the requirements of several colleges that interest you. If you are undecided about a college, use the following guidelines in making your high school course selections.

- Take four years of math and science. Most four year colleges require at least Algebra II for admission.
- Take at least three years of a foreign language. Many colleges do not list a foreign language requirement, but indicate that three or four years are high desirable.
- Colleges prefer that students take the most challenging courses possible, pursue a full academic program for four years, and demonstrate service to community. Your course selections should be a reflection of your career pathway.
- Students should take the Preliminary Scholastic Aptitude Test (PSAT) in the 10th and/or 11th grade. If a four-year college is a part of your career pathway, then you should take the Scholastic Aptitude Test (SAT) and/or American College Testing (ACT) test in the 11th and/or 12th grade.
- Always seek the advice of your parents, teachers, and school counselor.

PREPARATION FOR EMPLOYMENT

There are many opportunities for students to prepare for entry into a career. Through our Career & Technical Education (CTE) department, students can earn industry certifications that enable them to be employable in several career fields immediately upon graduation. Use the following guidelines in choosing courses to prepare for employment.

- Take CTE introductory courses in the ninth and tenth grades to discover which program is most interesting to you.
- Choose a CTE pathway that interests you and ask your teacher or counselor the order in which you should take the courses in order to gain the necessary skills to work in that occupational area. You will need to be enrolled in courses for at least two years to complete the CTE programs.
- Plan your program to include the courses necessary to gain occupational skills and certifications. Also, include other courses that may be related to your chosen career pathway.

CAREER PATHWAYS

The courses that you take in high school can have an effect on the choices that you make towards career pathways. This guide to high school courses has been prepared so that you will have a firm idea of what the courses offer, what careers they may lead to, and the possible effects on your future plans. As you select courses, we urge you and your parents to explore all of your academic options. The RCHS Program Pathway Reference Guide below will help guide you as you develop your Academic and Career Plan.

RCHS CAREER PATHWAYS REFERENCE GUIDE

Social Science & Language Arts Programs				
Potential College Majors	Advertising, Journalism, Special Education, Early Childhood Education, Public Relations, Real Estate, Languages, Library Science, Human Resources, Social Work			
Sample Occupations	Journalist, Teacher, Historian, Curator, Librarian, Realtor, Legislator			
Subjects	**9th**	**10th**	**11th**	**12th**
English	- English 9 - English 9 Pre-AP	- English 10 - English 10 Pre-AP - Journalism I - Creative Writing - Expository Writing	- English 11 - English 11 AP - Journalism I, II - Creative Writing - Expository Writing	- English 12 - English 12 AP/DE - Journalism I, II, III - Creative Writing - Expository Writing
Social Studies	- World Geography	- World History II	- VA/US History - VA/US History AP - Econ. & Personal Finance Honors - World History AP - Sociology	- VA/US Government - VA/US Government AP - Econ. & Personal Finance Honors - World History AP - Sociology
Foreign Language	- French I, II, III - Latin I, II, III - Spanish I, II, III	- French I-IV H - Latin I-IV H - Spanish I-IV H	- French I-V H - Latin I-V AP - Spanish I-V AP	- French I-V H - Latin I-VI AP - Spanish I-V AP

Mathematics & Science Programs				
Potential College Majors	Accounting, Architecture, Nursing, Biology, Chemistry, Engineering, Math Education, Computer Science, Insurance & Risk Management			
Sample Occupations	Accountant, Engineer, Architect, Nurse, Math Teacher, Doctor, Computer Programmer			
Subjects	**9th**	**10th**	**11th**	**12th**
Mathematics	- Algebra I - Adv. Algebra I - Geometry - Geometry Honors	- Geometry - Geometry Honors - Algebra II - Algebra II Honors	- Algebra II - Algebra II Honors - Pre-Calculus - Pre-Calc. Honors - Statistics AP/DE	- Pre-Calculus - Pre-Calc. Honors - Intro to Calculus - Calculus AP - Statistics AP
Science	- Earth Science	- Biology - Biology Pre-AP - Chemistry - Chemistry Pre-AP	- Chemistry - Chemistry Pre-AP - Biology II - Human Anatomy & Physiology Honors - Biology AP - Earth Science II - Geology - Astronomy - Oceanography - Ecology - Environmental Science AP	- Physics - Physics AP - Biology AP - Chemistry AP - Environmental Science AP - Biology II - Earth Science II - Human Anatomy & Physiology Honors - Geology - Astronomy - Oceanography - Ecology
Foreign Language	- French I, II, III - Latin I, II, III - Spanish I, II, III	- French I-IV H - Latin I-IV H - Spanish I-IV H	- French I-V H - Latin I-V AP - Spanish I-V AP	- French I-V H - Latin I-VI AP - Spanish I-V AP

Fine Arts Programs			
Potential College Majors	Art, Art History, Music, Art Education, Music Theory, Music Education, Film Arts, Graphic Design, Photography, Interior Design, Dance, Studio Art		
Sample Occupations	Acting, Artist, Dancer, Interior Decorator, Musician, Graphic Designer, Photographer		
9th	**10th**	**11th**	**12th**
- Art I - Theatre Arts Exploration - Marching Band - Symphonic Band - Chorus - Jazz Band	- Art I, II - Theatre Arts Exploration - Advanced Theatre Arts - Marching Band -Percussion Ensemble -Wind Ensemble - Jazz Band - Chorus -Photojournalism I - Digital Photography	- Art I, II, III - Dec. & Functional Art - Ceramics - Advanced Theatre Arts - Theatrical Production - Marching Band - Percussion Ensemble - Wind Ensemble - Jazz Band - Chorus - Photojournalism I, II - Digital Photography	- Art I, II, III, IV - Dec. & Functional Art - Ceramics - Advanced Theatre Arts - Theatrical Production - Marching Band - Percussion Ensemble - Wind Ensemble - Jazz Band - Chorus - Photojournalism II, III - Digital Photography

Trade and Industrial Programs				
Potential College Majors	Vocational studies are available in various fields			
Sample Occupations	Auto Body Repair, Mechanic, Carpenter, Small Business Owner			
Program	**9th**	**10th**	**11th**	**12th**
Auto Body Repair	Introduction to Auto Body Repair	Introduction to Auto Body Repair	Auto Body Repair I	Auto Body Repair II
Automotive Technology	Introduction to Automotive Technology	Introduction to Automotive Technology	Automotive Technology I	Automotive Technology II
Building Trades	Introduction to Building Trades	Introduction to Building Trades	Building Trades I	Building Trades II
Introduction courses are to be taken once during either the 9th or 10th grade				
Heating, Ventilation & Air Conditioning			HVAC I	HVAC II
Completer Sequence: Students must complete an Introduction Classes, a Level I class, and a Level II Class (except for HVAC).				

Family and Consumer Science/Health Assistant Programs

Potential College Majors	Public Administration, Human Services, Early Childhood Development, Social Sciences, Culinary Arts, Nursing, Radiography, Physical Therapy Assistant, Respiratory Assistant, Emergency Medical Service, Health Information Technology
Sample Occupations	Career Studies, Substance Abuse Rehabilitation Counselor, Public Management, Human Services, Child Care, Chef, CPN, LPN, RN, OT, PT, X-Ray Technician, Nutritionist, Doctor

9th	10th	11th	12th
- Individual Development - Leadership Development - Intro to Culinary Technology - Intro to Health Assistant	- Individual Development - Leadership Development - Family Relations - Nutrition & Wellness - Parenting - Intro to Culinary Technology - Intro to Health Assistant	- Life Planning - Leadership Development - Family Relations - Nutrition & Wellness - Parenting - Culinary Technology I - Health Assistant I	- Life Planning - Leadership Development - Family Relations - Nutrition & Wellness - Parenting - Culinary Technology II - Health Assistant II

Completer Sequence –
Family Focus: Two credits of Family and Consumer Sciences
Work Focus: Introduction to Culinary Technology; Culinary Technology I; Culinary Technology II
Health Assistant: Introduction to Health Assistant; Health Assistant I; Health Assistant II

Agriculture Education

Potential College Majors	Landscape/Turf Management, Forestry, Horticulture, Parks & Recreation, Environmental Management, Environmental Science, Forest Science
Sample Occupations	Farmer, Rancher, Landscaper, Florist, Golf Courses Maintenance

9th	10th	11th	12th
- Agriculture I - Small Animal Care I	- Agriculture I or II - Equine Science - Small Animal Care I or II	- Agriculture II or III - Equine Science - Small Animal Care I or II - Veterinary Science	- Agriculture III - Equine Science - Small Animal Care II - Veterinary Science

Completer Sequence –
Agriculture: Completion of Agriculture I, II, and III
Small Animal: Completion of Small Animal I and II

Electronics and Technology

Potential College Majors	Architecture, Engineering, Industrial Technology, Landscape Architecture, Machine Technology, Mechanical Design and Technology, Technology Education
Sample Occupations	Architect, Engineer, Computer Designer, Computer Operator, Draftsman, Instrumentation Operator, Lab Technician, Electronics Technician

9th	10th	11th	12th
- Introduction to Drafting and Technology - Drafting I - Electronics Technology I	- Introduction to Drafting and Technology - Drafting I or Drafting II - Electronics Technology I or II	- Drafting I, II, or III - Electronics Technology I, II or III	- Drafting II or III - Electronics Technology II or III - Robotics Technology

Completer Sequences –
Drafting: Drafting I and Drafting II (Drafting II will include a national certification exam)
Electronics: three years of Electronics Technology courses

***Algebra I and Introduction to Drafting and Technology are both prerequisites to Electronics Technology I*
***Introduction to Drafting and Technology is a prerequisite to Drafting I*

Business			
Potential College Majors	Accounting, Information Systems Technology, Computer Software, Administration Support Technology, Finance, Business Administration, Information Technology		
Sample Occupations	Clerical Staff, Bookkeeper, General Business, Graphic Designer, Administrative Assistant, Entrepreneur, Accountant		
9th	**10th**	**11th**	**12th**
Keyboarding Secondary *Computer Applications* Principles of Business & Marketing *Computer Information Systems*	Keyboarding Secondary *Computer Applications* Principles of Business & Marketing *Computer Information Systems* Office Administration Accounting *Design, Multimedia, & Web Technology*	Computer Information Systems *Office Administration* Accounting *Design, Multimedia, & Web Technology* Word Processing	Computer Information Systems *Office Administration* Accounting *Design, Multimedia, & Web Technology* Word Processing
Completer Sequence: 2 credits of sequenced courses			

ROCKBRIDGE COUNTY HIGH SCHOOL ACADEMIC and CAREER PLAN

Student Name: _____ ***Diploma Type:***

Graduation Year: _____

- ☐ S = Standard diploma
- ☐ ST = Standard Technical diploma
- ☐ AS = Advanced Studies diploma
- ☐ AT = Advanced Technical diploma
- ☐ MS = Modified Standard diploma
- ☐ IEP = Individualized Education Plan

Post-Secondary Goal: _____

Career Interest: _____

Program Pathways: _____ _____

High School Credits Earned Prior to 8th Grade: _____ _____

_____ _____

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Subject	***Courses***	***Courses***	***Courses***	***Courses***	***Courses***
English					
Math					
Science					
History and Social Science					
Physical Education/Health					
Foreign Language Elective					
Sequential Electives					
Elective					
Elective					
Elective					
TOTAL CREDITS					

SOLs PASSED:

History & Social Science	☐World Geography	☐World History I	☐World History II	☐U.S. History
Science	☐Earth Science	☐Biology	☐Chemistry	
Math	☐Algebra I	☐Geometry	☐Algebra II	
English	☐Reading/Literature/Research		☐Writing	

Student Initials	Date	Date	Date	Date	Date
Parent Initials	Date	Date	Date	Date	Date
Counselor Initials	Date	Date	Date	Date	Date

COURSE OFFERINGS

ENGLISH

The Rockbridge County High School English curriculum contains six primary strands of instruction which continue through all four years of high school and increase progressively in complexity. These strands are oral communication, the writing process, levels of grammar, usage and mechanics, vocabulary, critical reading, and the research process.

English 9 Foundations

Prerequisites: Teacher recommendation
Grade Level: 9
Credits: 1

This course emphasizes communication skills, including developing fluency in reading and writing. Students spend time in the resource lab to enable them to become progressively computer literate and to reinforce skills. Reading fluency and reading comprehension are stressed, using teacher and student-selected works. Daily instruction and practice are given in following written and oral directions and in developing organizational skills. Classroom texts emphasizing basic English grammar and English composition are incorporated into the weekly schedule.

English 9

Prerequisites: None
Grade Level: 9
Credits: 1

This course continues the development and utilization of English skills in reading, writing, speaking, organizing, and listening. This academic class emphasizes the reading and critical analysis of literature through short stories, drama, and novels. Language study includes vocabulary, usage, mechanics and grammar. Through varied and frequent short, analytical writing assignments, critical and creative book reviews, and imaginative compositions, students build upon their understanding of writing as a developmental process. Students practice discussion skills, cooperative learning skills, and oral presentation skills. Students will begin to use the library/resource lab and to develop research skills.

