CREATING POSSIBILITIES

ROCKBRIDGE COUNTY PUBLIC SCHOOLS

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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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 with all rising tenth, eleventh, and twelfth grade 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 encouraged to participate in this 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 18 of the Program of Studies, before having their registration meeting with their counselors.

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.

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

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

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

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 AN ADVANCED STUDIES DIPLOMA

To graduate with an Advanced Studies Diploma, a student must earn at least 24 or 26 standard units of credit, depending on when he or she entered ninth grade, and at least nine verified units of credit:

- Students who entered ninth grade for the first time during and after 2011-2012 must earn at least 26 standard units of credit.
- Students who entered ninth grade before 2011-2012 must earn at least 24 standard units of credit.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

Please note: Your 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 OTHER DIPLOMAS

STANDARD DIPLOMA CREDIT ACCOMMODATIONS

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma. A student's transcript would not reflect the use of credit accommodations for the Standard Diploma.

Credit accommodations are determined by the IEP team or 504 committee 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 credit accommodations after a review of the student's academic record and full disclosure of the student's options. IEPs and 504 plans must specify which credit accommodations are allowed and under what circumstances.

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

- The student must have a current IEP or 504 plan with standards-based content goals.
- The student must have a disability that precludes him or her from meeting grade-level expectations but is learning on-grade-level content.
- The student must need significant instructional supports to access grade-level SOL content and to show progress.
- The student, based on multiple objective measures of past performance, might not be expected to achieve the required units of credit within the standard time frame.

Credit accommodations for students with disabilities may include:

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

While credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the 22 standard credits and six verified credits required to graduate with a Standard Diploma. In contrast, only 20 standard credits and 0 verified credits are required for the Modified Standard Diploma.

Credit accommodations are not available for the Advanced Studies Diploma.

MODIFIED STANDARD DIPLOMA

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

The student must:

- Be allowed to pursue a Standard or Advanced Students Diploma at any time throughout his or her high school career;
- Not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma; and
- Pass literacy and numeracy competency assessments as prescribed by the Board:
    - For students who entered the ninth grade in 2000-01 and beyond, the literacy and numeracy competency assessments are the eighth-grade English Reading test and the eighth-grade Mathematics SOL test.
    - The Board also approved four additional substitute assessments to satisfy the literacy and numeracy requirements for students pursuing a Modified Standard Diploma.

NOTE: The Modified Standard Diploma will not be an option for students with disabilities who enter the ninth grade for the first time after 2012-2013. Beginning with students entering ninth grade for the first time in 2013-2014, credit accommodations will be provided to allow students with disabilities who previously would have pursued a Modified Standard Diploma to earn a Standard Diploma.

Discipline	**Standard Credits**
English	4
Mathematics	3
Laboratory 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.

SPECIAL DIPLOMA

Students identified as disabled who meet the requirements of their individualized education programs, but do not meet the requirements for the Advanced Studies, Standard, or Modified Standard (prior to 2013-2014) Diplomas, will be awarded a Special Diploma.

These students are not ranked.

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 or Advanced Studies 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 (available only to students who enter the ninth grade prior to 2013-2014)

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 complete the requirements for a Standard Diploma or Advanced Studies 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 complete the requirements for the Advanced Studies Diploma 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 courses shall receive the Governor's Seal on the diploma.

BOARD OF EDUCATION CAREER & TECHNICAL EDUCATION SEAL

The Board of Education's Career and Technical Education Seal will be awarded to students who:

- Earn a Standard Diploma 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 Diploma or Advanced Studies Diploma and 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 earn up to 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 (for semester courses). All requests to drop a class are initiated by contacting the student's counselor. Every effort will be made to allow students to be in their requested courses; however, these requests will only be approved when there is available space in an alternate class. Therefore it is important for students to carefully consider the courses they register for in the spring.

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.

WITHDRAWAL POLICY

If a student drops a course during the:

1st Quarter	No penalty—nothing is recorded.
2nd Quarter	WP (withdrawn passing) or WF (withdrawn failing) is recorded. Exception: For semester courses a WP or F for failure is recorded.*
3rd Quarter	WP or WF is recorded.
4th Quarter	WP or F for failure is recorded.*

*Unless there are unusual circumstances, a student who has a passing grade may not withdraw during the terminating quarter of the course. After the conclusion of the add/drop periods, decisions to allow students to drop a course are made on a case-by-case basis by the appropriate grade level administrator.

HONORS 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 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:

Algebra II Honors	English 9 Honors	Introduction to Calculus
Biology Honors	English 10 Honors	Latin IV, V Honors
Chemistry Honors	French III, IV, V Honors	Pre-Calculus Honors
Earth Science Honors	Geometry Honors	Sociology Honors
Economics and Personal Finance Honors	Human Anatomy and Physiology Honors	Spanish III, IV Honors

ADVANCED PLACEMENT COURSES

The Advanced Placement (AP) Examination Program is a service provided by the 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 <u>may be</u> offered this year for Advanced Placement:

Biology AP	English 12 AP	Statistics AP
Calculus AP	Latin V or VI AP	US History AP
Chemistry AP	Physics AP	US Government AP
Computer Science AP	Spanish V AP	World History AP
English 11 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 placement 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 *<u>may be</u>*** offered this year for Dual Enrollment:**

Calculus AP/DE	English 12 DE	Physics AP/DE
Latin IV, V, VI AP/DE	Health Assistant II	

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 grades of "A" or "B" in all their courses 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.