English 9 Pre-AP

Prerequisites: Teacher Recommendation
Grade Level: 9
Credits: 1

For this course students must be highly motivated, intellectually curious, and committed to learning. This advanced course is designed for students who wish to enrich their experiences through a demanding and sophisticated study of literature. It continues the development and utilization of English skills in reading, writing, speaking, organizing, and listening. This academic class emphasizes the reading and critical analysis of literature through short stories, drama, and novels. Language study includes vocabulary, usage, mechanics and grammar. Through varied and frequent short, analytical writing assignments, critical and creative book reviews, and imaginative compositions, students build upon their understanding of writing as a developmental process. Students practice discussion skills, cooperative learning skills, and oral presentation skills. Students will begin to use the library/resource lab and to develop research skills.

English 10 Foundations

Prerequisites: English 9; teacher recommendation
Grade Level: 10
Credits: 1

The emphasis is on the continued development of communication skills, including developing fluency in reading with a focus on comprehension and writing through a variety of genre. Classroom texts emphasizing English grammar and composition are incorporated into the weekly schedule. Students spend regular time in the resource lab to assist them in the ongoing development of their writing skills.

English 10

Prerequisite: English 9
Grade Level: 10
Credits: 1

This course continues the development and the utilization of English skills in reading, writing, speaking, organizing, and listening essential for college coursework. This academic class emphasizes critical analysis of literature that encompasses several genres: short stories, novels, plays, essays and poetry. Language study includes a review of principles concerning SAT vocabulary, grammar, and usage with emphasis placed on the recognition and use of phrases. Writing assignments include short in-class reactions to readings and in-depth analytical papers and revisions. Students continue to develop cooperative learning and oral presentation skills with primary focus on small group work. Research skills are introduced which prepare students for extensive research projects in their junior and senior years. Students explore research methods and materials in the library and learn to cite their information using the MLA style.

English 10 Pre-AP

Prerequisites: English 9; teacher recommendation; application with writing sample
Grade Level: 10
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

For this course students must be highly motivated, intellectually curious, and committed to learning. This advanced course is designed for students who wish to enrich their experiences through a demanding and sophisticated study of literature. Writing assignments include extensive analytical papers using critical sources, along with some creative pieces. Students explore research methods and materials in the library and learn to cite their information using the MLA style. The literature focuses on drama, novels, short stories, non-fiction and poetry. Important grammar and usage skills are reviewed with particular attention paid to those skills connected to critical writing. Students will engage in independent vocabulary study that requires the students to master SAT and AP vocabulary lists in preparation for the PSAT, SAT and AP tests.

English 11 Foundations

Prerequisites: English 10; teacher recommendation
Grade Level: 11
Credits: 1

The emphasis for this course is on building communication skills, including developing fluency in reading and writing, in preparation for the SOL test. This course continues to develop the fundamental skills of reading, writing, organization, and responsibility. Students practice using resources such as the computer, books, and manuals. Reading and writing competence continues to be stressed through the use of communications and reading materials.

English 11

Prerequisite: English 10
Grade Level: 11
Credits: 1

This academic course focuses on American literature and builds on the increasing expansion of skill development in reading, writing, research, speaking, organizing and listening that is essential for college level work. Students read a variety of works which survey the development of American literature. They compare themes of various works and periods of literature and analyze expository materials for logical reasoning. Students enhance their language skills through advanced study and application of standard rules of usage, mechanics, and grammar with particular emphasis on the recognition and use of clauses. They complete a sophisticated study of vocabulary for SAT preparation. Through varied analytical and creative assignments, students reinforce their written and oral communication skills. They prepare at least one analytical research paper based on American literature.

English 11 Advanced Placement: Language & Composition

Prerequisites: English 10 Pre-AP; teacher recommendation
Grade Level: 11
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

The Advanced Placement Language and Composition course helps students advance their reading and writing skills by advancing their understanding of language. Through their examination of the rhetorical appeals and devices, students will become more adept at reading intricate texts and more proficient at writing rich, complex prose that communicates effectively. Students should be prepared to read and write extensively. While students will read works of fiction, this course focuses on non-fiction presented in a variety of rhetorical contexts, including essays, speeches, letters, as well as full length works. Students will utilize the writing process in order to explore their ideas and draft and revise their work. Through this process students will become more self-aware and flexible writers, paying particular attention to the roles of speaker, audience, and subject/purpose, in order to write in a variety of modes including by not limited to expository, analytical and argumentative compositions that introduce an elaborate central idea that is developed with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions. Students should be prepared to read and write daily both in and out of class so as to participate fully in classroom discussions and activities. Members of this class should exhibit a curiosity for language and a love of both reading and writing. They should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

English 12 Foundations

Prerequisites: English 11; teacher recommendation
Grade Level: 12
Credits: 1

The emphasis is on the continued development of communication skills, including developing fluency in reading and writing towards the goal of passing the English End of Course SOL tests. Students continue to develop the skills of reading, writing, organization and responsibility, using resources such as computers, books and manuals. Students finalize their job preparation skills by continuing to develop and write resumes, applications and business letters. Communication and reading skills are stressed so that students can successfully cultivate their own interests and abilities, enabling them to maintain jobs and to become productive citizens.

English 12

Prerequisite: English 11
Grade Level: 12
Credits: 1

This course continues the development and utilization of English skills in reading, writing, speaking, organizing, and listening essential for college coursework and the workplace. In this academic class, students read and analyze a variety of genres in British and world literature, including epics, drama, poetry, and novels. As part of their study of the development of British literature, they explore the historical and cultural context of representative works from Anglo-Saxon to modern times. Students continue to develop logical thinking and research skills, exhibiting their mastery of these skills through varied written and oral activities, including analytical papers and a 10-15 minute oral presentation. Additionally, students will demonstrate competence in communication skills through participation in the mock interview project. Language study includes incorporation of vocabulary, application of standard usage, and consideration of purpose and audience to determine focus and style. During the year, utilizing MLA format, each student prepares an annotated bibliography and thesis based on two full-length literary works.

English 12 Advanced Placement / Dual Enrollment

Prerequisite: English 11; teacher recommendation; submission of portfolio and timed writing which will be scored by a panel of English teachers
Grade Level: 12
Credits: 1 high school credit; 3 college credits/semester if taken for dual enrollment
Requirement: Completion of summer assignment prior to the first day of class.

English 12 AP helps students strengthen their skills as careful readers of literary text, which will include poetry, drama, fiction, and non-fiction. Through the meticulous examination of language and how it works, students obtain the skills necessary to be confident, competent readers. Additionally, students become attentive to the role that language plays in the aesthetic production of literary works. In conjunction with their reading, students discuss and write insightfully and persuasively about a variety of challenging works written in various historical periods. Successful student writing is original, eloquent, fully developed, logically argued, and soundly supported by appropriate textual references.

In addition to selections from the British Literature text, students will read approximately six major works over the course of the year. Student writing will consist of a short paper (3-5 pages) every three to four weeks and at least one longer (5-8 pages) research based paper. Students are also called upon to discuss assigned readings on a regular basis. Members of this class should exhibit a love of both reading and writing. They should be highly motivated and independent learners. The objective of the course is to improve students' reading and writing skills, thus preparing them to take the AP Literature and Composition exam in May, and more importantly, to prepare them for college success. Grades are determined primarily by student performance on the above described papers as well as on in class assessments. Students have the option to take the AP Literature and Composition exam or take the course for dual enrollment credit (or both). They should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

Creative Writing I, II, III

Prerequisite: Students must truly enjoy writing and be dedicated to the process of improvement
Grade Levels: 10-12
Credits: ½

The course is designed to help highly motivated students write better in a writing workshop format. The class discusses the many sources of creative writing ideas, how to start writing, how to let a piece take on a life of its own, the power of using images from all senses; the importance of using the sounds of words; the importance of using precise diction; the effects of cadence and rhythm on meaning; the effects of forms, patterns and structures; the development of story, character, setting and point of view. The class will discuss model pieces, write their own, read them aloud, share their observations of others' work and revise their own pieces in a workshop setting. The class will free-write to designated prompts, engage in group writing exercises, write observations in journals, distill these ideas into pieces which can be discussed in workshop and then be revised several times. Students should produce several poems or several pages of story each week. The semester exam will be an individual final portfolio of the semester's original work. Students will be encouraged to publish their work. Students who do well in the class and want to repeat it may do so with approval from the teacher and the guidance counselor. Students will receive a half credit each time they successfully complete this course.

Expository Writing

Prerequisites: Students must recognize the value of writing well and be dedicated to the process of improvement. Students must be about to accept constructive criticism and have a willingness to revise repeatedly.

Grade Levels: 10-12
Credits: ½

This expository writing class is designed to help highly motivated, goal-oriented students to become fluent and precise with a variety of rhetorical structures, including the following: narration, description, exposition, classification and division, definition, process analysis, cause and effect, and persuasion or argument. This class is highly recommended for students who will need writing skills in college. Students produce an essay every two weeks, and are expected to revise their work extensively. The class includes analysis of model essays through class discussion, followed by student drafts, which are evaluated and discussed individually in teacher-student conferences

Journalism I

Prerequisites: Students must demonstrate good writing skills; completion of application; teacher recommendation

Grade Levels: 10-12

Credits: 1

This course is designed to teach the principles, techniques, and processes used in publishing a high-quality student newspaper. All students are required to write, revise, sell advertisements, participate in layout, take pictures and sell newspapers. Much of the work takes place outside the class on the student's own time. Students need to be highly motivated, curious, independent, creative, prompt, personable, and dependable. This class combines academic classroom work, teamwork, and business skills.

Journalism II

Prerequisites: Journalism I; teacher recommendation

Grade Levels: 11-12

Credits: 1

This course provides students with the opportunity to develop further the skills learned in Journalism I. Students are given increased responsibility and opportunity for leadership.

Journalism III

Prerequisites: Journalism II; teacher recommendation

Grade Level: 12

Credits: 1

This course allows students to enhance the skills of writing, editing, ad design, ad sales, layout and photography already developed in Journalism I and II. The knowledge gained in the two previous years enables third-year students to develop more creativity and individuality in their leadership and in their peer-teaching of first and second-year students.

FINE ARTS

Art I

Prerequisite: No previous art class is necessary; however the student should have a strong interest in art and be highly motivated

Grade Levels: 9-12

Credits: 1

In this foundation course, students are given the opportunity to explore the elements of art which are line, color, shape, form, texture, value and volume. There is strong emphasis on drawing and painting. Art appreciation is included in this course. There are weekly sketchbook (homework) assignments in which students are expected to spend a minimum of forty five minutes on each drawing. Sketchbooks are an essential part of the curriculum and should be taken seriously. During the second semester, students will create work involving the principles of design which are repetition, variety, balance, emphasis, rhythm, movement, proportion and three dimensional media. There are more advanced painting and drawing assignments, as well as printmaking and sculpture.

Art II

Prerequisites: Art I; teacher recommendation

Grade Levels: 10-12

Credits: 1

Art II students continue to build upon the basics of Art I. Students also explore a variety of new media in drawing, acrylic painting, screen printing and sculpture. Art appreciation is an integral part of the class and is often a basis for many assignments. Weekly sketchbook assignments are required in which students are expected to spend forty-five minutes to an hour for each sketchbook. Students should have a sincere interest and desire to continue in this next level of advanced visual arts.

Art III

Prerequisites: Art II; teacher recommendation

Grade Levels: 11-12

Credits: 1

Art III is designed for the serious art student who enjoys this subject and/or desires to pursue this area as a career choice. Students use more sophisticated materials and techniques in drawing, painting and sculpture. Art appreciation is an integral part of this class. The study of architecture and period styles is the focus of one nine weeks. This is the class in which the artistic “chair” assignment is required whereby students paint and design a chair based on a particular period style or artist. There are weekly sketchbook assignments in which the student is expected to spend one hour on each study. Students are assisted in preparing college portfolios.

Art IV

Prerequisites: Art III; teacher recommendation

Grade Levels: 12

Credits: 1

This course is designed for the serious art student who may be considering an art career or who would enjoy the highest level of in-depth studies involving sophisticated materials and techniques. Art appreciation continues to be an integral part of the curriculum. Students are assisted in preparing college portfolios. In this level, students are offered the opportunity to work in drawing, printmaking and sculpture. There are weekly sketchbook assignments for which students are expected to spend one to two hours of work.

Decorative and Functional Art

Prerequisites: None

Grade Levels: 11-12

Credits: 1

This course is an introduction to decorative and utilitarian crafts. Students are given the opportunity to work with a variety of techniques, tools and projects. The importance of good craftsmanship is stressed

for each assignment. In the first semester, students work with paris-craft masks, polymer clay projects, fiber-related media such as weaving, reed and yarn basketry. Students create works based on other cultures such as Huichol bead art and Amate paper -cuts. Other projects such as papermaking and the construction of handmade books are also included. The second semester is focused on stained glass mosaics, Ukrainian eggs, direct dye silk painting, and gourds decoration. Occasionally, art appreciation is included when certain materials are introduced. Students should be willing to try a variety of materials and be respectful of tools.

Ceramics

Prerequisites: None
Grade Levels: 11-12
Credits: 1

This course is designed to introduce you to hand built and wheel thrown techniques. It is expected that you have an interest in ceramics and are willing to work in this one medium for an entire year. Traditional and experimental sculpture techniques are explored, as well as various decorative finishes. Each nine weeks students will have a wheel required project. During the second semester students will create projects with glass using the techniques of fusing and slumping. Additionally, students will learn how a kiln functions and participate in a firing.

Digital Photography

Prerequisites: None
Grade Levels: 10-12
Credits: ½

This semester course is designed to develop technical digital photography skills through practice with digital cameras and archival printing. The emphasis is on fine art photography. Students must commit to shooting 50-100 digital photos per week in order to have adequate choices for their assignments. Students taking this course must have strong time management skills and must be able to work independently on photo assignments outside of class.

Photojournalism I, II, III

Prerequisites: Completion of an acceptable application essay for entry into the first year; completion of high school level Keyboarding Secondary is strongly recommended
Grade Levels: 10-12
Credits: 1

Students learn the principles, techniques, and processes used in publication. They apply these skills to the production of our award-winning yearbook. Students study formatting, copy-writing, layout design, photography, proofreading, editing, and financial applications. Using a page-layout program and Adobe Photoshop, students produce the yearbook using digital computer technology. Students are involved in ad sales in the community, yearbook sales and distribution, and financial record-keeping for a substantial budget. Successful participation in Photojournalism I, II, and III requires the ability to work both independently and cooperatively with a minimum of adult supervision. Some after-school work is required. There is a substantial amount of interaction with the community (both personally and by telephone) and with other students and teachers in the high school. The most important requirement for continued success in this program is the student's willingness to make a year-long commitment to the yearbook and to meeting publication deadlines. Students in second- and third-year classes accept leadership and responsibility for creative design and copy development. They work with first-year students to assist in skills development.

Theatre Arts Exploration

Prerequisites: None
Grade Levels: 9-12
Credits: 1

This course is designed to give students a general survey of drama as an art form. Students study the evolution of theatre styles, play and character analysis, playwriting, and play directing through the reading and viewing of various works. Beginning acting techniques are taught, improvisational scenes are

developed, and basic technical theatre is introduced. Students must be willing to perform, as well as to complete, written assignments in theatre history and terminology.

Advanced Theatre Arts

Prerequisites: Theatre Arts Exploration; teacher recommendation
Grade Levels: 10-12
Credits: 1

This course, a more detailed continuation of Theatre Arts Exploration, is designed for the student with an interest in advanced acting, directing or technical theatre. Students continue with skills from previous drama coursework and assume significant acting, directing or production responsibilities for student productions. Each semester culminates with an independent project.

Theatrical Production

Prerequisites: Advanced Theatre Arts; teacher recommendation
Grade Levels: 11-12
Credits: 1

Students continue the study of theatrical styles with a more practical, hands-on approach; with more advanced work in acting and/or directing; and with class presentations. Each semester each student produces a major individual project in the area of acting, playwriting, directing, theatre history, or technical theatre. Students contemplating a future in theatre develop a repertoire of audition materials and directing credits.

Symphonic Band

Prerequisites: 8th grade band; teacher recommendation
Grade Levels: 9
Credits: 1

This course is for the developing brass and woodwind musician. It develops techniques of performing in a large ensemble. The course will focus on balance, blend, intonation and style. The students will study major scales and technique exercises as well as sight-read and prepare music grade level 2 and up. Performances and occasional after school rehearsals are required. The students will perform with the Pep Band at home football games.

Percussion Ensemble

Prerequisites: 8th grade band; teacher permission
Grade Levels: 9-12
Credits: 1

This course is designed for the total percussionist. The focus of the course will be the development of skills on snare drum, timpani, keyboard percussion and auxiliary instruments. The students will learn a variety of techniques and perform as the percussion section of the Symphonic Band and Wind Ensemble. The student will also sight-read and prepare music from percussion ensemble literature. Performances and occasional after school rehearsals are required. The students will perform with the Pep Band at home football games.

Wind Ensemble

Prerequisites: Symphonic Band; teacher recommendation
Grade Levels: 10-12
Credits: 1

This course is designed to build upon the skills learned in Symphonic Band. The course will continue to focus on balance, blend, intonation and style. The students will further their study of scales (major or minor) and technique as well as sight-read and prepare music grade 3 and up. Performances and occasional after school rehearsals are required. The students will perform with the Pep Band at home

Jazz Band

Prerequisites: Audition with the teacher
Grade Levels: 9-12
Credits: 1

The class covers the aspects of playing various jazz music styles. The students will study improvisation and perform music designed for the traditional big band instrumentation. Two alto saxes, 2 tenor saxes, 1 bari sax, 4 trumpets, 4 trombones, piano, guitar, bass and drum set/percussion (to include mallet percussion). Performances and occasional after school rehearsals are required. The students will perform with the Pep Band at home football games.

Marching Band

Prerequisites: Teacher recommendation
Grade Levels: 9-12
Credits: ½

This class is unusual in that it is not offered during the school day. It begins with several rehearsals and placement auditions (percussion section) in the spring prior to the season. The most crucial time is band camp which takes place during the two weeks prior to the opening of school. Students must be able to attend the two week band camp in order to be in the class. When school begins, rehearsals will take place after school three days a week during the week of a home football game and two days a week during the week of an away football game. The marching band performs at all home football games and several marching band competitions and parades throughout the 1st semester. Although students finish before the end of the semester, they put in as many hours as a typical class. Therefore band camp, all rehearsals and performances are required. Every member's participation is crucial. Therefore, if a student signs-up for this class, the commitments must be made for the duration of the first semester. This class is graded Pass/Fail.

Chorus

Prerequisites: Ability to carry a tune and match pitches
Grade Levels: 9-12
Credits: 1

Students must participate in all scheduled concerts and activities for credit. They are exposed to a variety of musical styles and historic periods, taken predominantly from the standard classical choral repertoire. Students learn to follow musical notation, to recognize time and key signatures, to sing with acceptable tone quality and accurate intonation, to use appropriate posture and breathing techniques, to sing music containing two or more parts, to respond to conducting gestures and expressive signals, and to demonstrate expected rehearsal decorum and appropriate attitude.

HEALTH & PHYSICAL EDUCATION

Physical Education / Health 9

Prerequisites: None
Grade Level: 9
Credits: 1

Physical Education is designed to develop physical fitness and wholesome use of leisure time. Physical activities consist of physical fitness tests, flag football, volleyball, basketball, badminton, floor hockey, pickle ball, softball, soccer, and track and field. Students are responsible for baskets and locks issued. For hygiene reasons, the department asks that students shower after each class. It is the student's responsibility to bring his or her own towel.

Health discusses safety awareness; first aid procedures; cardiopulmonary resuscitation with manikin use; skeletal, muscular, integumentary, and cardiovascular systems along with Family Life education, which includes tobacco, alcohol and drug use. Tests, quizzes, and a final exam are required each semester.

Students may opt-out of Family Life education by returning the Opt-Out Form that is provided on the first day of school to their teacher.

Physical Education / Health 10

Prerequisite: Physical Education/Health 9
Grade Level: 10
Credits: 1

Physical Education consists of exercise and skill development in individual and team sports with an emphasis on lifetime activities. The units include flag football, soccer/speedball, advanced volleyball and basketball, badminton/bowling, floor hockey, physical fitness tests, softball, tennis, stick lacrosse, and track and field. Students are responsible for baskets and locks issued. For hygiene reasons, the department asks that students shower after each class. It is the student's responsibility to bring his or her own towel.

Health topics such as current health problems, sexually transmitted diseases, Aids, Family Life education, and alcohol and other drugs are also covered. Tests, quizzes and a final exam are required.

Students may opt-out of Family Life education by returning the Opt-Out Form that is provided on the first day of school to their teacher.

Driver Education

Prerequisite: Physical Education/Health 9
Grade Level: 10
Credits: credit awarded as part of Physical Education/Health 10 course

Students are required to complete 36 hours of Driver Education classroom instruction. The curriculum consists of 11 modules that range from licensing responsibilities, basic maneuvering, information processing, driver performance and responsibilities, and making informed choices. Tests, quizzes, and a final exam are required.

Strength Training

Prerequisite: Must have passed the last PE class taken (PE9, PE10, or Strength Training)
Grade Levels: 10-12; 9th grade students may take this course with instructor approval
Credits: ½ (this course may be taken for credit more than once)

This elective course is for individuals interested in weightlifting. The course serves as an introduction to weight equipment and weight training for the novice; it also serves the intermediate and advanced lifter through the identification of individual goals and development of personalized weight programs.

HISTORY AND SOCIAL SCIENCES

World Geography

Prerequisites: None
Grade Level: 9
Credits: 1

This course examines the world's people, places, cultures, and environments with emphasis on world regions. Using texts, maps, globes, graphs, pictures, stories, diagrams, charts, and a variety of geographic inquiry/research and technology skills, students consider the relationships between people and places while asking and answering geographic questions.

World History & Geography II (from 1500 to present)

Prerequisites: World History I or World Geography; teacher recommendation; recommended for success in U.S. History.
Grade Level: 10
Credits: 1

World History II incorporates a study of history and geography from the Renaissance (1500 A.D.) to the present with a strong emphasis on the history and development of Western civilization. Topics include the evolution of scientific and technological revolutions which create new economic models; social and political changes; the biographies of individuals who contributed to societal development, and it includes a historical writing assignment. Strong connections are drawn between historical events and contemporary issues. This course is strongly recommended for students who anticipate enrolling in U.S. History AP, U. S. Government AP or World History AP.

Foundations in Virginia & U.S. History

Prerequisite: Teacher recommendation
Grade Level: 11
Credits: 1

This course is a survey of VA & U.S. History from the Age of Exploration to the present. Students study American culture through a chronological survey of major issues, movements, people, and events in the United States and Virginia. Emphasis is placed on the development of reading, writing, and study skills. Greater individualized instruction and group participation are available. This course also emphasizes the practical applications of knowledge and the development of good citizenship.

Virginia & U.S. History

Prerequisites: None
Grade Level: 11
Credits: 1

Students examine and analyze the development of American ideas and institutions from the Age of Exploration to the present. Students acquire knowledge of American culture through a chronological survey of major issues, movements, people and events in United States and Virginia history. Students use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.

Virginia & U.S. History Advanced Placement

Prerequisites: None
Grade Level: 11
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

The course offers a survey of Virginia and U. S. History from 1492 to the present. A college-level text is required, and all parallel readings are typical of those required in a college-level course. Students must have superior writing skills and an ability to work with a minimum of supervision and direction. Students who enroll in this course must be prepared for an unusual amount of required reading. Much of that reading will be considerably more difficult than previously encountered. Additionally, students must possess skills needed to interpret primary documents and to write analytical essays. At least one hour

per night needs to be set aside for homework. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

Virginia & U.S. Government

Prerequisites: None
Grade Level: 12
Credits: 1

Students examine the philosophy and the structure and functions of American government at the federal and state levels. The focus is on political decision-making, comparative political and economic systems, global issues and the student's responsibilities as a citizen. Critical thinking and analytical writing are refined.

Virginia & U.S. Government Advanced Placement

Prerequisites: None
Grade Level: 12
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

This is a college level course aimed at the highly motivated student who wishes to obtain college credits in the area of Political Science through the AP test. Primarily the class is an in depth study of the theory, structure and practices of the United States government and the processes of the American political structure. Analytical in nature, the course will also explore the nature of political beliefs and behaviors in reference to the American experience. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

World History AP / Dual Enrollment

Prerequisites: None
Grade Levels: 11-12
Credits: 1 high school credit; 3 college credits/semester if taken for dual enrollment

The AP World History course will follow the course description and curricular requirements established by the College Board. The course covers the entire span of World History, from approximately 8000 B.C.E. to the present. As stated in the official College Board course description, "the purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence." Great emphasis will be placed on the student's ability to think critically, analyze and evaluate information, and articulate complex ideas both orally and in writing. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

Sociology / Dual Enrollment

Prerequisites: None
Grade Levels: 11 -12
Credits: 1 high school credit; college credits if taken for Dual Enrollment

Students examine the way people interact with one another in society. Sociology involves learning about relationships within groups, relationships within social institutions, and the organization of societies. Many different topics such as social stratification, family, work, age, gender, religion and health are explored. Additionally, relevant and current social issues are studied. There are many homework assignments, research projects, essays, and presentations, so the student must be prepared to work outside of class. *(Dual Enrollment: Students taking sociology for college credit develop a major project each semester on a selected topic, in addition to other requirements for the course.)*

Economics and Personal Finance

Prerequisites: None
Grade Levels: 11-12
Credits: 1

This class will prepare students for a financially independent life beyond high school. Students will explore strategies for a job, budgeting, using credit wisely, buying cars and houses, and investing in the future. In addition, students will examine the fundamentals of a market economy, including the laws of supply and demand, production and consumption of goods and services, money and banking, and government spending and taxation.

Economics and Personal Finance Honors / Dual Enrollment

Prerequisites: None
Grade Levels: 11-12
Credits: 1 high school credit; 3 college credits/semester if taken for dual enrollment

This course provides a comprehensive survey of the principles of economics, with special emphasis on the American economy and its participation in world markets. It examines the fundamental operations of a market economy, including the laws of supply and demand, the production and consumption of goods and services, gains from trade, market efficiency, forms of business organization, market structure, money and banking and government spending and taxation. The course will incorporate the proposed Standards of Learning for economics and personal finance. A major in economics provides an excellent background for careers in business management, law, accounting, finance, and government service.

MATHEMATICS

Algebra I

Prerequisites: Proficiency in or mastery of 8th grade math
Grade Level: 9
Credits: 1
Requirement: scientific calculator (provided by the student)

The focus of this course is on building connections between concrete mathematics and abstract concepts. This course includes the study of real numbers, development of algebraic vocabulary, identification of properties of numbers and operations, simplification of numerical and algebraic expressions, solutions of equations and inequalities, and exploration of graphing techniques. Students will acquire proficiency in coordinate graphing, solving systems of equations, working with relations and functions, and solving quadratic equations. Students will use graphing calculators extensively in class.

Algebra I CP

Prerequisites: Mastery of 8th grade math & at least a passed advanced on the 8th grade math SOL
Grade Level: 9
Credits: 1
Requirement: scientific calculator (provided by the student)

For this course, students must be highly motivated and possess strong mathematical skills. This advanced class offers a challenging and accelerated study of algebraic concepts. This course is designed for students who are interested in the field of mathematics. This course includes the study of real numbers, development of algebraic vocabulary, identification of properties of numbers and operations, simplification of numerical and algebraic expressions, solutions of equations and inequalities, and exploration of graphing techniques. Emphasis is placed on the development of skills in factoring polynomials, simplification of rational expressions, and working with radicals. Students will acquire proficiency in coordinate graphing, solving systems of equations, working with relations and functions, and solving quadratic equations. Students will use graphing calculators extensively in class.

Geometry SOL Preparation

Prerequisites: Algebra I; teacher recommendation
Grade Levels: 10-12
Credits: 1
Requirement: scientific calculator (provided by the student)

This course concentrates on teaching geometric concepts without requiring students to do formal proofs. Emphasis is placed on the study of plane geometry, coordinate and transformational geometry, and the use of geometric models to solve problems. Special emphasis is placed on applications of geometrical concepts that align with the Standards of Learning. Course content includes topics such as points, lines, and planes; angles; polygons; perpendicular and parallel lines; proportionality and similarity; coordinate geometry; circles; solid figures; and trigonometric ratios. Algebraic equations are integrated into the course and are presented as a means of solving geometric problems. Students will use graphing calculators extensively in class.

Geometry

Prerequisites: Algebra I; teacher recommendation
Grade Levels: 9-11
Credits: 1
Requirement: scientific calculator provided by the student; graphic calculator is recommended

The focus of this course is the development of reasoning skills and methods of justification. Emphasis is placed on the study of plane and three-dimensional geometry, coordinate and transformational geometry, and the use of geometric and algebraic models to solve problems. Course content includes topics such as points, lines, and planes; angles; polygons; perpendicular and parallel lines; proportionality and similarity; coordinate geometry; circles; solid figures; and trigonometric ratios. Geometric proofs and

problem solving are used to develop analytical reasoning skills and to improve the ability of the student to apply logic in the analysis of problems. Special Projects may be assigned. Students will use graphing calculators extensively in class.

Geometry Honors

Prerequisites: Algebra I and at least a passed advanced on the Algebra I SOL; teacher recommendation or a placement test.

Grade Levels: 9-10

Credits: 1

Requirement: scientific calculator provided by the student (graphic calculator is recommended); completion of summer assignment prior to first day of class.

For this course, students must be highly motivated and possess strong mathematical skills. This advanced class offers a challenging and accelerated study of geometric concepts as well as building on Algebra I skills. The focus is on the development of reasoning skills and methods of justification. Emphasis is placed on the study of plane and three-dimensional geometry, coordinate and transformational geometry, and the use of geometric and algebraic models to solve problems. Course content includes topics such as points, lines, and planes; angles; polygons; perpendicular and parallel lines; proportionality and similarity; coordinate geometry; circles; solid figures; trigonometric ratios; and vectors. Strong emphasis is placed upon geometric proofs and problem solving to develop analytical reasoning skills and to improve the ability of the student to apply logic in the analysis of problems. Students will use graphing calculators extensively in class.

Functions and Data Analysis

Prerequisites: Algebra I; teacher recommendation

Grade Levels: 11-12

Credits: 1

This course is for the student who has passed geometry but is not ready for Algebra II for College Preparation. The course will take a technology-based approach to the study of functions that model data from real-world situations. Types of functions will include linear, polynomial, exponential, and logarithmic. Students will also be introduced to statistical analysis, including standard deviation and normal distributions. Students will learn how to use the advanced functionality of the graphing calculator as a tool for both problem solving and data analysis. The math department provides graphing calculators to all students in this class.

Algebra II

Prerequisites: Algebra I; teacher recommendation

Grade Levels: 10-12

Credits: 1

The focus is on developing an understanding of advanced algebraic concepts. Concepts which have been presented in Algebra I and geometry are reviewed, expanded, and strengthened. Emphasis is placed on the study of functions, polynomials, rational expressions, and complex numbers. New topics to be introduced include transformational graphing, matrices, and sequences and series. Mathematical models for solving practical applications are developed. The math department provides graphing calculators to all students in this class.

Algebra II Honors

Prerequisites: Geometry or Geometry Honors and at least a passed advanced on the Algebra I and Geometry SOLs; teacher recommendation or a placement test.

Grade Levels: 10-11

Credits: 1

Requirement: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator); completion of summer assignment prior to first day of class.

For this course, students must be highly motivated and possess strong mathematical skills. This advanced class offers a challenging and accelerated study of advanced algebraic concepts. Emphasis is placed on the study of functions, polynomials, rational expressions and complex numbers. New topics

that are covered include transformational graphing, matrix operations, sequences and series, conic sections, discrete mathematics, probability, and trigonometry.

Pre-Calculus

Prerequisites: Algebra II; teacher recommendation
Grade Levels: 11-12
Credits: 1
Requirement: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator); completion of summer assignment prior to first day of class.

The focus of this course is to prepare students for the study of Calculus by strengthening Algebra II skills and by developing an understanding of trigonometry and advanced algebraic concepts. Emphasis will be placed upon a review of Algebra II skills, use of trigonometric methods, analysis of functions, exponential and logarithmic functions, and an introduction to the study of limits. The course is designed to provide the skills and problem-solving abilities in college level mathematics for those students not majoring in mathematics or engineering

Pre-Calculus Honors

Prerequisites: Algebra II or Algebra II Honors; teacher recommendation or a placement test
Grade Levels: 11-12
Credits: 1
Requirement: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator); completion of summer assignment prior to first day of class.

The focus of this course is to prepare the student for the study of Calculus. The course is intended for students who have mastered the concepts presented in Geometry and Algebra II. Students investigate functions through graphical and analytical solutions. Emphasis is placed on the use of trigonometric methods, rectangular and polar coordinate systems, vectors and determinants, sequences and series, and the study of limits. This course is designed to develop the skills and problem-solving abilities that are required in college level mathematics and science courses. Extensive use is made of the graphing calculator.

Introduction to Calculus / Dual Enrollment

Prerequisites: Pre-Calculus; teacher recommendation
Grade Level: 12
Credits: 1 high school credit; 5 college credits/year if taken for Dual Enrollment
Requirement: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator); completion of summer assignment prior to first day of class.

This course is intended for seniors who have passed Pre-Calculus but are not ready for AP Calculus. The first part of the course will be spent reviewing topics from algebra, analytic geometry, pre-calculus courses. The remainder of the course will be largely devoted to the study of differential calculus, and an introduction to integral calculus will be presented in the last nine weeks. Central concepts covered include limits, continuity, rates of change, rules of differentiation, anti-differentiation, and the Fundamental Theorem of Calculus. Major emphasis is placed on the development of problem solving skills based on these concepts, and applications of calculus in real-world situations will be stressed.

Calculus Advanced Placement / Dual Enrollment

Prerequisites: Pre-Calculus; teacher recommendation
Grade Level: 12
Credits: 1 high school credit; 5 college credits/semester if taken for dual enrollment
Requirement: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator); completion of summer assignment prior to first day of class.

Topics studied in this course are based upon the Calculus AB/BC curriculum. This is a college level course with college credit available through the Advanced Placement Test or Dual Enrollment credit, so

the expectations of effort and performance are very high. The course is intended for students who have a thorough knowledge of analytical geometry and extensive understanding of functions (including trigonometric functions) as presented in Algebra I & II, Geometry, and Pre-Calculus. The course is divided into two main topics: differential calculus and integral calculus. Within this framework, students investigate the central concepts of calculus, including limits, continuity, rates of change, and area under a curve. Major emphasis is placed on the development of problem solving skills based on these concepts, and applications of calculus in real-world situations will be stressed. Students may choose to take the AP Calculus exam or take the course for dual enrollment credit (or both.)

Statistics Advanced Placement / Dual Enrollment

Prerequisites: Pre-Calculus or concurrent enrollment; teacher recommendation
Grade Levels: 11-12
Credits: 1 high school credit; 3 college credits/year if taken for dual enrollment
Requirement: Graphing calculator TI-83/84 plus provided by the student (special arrangements will be made for students who cannot purchase a calculator); completion of summer assignment prior to first day of class.

This course presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing (one-sample and two-sample case for mean and proportion), correlation, and simple linear regression. Selected nonparametric testing procedures are also introduced. Technology will include graphing calculators. Students may choose to take the AP Statistics exam or take the course for dual enrollment credit (or both).

SCIENCE

Earth Science

Prerequisites: None
Grade Levels: 9
Credits: 1

Earth Science provides the foundation for most of the sciences courses offered. This course examines Earth's features and processes and its placement in the universe. Emphasis is placed on the constant changes that Earth undergoes, and how those changes affect landforms, rock structures, and life itself. The class provides instruction in the areas of astronomy, meteorology, geology, ecology, and oceanography through laboratory experiences, group activities, projects, and writing assignments.

Biology

Prerequisite: Earth Science
Grade Levels: 10
Credits: 1

This laboratory-oriented course is designed to provide students with a background in the biological concepts while experiencing proper experimental design and analysis. The course builds on concepts taught in Earth Science and uses these concepts to focus on the life processes within the cell, reproduction, genetics and biotechnology, ecology, zoology, evolution, and botany. Research papers, projects, and formal laboratory reports are utilized to assist students in developing higher level thinking skills and college preparatory.

Biology Pre-AP

Prerequisites: Earth Science; teacher recommendation
Grade Levels: 10
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

Biology Pre-AP is an accelerated course that prepares students for Biology Advanced Placement. The course provides an in-depth look at molecular biology, cells, genetics, evolution, classification, and ecology and requires additional reading outside of the classroom. Rigorous tests, independent projects, formal research papers, and laboratory reports are utilized throughout the course to support materials covered. ***Only students who are considering a future in the biological sciences and can commit to additional time outside of the classroom should consider taking this course. It is recommended that students who successfully complete the course should register for Biology AP and Chemistry Honors their junior year.***

Chemistry

Prerequisite: Algebra II or concurrent enrollment
Grade Levels: 10-12
Credits: 1

This course will cover the basic concepts and skills of chemistry through lessons, demonstration, and laboratory work. Chemistry topics are progressive and rely heavily on applied mathematics skills. Written reports, projects, and laboratory reports are utilized to assist students in developing higher level thinking skills and preparing for college.

Chemistry Pre-AP

Prerequisite: Algebra II Honors
Grade Levels: 10-11
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

This is an accelerated course that prepares students for Chemistry Advanced Placement. Chemistry Pre-AP incorporates much applied mathematics skill and is progressive in its topics, with emphasis being placed on problem solving techniques and higher level thinking skills. The course is enriched with monthly reading assignments from "Scientific American" articles. Lab work will focus on safely using lab

skills, application of learned material to practical use, and will provide experience in writing a lab report. Only students who are considering a college major in science and can commit to additional time outside of the classroom should consider taking this course.

Earth Science II: Geology

Prerequisites: Earth Science, Biology, Chemistry or concurrent enrollment
Grade Levels: 11-12
Credits: ½

This course focuses on the composition and structure of the earth and its modifying agents and processes. Geology investigates Earth's history, formation of rocks and minerals, weathering and erosion, plate tectonics, crustal formations, select areas in astronomy and oceanography and local applications.

Earth Science II: Astronomy

Prerequisite: Earth Science
Grade Levels: 11-12
Credits: ½

Astronomy emphasizes the nature, origin, and evolution of planets, satellites, and other objects in the solar system. Students will trace the history of astronomy and the tools utilized by scientists to gather information needed to classify and study stars such as the sun and other galaxies. Topics may include the properties of stars, black holes, quasars, galaxies, and theories relating to stellar birth and evolutions such as the big bang model of the universe. The course may include weekly labs that involve independent nighttime observations when weather is permitting.

Earth Science II: Oceanography

Prerequisite: Earth Science
Grade Levels: 11-12
Credits: ½

Oceanography explores the geological, physical, chemical, and biological processes in the Earth's oceans. Topics may include the formation and structure of the oceans and their basins including plate tectonics and geological structure of the ocean floor, waves and tides, seawater properties, oceanic circulation patterns, and biological oceanic populations. Additional areas discussed in the course will include coastal ecosystems, oceanic ecosystems, ocean-atmospheric interactions that impact climates and weather, and human impact.

Earth Science II: Advanced Survey in Earth Science Topics

Prerequisites: Earth Science and Biology
Grade Levels: 11-12
Credits: 1

This class is designed to assist students who want to further their interests in geology, oceanography, meteorology, environmental issues, and astronomy. The dynamics of the Earth from its origin to current conditions will be approached from these four core areas of earth science. Class activities, projects and experimental opportunities will provide students with an enriched exposure to these areas of Earth Science II.

Biology II: Advanced Survey of Biology Topics

Prerequisites: Earth Science and Biology; Chemistry recommended
Grade Levels: 11-12
Credits: 1

Survey of Biology Topics focuses on biological systems of higher order organisms (human biology) with an emphasis on forensics science. Laboratory experiences and hands-on activities enrich the topics addressed in the course. Areas covered include an overview of the human body and its function. A few of the laboratory experiences include blood splatter analysis, fingerprinting, ballistic studies, some dissections, extensive microscope work, and lab practica. Students will be exposed to crime solving and medical examination techniques, in addition to becoming prepared for making future critical personal decisions.

Biology II: Ecology

Prerequisites: Earth Science; Biology; Chemistry
Grade Levels: 11-12
Credits: 1

Ecology offers an overview of the interrelationships of living organisms and their environments. The study of these interrelationships combine information learned in previous science courses to understand controls on biological processes across diverse terrestrial and aquatic ecosystems. Population studies, nutrient cycling, competition and predation, symbiotic relationships, energy associations, evolutionary influences, and human impact on ecosystems are among the many diverse topics covered in this course. Laboratory experiences may include field techniques, field trips, experiments, and an independent ecological research projects.

Biology II: Human Anatomy and Physiology Honors

Prerequisites: Biology; Chemistry or concurrent enrollment
Grade Levels: 11-12
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

The course is rigorous and lab oriented, designed to educate the student in the structure and function of the human body. Students interested in pursuing a four-year degree in the life sciences or in a medical field are strongly encouraged to consider this course. Class presentations, formal laboratory reports, dissections, and lab practica are utilized to enhance learning and prepare the student for college science courses.

Physics

Prerequisites: Successful completion of Algebra II
Grade Levels: 11-12
Credits: 1

This course affords students the opportunity to develop an awareness of fundamental concepts of physics through experimentation. Emphasis is placed on laboratory, project design and solving physical problems through the application of physical laws, geometry and trigonometry. Physics prepares college bound students with the concrete knowledge of mechanics, energy, acoustics, optics, electricity and modern physics.

Biology Advanced Placement / Dual Enrollment

Prerequisites: Biology or Biology H (strongly recommended); Chemistry or concurrent enrollment
Grade Levels: 11-12
Credits: 1 high school credit; 4 college credits/semester if taken for Dual Enrollment

Biology AP is an accelerated, college-level biology course. Extensive readings, lectures and laboratory work provide the student with the same material offered in a college biology course. Topics covered include genetics, microbiology, molecular biology, comparative anatomy, evolution, and ecology. This course is very rigorous, requiring additional hours outside of class time for laboratory work and reading. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

Chemistry Advanced Placement / Dual Enrollment

Prerequisite: Chemistry Honors; Chemistry with teacher recommendation
Grade Levels: 11-12
Credits: 1 high school credit; 4 college credits/semester if taken for Dual Enrollment
Requirement: Completion of summer assignment prior to the first day of class*.*

Chemistry AP is designed to be the equivalent of a general chemistry course taken the first college year. Topics include matter, thermo-chemistry, kinetics, electrochemistry, reactions, nuclear, organic, and metallic chemistries. This course is designed to challenge the student's laboratory and higher level thinking skills. Textbooks and laboratory experiments are on the college level and students should expect to spend a considerable amount of time on laboratory reports and course work. Students may schedule for additional time outside the normal class-time to complete laboratory work. Students with a high interest in the chemical, biochemical, and medical fields are encouraged to take this course. Students

should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

Physics Advanced Placement

Prerequisite: Calculus or concurrent enrollment
Grade Level: 12
Credits: 1 high school credit
Requirement: Completion of summer assignment prior to the first day of class.

Physics AP is a rigorous calculus-based course which focuses on Newtonian mechanics. Use of calculus in problem solving and in derivations is expected to increase as the course progresses. The course includes weekly labs, problem sets and projects and is designed to prepare students for postsecondary studies in math and science. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

Environmental Science Advanced Placement

Prerequisite: Earth Science, Biology, and Chemistry or concurrent enrollment
Grade Levels: 11-12
Credits: ½

AP Environmental Science provides students with the scientific principles, concepts, and methodologies necessary to understand the interrelationships of the natural world, to identify and analyze environmental problems both human and natural made, and to examine alternative solutions for resolving or preventing them. Topics will include energy conversions and flow, biodiversity, biogeochemical cycles, human population dynamics, land and water use, energy resources and consumption, pollution, and global change. The course utilizes a strong laboratory and field investigation component to test concepts and principles that are introduced in lecture. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

WORLD LANGUAGES

To receive an Advanced Studies Diploma, students are required to earn three credits in one foreign language or two credits each of two languages. Not all four-year colleges require a world language for admission, but many require a minimum of two years of a world language.

French I

Prerequisite: None
Grade Levels: 9-12
Credits: 1

Strong emphasis is given to speaking, listening, reading, and writing French. Basic vocabulary and essential grammar are taught to enable the student to communicate in simple sentences. Students demonstrate understanding of words and expressions in varied contexts. The course requires oral recitation, occasional use of the language lab, and individual participation in conversational French. French culture is studied, and students gain insight into the way of life of other people. Students should spend 20 minutes daily on class preparation.

French II

Prerequisites: French I; teacher recommendation
Grade Levels: 9-12
Credits: 1

This course includes a review of French I with additional grammar and reading selections designed to introduce the student to French culture. Students develop more advanced skills in reading, writing, speaking, and understanding the language. By the end of the second year, the dedicated student is able to converse competently in French on subjects related to everyday needs. Directions, questions, and explanations are given in French. Students are expected to use French as much as possible.

French III

Prerequisites: French II; teacher recommendation
Grade Levels: 9-12
Credits: 1

Although the study of grammar continues, it is incidental to the emphasis placed upon reading, writing, and speaking the language. Readings consist of a survey of French culture and history. This course is taught in French as much as possible. Students are expected to ask questions in French and to respond readily to questions, using correct pronunciation. Videotapes, films, and cultural activities add to increased knowledge and familiarity with francophone countries.

French IV Honors

Prerequisites: French III; teacher recommendation
Grade Levels: 10-12
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

This course is designed to prepare students for a high level of French language proficiency in the following areas: conversation, aural comprehension, reading comprehension, composition and French culture. Students must have proven their proficiency in the earlier levels of French language courses in order to participate in this class. Upon completion of this course, students will have developed a more independent command of the language and will be able to demonstrate these skills through prepared and impromptu presentations and exercises. Students who register for the course are expected to complete a summer packet of grammar, reading, and creative writing and to purchase a comprehensive grammar review book designated by the teacher. This course is intended to be fast paced and intensive. The student's willingness to read independently and to explore a variety of related cultural topics contribute to his or her success.

French V Honors

Prerequisites: French IV Honors; teacher recommendation
Grade Levels: 11-12
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

This course is designed for the student who has reached an advanced level of language development and is able to acquire information about the French speaking world through texts, newspaper articles, internet, literature, history, fine arts, movies and French television and radio. The SAT II-French exam is encouraged, but not required. The purchase of a designated French practice manual is required. Willingness to perfect language skills both in and outside of the classroom will contribute significantly to student success.

Latin I

Prerequisite: None
Grade Levels: 9-12
Credits: 1

Students are introduced to basic Latin grammar and vocabulary and read Latin stories about Roman history, daily life, and Greek and Roman mythology. Class activities develop Latin reading skills, expand Latin and English grammatical facility, and enlarge the student's English vocabulary. Regular assignments in English give small groups and individuals a chance to investigate cultural topics from the ancient world. Co-curricular activities include local club activities, regional team competitions, state Latin convention, national contests, and opportunities for analytic and creative writing. Students are expected to spend 30 to 45 minutes daily on class preparation.

Latin II

Prerequisites: Latin I; teacher recommendation
Grade Levels: 9-12
Credits: 1

Students conclude their basic introduction to vocabulary, grammar and reading skills and begin study of the advanced grammar. Cultural emphasis is on daily life, the historical background of the Roman nation and government and on the topography and monuments of Rome in light of the Latin readings under study. The same co-curricular opportunities are offered as in Latin I. Students should expect to spend 30-45 minutes on homework each night.

Latin III

Prerequisites: Latin II; teacher recommendation
Grade Levels: 9-12
Credits: 1

Students conclude their study of the remaining advanced grammar. Transition is made to reading authentic, un-adapted Latin. Students read selections from a variety of Roman authors in both prose and verse, including Livy, Caesar, Cicero, Plautus, Ovid, Martial, and Vergil. Students master advanced grammatical forms and constructions and specialized vocabulary particular to each author and continue to develop their vocabulary of Latin derivatives. Emphasis is placed upon analysis and interpretation of Roman culture through its literature. Students participate in class discussions, small group projects, and individual research on topics relating to the social, political, and historical contexts of the literary works. Co-curricular activities like those for other levels are offered. The Latin SAT II may be taken at the end of this course.

Latin IV, V, VI Honors / Advanced Placement / Dual Enrollment

Prerequisites: Latin III, Latin IV, or Latin V as appropriate; teacher recommendation.
Grade Levels: 10-12
Credits: 1 high school credit; 3 college credits per semester if taken for Dual Enrollment
Requirement: Completion of summer assignment prior to the first day of class.

This is the lone upper level course beyond Latin III, and is, therefore, a multi-level class, with 4th, 5th, and 6th year students (sophomores through seniors). To allow students to take this course for two or three years without repeating the same material, the curriculum alternates on a two year cycle: the AP Latin

curriculum one year and a survey of Latin literature and culture the next (as an Honors class). The workload is differentiated to some extent to account for the differing levels of experience (especially in the year we cover the AP curriculum, between the more advanced students prepping for the AP exam and those not taking the exam). For 2012-13, the class will follow the new AP Latin [Vergil-Caesar] curriculum. Students will be expected to have completed a summer reading assignment (the Aeneid and Gallic Wars in English). The course is devoted to a close reading of large segments of the Aeneid and Caesar's Gallic Wars in Latin, as well as a study of the cultural and historical background of these Latin texts. [For 2013-2014, it will be the general Honors survey course, and students may be required to complete a summer reading assignment for this class. The course will be structured around several thematic units (e.g. epigraphy, mythology, elegiac poetry), and the Latin readings will come from a variety of Roman authors, both prose and poetry.] In both courses, new syntax and vocabulary are studied as they are met in the literature. The emphasis of the curriculum, however, lies in the study of the authors' styles, themes, imagery, and place in their society and the history of western literature. Co-curricular assignments include the reading and analysis of critical essays as secondary resources and student writing of analytical essays. Grading is based on quizzes, tests, translation, contributions to class discussions, projects, and essay writing. The Advanced Placement exam in May for the Vergil-Caesar course is encouraged (especially for fifth and sixth year students), but not required. The Latin SAT II is recommended during this course. In addition to the usual contests and certamina, seniors are eligible to compete for regional and national scholarships in the classics.

Spanish I

Prerequisite: None
Grade Levels: 9-12
Credits: 1

This course develops the four skills of listening, speaking, reading, and writing with a concentration in the first three. The core of the course is grammar study and its use in conversational skills. Included in the cultural study is an overview of Hispanic countries and historical characters. Classwork, projects and homework promote communicative skills, cultural awareness and connections with other disciplines. Students are expected to spend a minimum of 30 minutes daily on class preparation.

Spanish II

Prerequisites: Spanish I; teacher recommendation
Grade Levels: 9-12
Credits: 1

This course includes a brief review of the basic grammar and vocabulary of Spanish I. Grammar study is continued with emphasis upon more complicated points. The majority of class time is utilized to speak and hear the language. Most written work, including drills and compositions, is completed outside of class. Classroom instruction, except some cultural and grammatical explanations, is in Spanish, and students are expected to speak in Spanish.

Spanish III

Prerequisites: Spanish II; teacher recommendation
Grade Levels: 9-12
Credits: 1

The course builds upon the four skills established as goals in Spanish II. After a brief review of the basic grammar structures previously acquired, the course emphasizes the development of skills in narration, expressing hopes and wishes and reporting facts in the past. The majority of the class time is dedicated to speaking and hearing the language, with out of class assignments provided daily. These assignments include writing tasks of various lengths, reading for enjoyment and information and vocabulary acquisition and study. Students are expected to work on independent and group projects that develop communicative skills, cultural awareness and connections with other disciplines studied. Classroom instruction, with certain exceptions on grammar issues, is provided in Spanish and students are expected to speak in Spanish within their proficiency level.

Spanish IV Honors

Prerequisites: Spanish III; teacher recommendation
Grade Levels: 10-12
Credits: 1
***Requirement: Completion of summer assignment prior to the first day of class**.*

This course is designed to introduce the student to the history and literature of Spain and Latin America and to the advanced structures of the Spanish language. Listening, reading, speaking, and writing activities are designed to challenge highly motivated individuals. Students acquire cultural competency through historical, literary, and journalistic readings as well as by viewing authentic video and film samples from various Spanish-speaking countries. Individual and group projects that enhance language and cultural acquisition are assigned each quarter. Additionally, students must use Spanish as the language of communication on a daily basis. The pace of the course is designed to match the intensity of college level study.

Spanish V AP

Prerequisites: Spanish IV Honors; teacher recommendation
Grade Levels: 10-12
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

This course is designed for the student who has reached an advanced level of language development and is able to acquire information about the Spanish world through literature, film, periodicals and fine arts. Students are expected to complete projects and to make extensive presentations on topics of personal, political, literary, and artistic interest. Communication skills are enhanced through consistent use of the Spanish language both in and outside of the classroom. The course will emphasize preparation for the Advanced Placement examination, employing exercises and materials designed by the College Board and by the teacher. AP activities include preparation of in-depth oral reports, completion of practice tests and recording of pronunciation tapes. Reading selections correspond to a survey of Spanish and Spanish American literature for the first semester. Grammar is reviewed and perfected in the context of the literary selection under discussion. Selections are taken from actual texts designed for native speakers as well as from AP texts. Preparation for the SAT II Spanish with Listening Exam will be included in class activities. Willingness to perfect language skills both in and outside of the classroom will contribute significantly to student success. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

AGRICULTURE EDUCATION

Agriculture education at RCHS focuses on the many opportunities that await our students. Students develop skills necessary for employment and further education in any career. The program is specialized to cater to various interests. Students can take an array of subjects specializing in the areas of Business, Mechanics and Small Animal Care management. Two full years of Agriculture are required in order to be called a program completer. Students are encouraged to participate in the national FFA organization to practice skills learned in the classroom and to have a fun group of which to be a part. The FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. Our chapter works diligently in the areas of leadership development, team competition, advancing degrees, and supervised agriculture experience.

Agriculture I: Foundation of Agriculture, Food and Natural Resources

Prerequisites: None
Grade Levels: 9-10
Credits: 1

This course is designed to develop competencies in each of the career pathways as they pertain to agriculture education, including the areas of Virginia's agriculture industry; the global scope of agriculture; scientific research concepts in plant, animal and food science; principles of leadership and opportunities within student organizations; agribusiness and Supervised Agricultural Experience program opportunities; agricultural skills and safety in power, structural and technical systems; and natural resources and environmental systems.

Agriculture II: Mechanics and Basic Animal Science

Prerequisites: Agriculture I; teacher recommendation
Grade Levels: 10-11
Credits: 1

This course is recommended as an introduction to advanced courses related to animal science, production and marketing. Students continue to learn agricultural mechanics with emphasis placed on fundamentals of power woodworking and wood and metal preservatives. They also receive instruction in animal science and further develop competencies in rural and urban living, leadership and resource conservation.

Agriculture III: Business Fundamentals

[This course will be offered on even years]

Prerequisites: Agriculture II or Horticulture II; teacher recommendation
Grade Levels: 11-12
Credits: 1

Students develop the necessary knowledge, skills, habits and attitudes for employment in off-farm agricultural businesses. These employability and leadership skills are emphasized. Student will also learn basic fundamentals of applied economics.

Agriculture III: Animal Production Technology

[This course will be offered on odd years]

Prerequisites: Agriculture II; teacher recommendation
Grade Levels: 11-12
Credits: 1

This course is part of a series of classes aimed at preparing students for employment in the agriculture industry or for advanced training in an agriculture program. The course emphasizes various areas of plant science, natural resources, animal science and agricultural mechanics. Supervised agricultural experience programs and leadership training are important parts of the course.

Small Animal Care I

Prerequisites: None
Grade Levels: 9-11
Credits: 1

Students learn how to care for and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, evaluation, training and, when applicable, showmanship. Course content also includes instruction in the tools, equipment and facilities for small animal care and provides activities to foster leadership development.

Small Animal Care II

Prerequisites: Small Animal Care I; application and teacher recommendation
Grade Levels: 10-12
Credits: 1

Students advance their skills in the care and management of small animals, focusing on the specific needs of various breeds. Instruction includes grooming and handling animals, as well as technical functions related to animal health. The course includes office-management instruction and affords students the opportunity to practice leadership skills.

Veterinary Sciences

Prerequisites: Small Animal Care II ; application and teacher recommendation
Grade Levels: 11-12
Credits: 1

This course provides students with the employability and technical skills needed to succeed in postsecondary education and a career in veterinary medicine or in a related occupation. Course content will include the integration of academics, career skills and instruction in the use of tools, equipment and facilities for veterinary medicine. Business management, leadership and FFA activities are included in the course. Students enrolled in the course should have a strong background in math and science and knowledge of small animal care.

Equine Sciences

Prerequisites: Small Animal Care I; application and teacher recommendation
Grade Levels: 10-12
Credits: 1

In this course students learn how to care for and manage horses. Equine health, nutrition, management, reproduction, training, evaluation and showmanship are the major instructional areas. In addition, course content includes instruction in the tools, equipment and facilities for equine enterprises. Business management topics include the economics of boarding, training and merchandising horses.

BUSINESS

All business courses are excellent electives for college bound students as well as students planning to enter the work force after high school. To be a business completer, students must complete two full credits of sequenced courses.

Principles of Business and Marketing

Prerequisites: None
Grade Levels: 9-10
Credits: ½

This introductory course provides an overview of important concepts in the world of business and in the global economy. Students will be introduced to core business concepts, such as types of business ownership, types of business organization, the role of management, and marketing functions. Students will investigate technological trends in business and marketing and will develop communication and interpersonal skills. An introduction to basic financial concepts will provide a strong background for students as they prepare to make sound decisions as consumers, wage earners, and citizens.

Keyboarding Secondary

Prerequisites: None
Grade Levels: 9-10
Credits: ½

Whether a beginner on the keyboard or an expert, this semester course will help students improve keying accuracy and speed. In addition to building skill at keying alphabetic and numeric information, students will learn word processing skills in Microsoft Word to prepare and format documents such as reports, letters, résumés and tables.

Computer Applications

Prerequisite: Keyboarding Secondary
Grade Levels: 9-10
Credits: ½

This semester course is designed to help students gain the skills and knowledge they will need to effectively use computers in today's society. Students will explore how computers work, the Internet, and how to manage a computer using Microsoft Windows. Students will complete various projects to develop skills in word processing, spreadsheets, databases, and simple Web page design. This is an excellent course for both college-bound and career-bound students.

Computer Information Systems

Prerequisites: Keyboarding Secondary or semester of middle school Keyboarding
Grade Levels: 9-12
Credits: 1

This year-long course is designed to help students gain the skills and knowledge they will need to effectively use computers in today's society. Students will explore how computers work, networking and the Internet, and how to manage a computer using Microsoft Windows. Students will learn to use Microsoft Office programs to complete various projects in word processing, spreadsheets, databases, multimedia presentations, and Web site design. This is an excellent course for both college-bound and career-bound students.

Accounting

Prerequisites: None
Grade Levels: 10-12
Credits: 1

Accounting provides an excellent opportunity for the business completer and the college-bound student, especially those considering any type of Business related degree. This full-year course develops an understanding of the procedures that businesses go through in a year's time to accurately keep financial records then continues with more advanced accounting procedures that are used in the workplace today.

Employment in the field of accounting continues to grow steadily and offers rewarding pay scales. Students will explore the excellent career opportunities that are available to graduates with an accounting background.

Office Administration

Prerequisites: Keyboarding Secondary or semester of middle school Keyboarding
Grade Levels: 10-12
Credits: 1

This year long course teaches students employability skills to be successful employees in any working environment. Students study office procedures, telecommunications, records management, financial records management, human relations, spreadsheets, and databases. The course also includes an introduction to office careers with emphasis on positive work habits and attitudes important for success on the job.

Word Processing

Prerequisite: Keyboarding Secondary or semester of middle school Keyboarding
Grade Levels: 11-12
Credits: 1

Students develop intermediate to advanced level word processing skills using the features of Microsoft Word. Students' skills are developed through the use of several real-life simulations. Classroom experiences also provide for skill development in various forms of communications as well as enhanced employability skills. Students completing this course have acquired marketable job-entry office skills. Students will prepare and be tested for industry certification as a Microsoft Office Specialist.

Design, Multimedia and Web Technologies

Prerequisites: Keyboarding Secondary or semester of middle school Keyboarding and one other full-year business course
Grade Levels: 10-12
Credits: 1

This year-long course offers students more advanced training in designing projects and presentations using desktop publishing, multimedia presentation, Web page design, graphic design and video editing software. Students will design projects such as newsletters, business cards, and brochures using Microsoft Word and Microsoft Publisher. Students will develop and deliver multimedia presentations using Microsoft PowerPoint. Students will also learn to develop Web sites using Microsoft Expression Web and Macromedia Dreamweaver. Students will create and edit graphics using Adobe Photoshop and Macromedia Fireworks. Students will learn to create and edit videos using Adobe Premier. Students will prepare and be tested for industry certification as a Microsoft Office Specialist. This is an excellent course for both college-bound and career-bound students.

FAMILY AND CONSUMER SCIENCE

Family Focus

This program provides youth with a set of experiences to prepare them for adulthood; to become competent in the management of their individual, family, and work lives; and to apply these skills to jobs and careers. The program is based on what students need to know and on what they are able to do in order to be competent in the demanding, challenging, and changing world of the family. The curriculum for the program includes the development of the process skills of managing work and family life, solving personal and family problems, relating to others, and assuming a leadership role as a responsible citizen. The course content focuses on six areas that reflect the practical problems faced as part of the world of the family. The following courses have been developed with the intent of teaching the content through higher order thinking skills, specifically the practical reasoning approach.

Individual Development

Prerequisites: None
Grade Levels: 9-10
Credits: ½

Students focus on encouraging personal potential of self and others throughout the life span; enhancing positive views of self and others; managing stressful situations; formulating a plan to achieve career goals; forming healthy, caring relationships with family members and peers; managing conflict; choosing responsible ways to express oneself; and evaluating the importance of responsible parenting to individuals, families, and society. Teachers highlight basic skills of math, science, and communication when appropriate in the content.

Leadership Development

Prerequisite: Individual Development
Grade Levels: 9-12
Credits: ½

This course focuses on development of leadership, citizenship, organizational, and personal interaction skills; development of positive self-concept through leadership roles; use of communication and social skills in the community; participation in community, home, and workplace learning projects; exploration of volunteerism; and transference of leadership and citizenship skills to career development. This course includes three community-based projects and one in-depth individual project.

Nutrition and Wellness

Prerequisites: None
Grade Levels: 10-12
Credits: ½

Students focus on making choices that promote wellness and good health, analyzing relationships between psychological and social needs and food choices, choosing foods that promote wellness, obtaining and storing food for self and family, preparing and serving nutritious meals and snacks, selecting and using equipment for food preparation, and identifying strategies to promote optimal nutrition and wellness of society. Teachers highlight the basic skills of math, science, and communication when appropriate in the content. The course project is a nutrition brochure and a family heritage cookbook.

Family Relations

Prerequisites: None
Grade Levels: 10-12
Credits: ½

Students focus on analyzing the significance of the family, nurturing human development in the family throughout the life span, 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 across the life span. Teachers highlight basic skills of math, science, and communication when appropriate in the content. The course project is a family heritage scrapbook purchased by the student.

Parenting

Prerequisites: None
Grade Levels: 10-12
Credits: ½

Students focus on assessing the impact of the parenting role in society; taking responsibility for individual growth within the parenting role; preparing for a healthy emotional and physical beginning for parent and child; meeting developmental needs of children and adolescents; building positive parent-child relationships; using positive guidance and discipline to promote self-discipline, self-respect, and socially responsible behavior; obtaining parenting information, support, and assistance; and planning ways that families and society can share in nurturing children and adolescents. The course project for this class is a See Me Grow scrapbook which contains various pictures from their childhood.

Life Planning

Prerequisites: None
Grade Levels: 11-12
Credits: 1

Students focus on developing a life-management plan; caring for self and others to ensure wellness; building and maintaining constructive relationships; building and maintaining strong, functional families; developing strategies for lifelong career planning and coordinating personal and career responsibilities. Teachers highlight the basic skills of math, science, and communication when appropriate in the content. Course project is an on-going Career Portfolio.

Career Focus

Introduction to Culinary Technology

Prerequisites: None
Grade Levels: 9-10
Credits: ½

Students are introduced to the Culinary Arts profession through classroom instruction and minimal kitchen lab experience. Through this class, students gain an overview of the hospitality industry, along with identifying workplace readiness skills. Their study includes basic kitchen equipment operation, sanitation and safety procedure and basic cooking skills.

Culinary Technology I

Prerequisites: Teacher recommendation; application
Grade Levels: 10-11
Credits: 2

Students prepare for managerial, production, and service skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. Their study includes planning, selecting, storing, purchasing, preparing, and serving food and food products; basic nutrition, sanitation, and food safety; the use and care of commercial equipment; serving techniques; and the operation of institutional food establishments. Teachers highlight the basic skills of math, science, and communication when appropriate in content.

Culinary Technology II / Dual Enrollment

Prerequisites: Culinary Technology I; teacher recommendation
Grade Levels: 11-12
Credits: 2 high school credits; 3 college credits/semester if taken for Dual Enrollment

Students extend and expand skills learned in Culinary Technology I, preparing for occupational skills for workers in public, private, and independently owned food occupations such as chef/cook, baker/pastry helper, pastry decorator, hospitality worker, dietetic aide; assistant food demonstrator, and entrepreneur. Cooperative (on-the-job) education or an internship under the supervision of the instructor is an option. A training agreement and plan is required.

HEALTH AND MEDICAL SCIENCES

The health care industry is booming. Tremendous shortages in many specialized health occupations continue to exist. Students with well-developed health care competencies will find a wealth of employment opportunities. A variety of post-secondary educational options are also available for program completers who desire further training.

Introduction to Health Assistant

Prerequisites: None
Grade Levels: 9-10
Credits: ½

This course is designed as an exploratory unit for students who express an interest in health occupations. It offers exposure to different types of health care systems and health careers. Basic first aid and other health-related skills are introduced during the semester. Guest speakers and field trips are utilized during the course of study.

Health Assistant I

Prerequisites: Algebra I, Introduction to Health Assistant or teacher recommendation
Recommended Courses: Latin I, Geometry
Grade Level: 11
Credits: 2

Students explore several careers in the allied health field. Development of basic skills common to several assisting careers is emphasized. Instruction covers medical terminology, anatomy and physiology, principles of health, microbes and disease; CPR and First Aid and an overview of the national health and patient care system. Students will have an opportunity to "shadow" at local nursing homes and hospitals.

Health Assistant II / Dual Enrollment

Prerequisites: Teacher recommendation; Health Assistant I; CPR
Recommended courses: Chemistry CP, Geometry, Algebra II, Latin II
Grade Level: 12
Credits: 2 high school credits; 3 college credits/semester if taken as Dual Enrollment

Emphasis is given to advance skill training for assisting doctors, nurses, and therapists with preparing the patient for examination, simple laboratory procedures, health tests, patient rehabilitation, and caring for the elderly. Students are prepared to assist in hospitals, nursing homes, clinics, and other health facilities in jobs such as orderly, sterile supply aide, physical therapy aide, veterinarian assistant, dental assistant, nursing assistant, EMT, laboratory assistant, and medical assistant. Clinical experience in hospitals, nursing homes or other health agencies is incorporated in the curriculum. Instruction covers advanced anatomy and physiology with emphasis on the elderly. Students, who are in good standing, are program completers and have completed all skills and classwork to become eligible to take the Virginia Nurse Aide test.

TECHNOLOGY: DRAFTING, ELECTRONICS & ROBOTICS

Technology education assists students in developing an understanding of the role of technology in industry and in discovering and developing individual potential. This program provides students with competencies for occupational readiness for the future technician, technologist, engineer, or consumer. It provides a foundation for career preparation at the entry level or post-secondary level.

Introduction to Drafting and Technology Grade: 9-12 1 credit

Prerequisites: None
Grade Levels: 9-12
Credits: 1

Introduction to Drafting and Technology is a prerequisite for all other Drafting and Electronics Technology Education courses. The concepts of accurate measurement, reading a rule, geometric constructions, and drawing to scale are introduced as the students construct 2-D multi-view and 3-D pictorial drawings using AutoCAD. Students will also use AutoCAD to create electrical and electronic schematic symbols. In the second semester, students are introduced to architectural drafting, where they will produce architectural floor plans, elevations, sections, and plot plans using AutoCAD. Also in the second semester, students are introduced to basic electronic circuit concepts, circuit building, and soldering. Students will draw basic electronics circuit schematics, build basic circuits on an experiment board and use their soldering skills to assemble a printed circuit board. Future engineers, architects, and technicians should strongly consider this course.

Drafting Technology

Drafting Technology education assists students in developing an understanding of the role of design in technology, whether it is in building design/construction or in industrial or commercial design and engineering. This program provides students with competencies for occupational readiness for the future CAD technician, architect, engineer, product designer or DIY designer entrepreneur. It provides a foundation for career preparation at the entry level or post-secondary level. Drafting II students will have the opportunity to test for national drafting certification.

Drafting I

Prerequisites: Introduction to Drafting and Technology; teacher recommendation
Grade Levels: 10-12
Credits: 1

Students learn the principles of drafting and the design process through the use of CAD (Computer Aided Drafting). Experiences include architectural building plans and 3-D computer modeling, industrial design, rendering and model making. The focus will be on understanding and being able to clearly represent 3-D design in 2-D drawings. Students use industry-standard computer-aided drawing and design, established drafting standards and prepare models, from drawings, for presentation. Students will be required to use problem solving skills in class with a focus on individual initiative as well as being able to work as a team. They will develop and maintain a portfolio.

Drafting II: Architectural Emphasis

Prerequisites: Drafting I; teacher recommendation
Grade Levels: 11-12
Credits: 1

Students learn the principles of architecture and increase their understanding of the design process as it relates to the building construction trades. Students learn how to quickly formulate schematic design solutions to a problem. They will learn to self and group critique multiple concepts, develop the best design solution and create a set of basic construction documents using CAD (computer aided drafting). Students will receive an introduction to building codes and how to use them, as well as learning building material types and characteristics. Students will be required to use problem solving skills in class with a focus on individual initiative and team problem solving. They will maintain a portfolio starting with their Drafting I portfolio.

Drafting II: Mechanical Emphasis

Prerequisites: Drafting I; teacher recommendation
Grade Levels: 11-12
Credits: 1

Students learn the principles of mechanical design and engineering, and increase their understanding of the design process as it relates to production and engineering trades. Students learn how to quickly formulate schematic design solutions to a problem. They will learn to self and group critique multiple concepts, develop the best design solution and create a basic set of shop drawings using CAD (computer aided drafting). Students will create a fully dimensioned production design set of drawings, create a full materials purchase list as well as a materials cut list and develop a materials cost estimate. Students will then build a working model of the team design. Students will learn material types and characteristics as well as manufacturing process, to better understand what is needed for product production. Students will be required to use problem solving skills in class with a focus on individual initiative and team problem solving. They will maintain a portfolio adding to their Drafting I portfolio.

Drafting III: Architecture & Mechanical

Prerequisites: Either Drafting II: Architectural or Drafting II: Mechanical, teacher recommendation
Grade Level: 12
Credits: 1

Students will use skills developed in previous years to work independently, using CAD, to develop design solutions and build on problem solving skills. The projects in this class will be student led and will greatly vary depending on the students' focus, whether in an architecture or mechanical focus. Students will introduce a design problem and provide a design proposal solution. Students will develop their designs through the design process, research VA State and local building codes, research and select building materials and produce cost estimates. Class requirements include Thesis book, models, presentation boards, PowerPoint &/or video & oral presentation. Students will present their proposals to a jury of teachers, administrators and area professionals. Individual initiative and problem solving skills are required for this class. Students will maintain a portfolio adding to their Drafting II portfolio.

Electronics Technology

The Electronics Technology program prepares the student for entry into a broad range of electrical/electronic careers or for continued education at universities, community colleges, and technical schools. The Electronics Technology course provides each student with a variety of learning methods such as computer aided instruction (CAI), circuit building exercises, team work and student projects. During the Electronics Technology course, students will build and understand many exciting systems such as audio amplifiers, remote control cars, autonomous vehicles and computer interfacing circuits. The electronics lab is also equipped with the industry popular Electronics Workbench CAD software package for drawing schematics, circuit board layouts and "virtual lab experiments". All of the electronics classes emphasize analytical problem-solving, hands-on experimentation and projects, teamwork, creative thinking, data collection/recording and oral and written communication skills.

The Electronics Technology course also prepares each student to become an industry recognized Certified Electronics Technician (CET). The title of CET is awarded to all students who pass the CET industry certification exam. The CET exam will be administered to any Electronics Technology III student who wishes to take the exam. The title of CET is required for many government and industry electronics jobs.

Electronics Technology I

Prerequisites: Algebra I and Introduction to Drafting and Technology
Grade Levels: 9-10
Credits: 1

The first year of electronics is designed to provide students with an understanding of direct current (DC), alternating current (AC) and semiconductor, components, schematic symbols and circuits. Students are introduced to many electronic components such as resistors, capacitors, inductors, relays, diodes, transistors and integrated circuits (IC). Students conduct many electronic experiments combining the

theory and practical applications learned. During laboratory exercises students construct many electronic circuits such as power supplies, audio amplifiers and DC motor control circuits.

Electronics Technology II

Prerequisites: Electronics I; Geometry; teacher recommendation
Grade Levels: 10-11
Credits: 1

This course provides an in-depth study of advanced semi-conductor circuits and digital electronics. Advanced topics include digital logic circuits, programmable ICs, microcontroller programming, audio pre-amplifiers and audio power amplifiers. During the first semester, students will have an in depth study of digital electronics. Digital electronics is essentially the component level study of modern computer hardware. Students are introduced to the seven basic integrated circuit chips (gates) that are the foundation of all computer logic. Students design and construct many digital logic circuits from these chips. After mastering these basic logic gates, students then learn how these seven gates are used to construct computer RAM, ROM and microprocessors. During the second semester, students will study audio amplifiers and finish the year constructing an amplifier for an MP3 player.

Electronics Technology III

Prerequisites: Electronics II; teacher recommendation
Certified Electronics Technician (CET) exam cost: $60
Grade Levels: 11-12
Credits: 1

This course provides an in-depth study of advanced electronics topics and systems. Students will study advanced semiconductor circuits, optical semiconductors, AM and FM radio theory, microprocessor programming, microprocessor interfacing, copper cabling techniques, fiber optic cabling theory, surface mount soldering and robotics. Students are also given the opportunity to work on individual electronics projects of their choosing, providing instructor approval has been given. The Electronics III course also prepares the students to take the industry recognized NOCTI and Certified Electronics Technician (CET) exams. The title of CET is required for many government and industry electronics jobs. A $60.00 examination fee is required to take the CET exam.

Robotics Technology

Prerequisites: Electronics III; Drafting II Mechanical emphasis; teacher recommendation
Grade Level: 12
Credits: 1

This course is designed to provide senior students with an opportunity to independently study computer programming languages for robotics control, microcontroller programming , advanced electronic circuits, DC motor control circuits and remote control circuits. The course also introduces students to basic welding concepts, metal fabrication techniques and mechanical design concepts to construct a robot platform. Students will implement the mechanical design and drafting concepts learned in the prerequisite drafting course to construct the mechanical robot platform. The course requires students to work independently or on a team to design and build an autonomous and/or remote controlled robotic vehicle. Students will formally present their concept, design and finished project to a technical panel for critique as typical in college engineering programs.

TRADE AND INDUSTRIAL

Auto Body Repair Technology

Auto Body repair and refinishing gives students the opportunity to restore and refurbish damaged vehicles. Using modern equipment and techniques, students return vehicles to original condition. Technical work and hands-on shop experience provide the knowledge and skills needed to enter the collision repair field, a technical school, or a college/university for further training.

Introduction to Auto Body Repair

Prerequisites: None
Grade Levels: 9-10
Credits: ½

Students sample the processes used in the repair of vehicles damaged from a collision. The class covers working safely with tools, equipment, paints, solvents, while making the connection with the future of the industry and career possibilities. Students are introduced to the technology used in the industry such as panel shaping techniques, basic welding, and identification of automobile components. Students must follow required safety rules and regulations.

Auto Body Repair I

Prerequisites: Introduction to Auto Body Repair; teacher recommendation
Grade Level: 11
Credits: 2

Through classroom instruction and shop experience, students gain knowledge and skills needed for collision repair of the modern automobile. This course emphasizes the organization of assembly and disassembly of different automobiles, using specialized tools and equipment, suspension work, various types of welding, and frame damage diagnosing. Students will be taught using I-CAR and ASE certified materials.

Auto Body Repair II

Prerequisites: Auto Body Repair I; teacher recommendation
Grade Level: 12
Credits: 2

Previous skills are refined through continued instruction and extensive emphasis will be placed on Automotive Refinishing. The process of removing finishes, preparing for a finish, applying finishes, and troubleshooting refinished areas, and mixing of paint with computerized systems to ensure a paint match will be addressed. Also the area of automotive compound and polish application will be instructed. Auto Body Repair II will be using the nationwide professional training sources of I-CAR and ASE programs.

Automotive Technology

The automobile industry has entered the high-tech age. This program offers the opportunity to develop a basic knowledge of automotive fundamentals and the skills necessary to inspect, diagnose, and repair modern motor vehicles. Through classroom presentations and hands-on lab experience, students are provided entry-level training on shop equipment and automobiles. Some students may become certified for the State Inspections Program offered through this class.

Introduction to Automotive Technology

Prerequisites: None
Grade Levels: 9-10
Credits: ½

Students wanting to learn about the automotive repair industry get a basic understanding of the technology involved in a vehicle. This course introduces students to the use of automotive tools and equipment and to basic repairs and car care. Students preparing to obtain drivers' licenses benefit from this course.

Automotive Technology I

Prerequisites: Introduction to Automotive Technology; teacher recommendation
Grade Level: 11
Credits: 2

This course includes a hands-on program of instruction for learning the theory of internal combustion engines. Students learn tool use and identification, identification of engine parts, functions of lubrication systems, and engine tune-up procedures. Units of instruction also covered are fuels, carburetion, measurement of parts, engine assembly and disassembly techniques, daily service operations, and engine maintenance. Safety precautions and the development of safe work habits are emphasized throughout the program.

Automotive Technology II

Prerequisite: Automotive Technology I
Grade Level: 12
Credits: 2

This advanced program continues the development of skills begun in Automotive Technology I. More intensive hands-on work is included to develop good work habits and to develop the skills and knowledge required to secure a job in the automotive repair field. Seniors may be eligible to participate in on-the-job training during the second semester of this course.

Building Trades

A variety of employment opportunities are available to individuals who successfully complete this program. Instruction includes methods and techniques in building construction. Students with allergies (dust, paint, etc.) should consult a physician prior to enrollment.

Introduction to Building Trades

Prerequisites: None
Grade Levels: 9-10
Credits: ½

This course is designed to introduce students to careers in building construction, including carpentry and masonry. Students learn the proper use of hand tools and power equipment. Basic building principles are learned through individual/group building projects.

Building Trades I

Prerequisites: Introduction to Building Trades; Basic Technical Drawing or concurrent enrollment
Grade Level: 11
Credits: 2

This course gives students an opportunity to develop entry-level skills in block and bricklaying, carpentry, blueprint reading and material estimating.

Building Trades II

Prerequisite: Building Trades I
Grade Level: 12
Credits: 2

Development of entry-level skills continues with the construction of storage sheds and small, single-family dwellings that include the need for plumbing, finish carpentry, and electrical wiring skills.

Heating, Ventilation and Air Conditioning

HVAC I

Prerequisites: Counselor recommendation; a good math, physical science, and technical drawing background is very helpful. Mechanical aptitude, interest in electricity, and good physical condition are desired traits for entering this field.

Grade Levels: 11

Credits: 1

Note: HVAC is taught in Buena Vista. Transportation is provided by Rockbridge County Schools.

This course is designed to provide students with knowledge and skills related to the manufacture, installation and servicing of air conditioning, heating and refrigeration equipment and systems with particular emphasis on manufacturing. Major units of study include safety rules, work ethic, team concepts and problem-solving; interpersonal skills, oral and written technical communications, and business protocol; history and theory; basic electricity and electronics; cooling and heating (gas, oil, electric and heat pumps) principles and systems; matter and molecules; basic refrigeration; air pressures, air handling equipment and air system balancing; blueprint reading, basic plumbing; welding, brazing and soldering; pneumatics and hydraulics; pumps, compressors and electric motors; system controls; metal working basics; manufacturing technology; energy management systems; computer technology; and system troubleshooting and repair. During the second semester development of mechanical and electrical skills pertaining to the HVAC trade/industry continues. Particular emphasis is placed on pneumatics, electronics and problem-solving techniques. Large commercial and residential heating and cooling equipment is studied including commercial refrigeration and cold storage equipment.

HVAC II

Prerequisites: HVAC I; counselor and instructor recommendations

Grade Levels:12

Credits: 1

Note: HVAC is taught in Buena Vista. Transportation is provided by Rockbridge County Schools.

The opportunity for cooperative work experience in HVAC is encouraged, as well as study in the technical areas of: Industrial Motors and Controls and PLC (Programmable Logic Controllers). Options for certification testing will be available in EPA and in HVAC Excellence.

SPECIAL EDUCATION DEPARTMENT

The special education department offers a variety of services to students found eligible for special education services under the Individuals with Disabilities Education Act. The following services are available to students with an Individualized Education Plan (IEP):

Consulting Services – Consulting services are provided to students who are in regular education courses but require accommodations or modifications in order to be successful. The special education case manager consults with the students, teachers, parent, and guidance counselors to ensure the student's IEP is being implemented and followed appropriately.

Academic Support – Academic support is available to students in regular education courses, as a pull-out option, and /or as a separate class period for all academic courses as deemed appropriate by the IEP Team.

Resource Classes – Resource classes are available to students who need additional support outside of the regular education class in the areas of reading and math.

Functional/Occupational Program – This course of study should be determined by an IEP team and only after a determination that the grade level Virginia Standards of Learning is not appropriate for the student even with the use of modifications, adaptations, supplemental aides and services. These courses will provide students real world application of skills in the areas of mathematics, reading, science, social studies, vocational education, and daily living skills.

ADDITIONAL OPPORTUNITIES

Virtual Virginia

Prerequisites: Teacher/Counselor/Principal approval; other prerequisites vary by course
Grade Levels: 9-12
Credits: Vary by course

As a program of the Virginia Department of Education, Virtual Virginia offers online Advanced Placement (AP®), world language, core academic, and elective courses to students across the Commonwealth and nation. Virtual Virginia is committed to providing high-quality, rigorous course content with the flexibility to meet schools' and students' varied schedules. This program strives to provide instruction that meets the individual needs of students. Students have computer access in a supervised classroom for one class period per day in order to complete coursework.

Students taking an online course need to have the following traits for success:

- Self-motivated to keep up with course work with minimal supervision
- Able to communicate through writing
- Able to stay on task
- Able to meet deadlines
- Willing to ask for assistance when needed
- Comfortable with computer usage including keyboarding skills, knowledge of email, and using a web browser
- Able to think ideas through before responding
- Believe that high quality learning can take place without going to a traditional class

There are nearly twenty courses offered through Virtual Virginia that are not available in a traditional classroom at Rockbridge County High School. Students who are interested in pursuing this opportunity should ask their counselor for more information.

Class.com Credit Recovery

Students who fall behind need innovative, individualized approaches to get back on the path to graduation. These rigorous online courses are designed to maximize the potential of at-risk learners, particularly those in need of credit recovery. Students must be motivated and self-directed in order to be successful in this challenging learning environment. Core academic courses and a limited number of electives are available to students who are afforded this option. Students who are interested in pursuing this opportunity are encouraged to speak with their school counselor for more information.

Independent Study

Prerequisites: Approval by counselor, Independent Study Coordinator and principal
Grade Levels: 11-12
Credits: ½ credit per semester

Independent Study provides the opportunity for students to study a topic of intense personal interest. At the end of the school year or two weeks prior to the end of a semester, students must submit a proposal to be considered for independent study for the <u>following</u> semester. In the proposal, students state objectives, specific problem definition, methods of learning, end product, and criteria for evaluation. Included in the proposal is a commitment from an advising mentor, with a plan for meeting with the student for advising and consultation during the independent study semester. The course is pass/fail, and upon successful completion, ½ credit per semester is awarded. A final presentation at the end of the semester is required. Students may submit a proposal for further study for the second semester.

Off-Site Courses for Credit

Prerequisites: None
Grade Levels: 9-12
Credits: varies by course

While we are justifiably proud of our far-reaching program offerings, we are also aware that there are an increasing number of attractive opportunities for students to earn credits other than through courses taught on our campus or at other accredited high schools in the U.S. To protect both the students and the integrity of our system, we have put some protections in place of which students need to be aware.

Approval: Students wishing to receive a credit for such an off-site course must have the course, teacher, methodology, and credit-granting institution approved by the RCHS administration prior to enrolling in the course by completing an application. Students can get the application from their school counselor. Students are urged to review the specifics of the course and to discuss the details of the course with his or her school counselor and appropriate department chair. SOL tests must be taken for SOL-driven courses. Students considering applying to colleges are advised to contact college officials to determine how the colleges view the particular course or course provider under consideration.

Grades: Students who take any course that is not listed in the Program of Studies will receive a "Pass" (P) or "Fail" (F) on their transcripts. No other grade designation will be used. Courses taken off-site will be indicated as such on the transcript.

Number of Credits: Students who wish to be ranked in their class may not have more than four off-site courses on their transcripts.

ADDITIONAL HIGH SCHOOL INFORMATION

ENROLLMENT GUIDELINES

When enrolling at RCHS, students must be accompanied by a parent or legal guardian and must provide proof of residence (gas bill, rental agreement, water bill, etc.). The following documents must also be presented:

- An official certified copy of the child's birth record (a photocopy is not acceptable). If a certified copy cannot be obtained, the person enrolling the child must submit a sworn statement setting forth the child's age and explaining the inability to present a certified copy of the birth record.
- Documentation indicating that the child has received the required immunizations. They include:
    - DPT or DTap – at least one dose of DTP or DTap after 4th birthday unless received 6 doses before 4th birthday
    - 3 Polio – at least one dose after 4th birthday unless received all four doses of all OPV or all IPV prior to 4th birthday
    - 2 Measles – first dose on or after 12 months of age; 2nd dose prior to entering kindergarten
    - 1 Mumps – on or after 12 months of age
    - 1 Rubella – on or after 12 months of age. (Measles, Mumps and Rubella requirements are also met by 2 MMR – first dose on or after 12 months of age; 2nd dose prior to entering kindergarten.)
    - Hepatitis B – three doses required (two doses if Merck adult formulation given between the ages of 11 and 15)
    - 1 Varicella – to susceptible children born on or after January 1, 1997; dose on or after 12 months of age
    - Tdap Booster required for entry into 6th grade if at least five years have passed since last Tetanus-containing vaccine
- Social Security Number

Once we have received records from the previous school, the assigned counselor will call to schedule a registration appointment. During this appointment, the counselor will help the student become familiar with the school and develop a course schedule that will meet the child's academic needs and career goals.

It is important to note that we operate on a traditional seven period day for the entire school year. If a student transfers to RCHS from a block schedule, he or she may have limited course options.

SOL REQUIREMENTS FOR TRANSFER STUDENTS

Standard Diploma

Grade Upon Enrolling	Required SOL Verified Credits
9th Grade	6 Verified Credits (2 English, 1 Math, 1 Social Studies, 1 Science + 1 Other)
Beginning 10th	6 Verified Credits (2 English, 1 Math, 1 Social Studies, 1 Science + 1 Other)
During 10th	4 Verified Credits (1 English, 1 Math, 1 Social Studies, 1 Science)
Beginning 11th	4 Verified Credits (1 English, 1 Math, 1 Social Studies, 1 Science)
During 11th	2 Verified Credits (1 English + 1 Other)
Beginning 12th	2 Verified Credits (1 English + 1 Other)
During 12th	Student must be given every opportunity to earn a diploma. If not possible, arrange to have a previous school award a diploma or seek waiver of verified credit requirements from VDOE

**Beginning = within first 20 hours of instruction per course
**During = after first 20 hours of instruction per course

Advanced Diploma

Grade Upon Enrolling	Required SOL Verified Credits
9th Grade	9 Verified Credits (2 English, 2 Math, 2 Social Studies, 2 Science + 1 Other)
Beginning 10th	9 Verified Credits (2 English, 2 Math, 2 Social Studies, 2 Science + 1 Other)
During 10th	6 Verified Credits (2 English, 1 Math, 1 Social Studies, 1 Science + 1 Other)
Beginning 11th	6 Verified Credits (2 English, 1 Math, 1 Social Studies, 1 Science + 1 Other)
During 11th	4 Verified Credits (1 English + 3 Others)
Beginning 12th	4 Verified Credits (1 English + 3 Others)
During 12th	Student must be given every opportunity to earn a diploma. If not possible, arrange to have a previous school award a diploma or seek waiver of verified credit requirements from VDOE

**Beginning = within first 20 hours of instruction per course
**During = after first 20 hours of instruction per course

HOME INSTRUCTION

Students who have been instructed at home who wish to be enrolled in the Rockbridge County Public Schools will be placed at the appropriate grade level as determined by school administrators. The following standards will be used to determine credits and grade placement at the high school level:

- Students pursuing a Rockbridge County High School diploma must, in advance of requesting credit from home instruction, do the following:
    - Be qualified for home instruction by the Superintendent,
    - Register for classes with a school counselor,
    - Have a schedule approved by school officials.
- The majority of credits earned for graduation must be from courses taken and passed at RCHS. The following classes must be taken at RCHS:
    - English 11
    - English 12
    - US History
    - US Government
    - Two Math Courses
    - Two Science Courses
- All established class prerequisites must be met before a student may enroll in one of the above classes.
- A grade of Pass (P) will be given for credits earned through home instruction and will not be used in computing grade point averages (GPAs). Students who wish to count credits toward graduation through the home schooling process will not be included in the class rank.
- Availability of classes to students not pursuing a high school diploma can be restricted when enrollments exceed 75% of established capacities.

DECLARATION OF NON-DISCRIMINATION

Declaration of Non-Discrimination: Rockbridge County Schools offer all programs and activities free from discrimination on the basis of race, color, national origin, religion, age, disability or sex. Grievance procedures for any forms of discrimination are published in the Rockbridge County Policy Manual located in the public library, in each school, at the school board office, and online at:

http://www.rockbridge.k12.va.us/RCS_Policy/default.htm

Specific complaints under Title IX should be sent to the Assistant Superintendent; Section 504 complaints regarding discrimination should be sent to the Director of Special Education; all other discrimination complaints should be sent to the Superintendent. These persons may be reached at the Rockbridge County Schools Administrative Offices, 1972 Big Spring Drive, Lexington, VA 24450, or by calling (540) 463-7386.