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. Classes resulting in one high school credit include Algebra I, Agriculture I, Introduction to Drafting and Technology, Latin I, Latin II, Spanish I, Spanish II and World History/Geography I. Spanish taken in parts requires the student to complete both Part A and Part B to receive one high school credit for Spanish I. Classes resulting in a half credit include Individual Development, Introduction to Trades, Keyboarding Secondary and Computer Applications. These courses will count toward fulfilling the credits needed for graduation. The 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:

- 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.
- NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
- Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.
- Test scores: Division I uses a sliding scale to match test scores and core grade-point averages (GPA). Division II requires a minimum SAT score of 820 or an ACT sum score of 68. The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

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.eligibilitycenter.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 Honors	- English 10 - English 10 Honors - Journalism I - Creative Writing	- English 11 - English 11 AP - Journalism I, II - Creative Writing	- English 12 - English 12 AP/DE - Journalism I, II, III - Creative Writing
Social Studies	- World History II	- World Geography - World History AP	- 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 - Algebra I CP - Geometry - Geometry Honors	- Geometry - Geometry Honors - Algebra II - Algebra II Honors	- Algebra II - Algebra II Honors - Pre-Calculus - Pre-Calc. Honors - Statistics AP	- Pre-Calculus - Pre-Calc. Honors - Intro to Calculus - Calculus AP - Statistics AP
Science	- Earth Science - Earth Science Honors - Biology Honors	- Biology - Biology Honors - Chemistry - Chemistry Honors	- Chemistry - Chemistry Honors - Chemistry II - Biology II - Human Anatomy & Physiology Honors - Biology AP - Geology - Astronomy - Oceanography - Ecology	- Physics - Physics AP - Biology AP - Chemistry AP - Chemistry II - Biology 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 - Percussion Ensemble - Wind Ensemble - 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	-Intro to Auto Body Repair -Intro to Automotive Technology -Intro to Building Trades -Intro to HVAC	-Intro to Auto Body Repair -Intro to Automotive Technology -Intro to Building Trades -Intro to HVAC	Auto Body Repair I	Auto Body Repair II
Automotive Technology			Automotive Technology I	Automotive Technology II
Building Trades			Building Trades I	Building Trades II
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. ***Introduction are to be taken once during either the 9th or 10th grade***				

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 - Technical Drawing and Design - Electronics Technology I	- Introduction to Drafting and Technology - Technical Drawing and Design I or Engineering and Architectural Drawing and Design - Electronics Technology I or II	- Technical Drawing and Design I or Engineering and Architectural Drawing and Design or Advanced Drawing and Design - Electronics Technology I, II or III	- Engineering and Architectural Drawing and Design or Advanced Drawing and Design - Electronics Technology III or - Robotics Technology
Completer Sequences – **Drafting:** Introduction to Drafting and Technology, Technical Drawing and Design or Engineering and Architectural Drawing and Design (Engineering and Architectural Drawing and Design 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* Word Processing	Keyboarding Secondary *Computer Applications* Principles of Business & Marketing *Computer Information Systems* Office Administration Accounting *Design, Multimedia, & Web Technology* Word Processing	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: _____

Post-Secondary Goal: _____

Career Interest: _____

Program Pathways: _____ _____

- ☐ S = Standard diploma
- ☐ AS = Advanced Studies diploma
- ☐ MS = Modified Standard diploma
- ☐ Special Diploma

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

Prerequisite: 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

Prerequisite: 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 Honors

Prerequisite: Teacher Recommendation
Grade Level: 9
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

For this advanced course, students must be self-disciplined and willing to adhere to a high standard of excellence in their coursework. The curriculum consists of reading and analyzing classical and contemporary literature and writing literary analyses. In order to succeed in this class, students must demonstrate a thorough work ethic, show responsibility for completing their assignments and possess the desire to learn. Throughout the year, students will be expected to read and analyze more than one piece of work at the same time, and many of the assignments are collaborative and require that all group members are focused and prepared to contribute fully. The class will also exact more in-depth and analytical tests, assignments, and writings, and a student's base knowledge in literary and grammatical conventions should be strong. In addition, any student considering this course should be aware that motivation is a crucial component for success in this class and future AP courses.

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 Honors

Prerequisites: English 9 or English 9 Honors; teacher recommendation
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 Honors; 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 but 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 Dual Enrollment

Prerequisites: English 11 and a passing score on DSLCC placement test
Grade Level: 12
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

English 12 dual enrollment challenges students to improve composition abilities through the development of critical thinking skills and effective use of the writing process. Through discussion, illustrative readings, and individual practice, students will develop an individual response to the process of good written communication and will utilize a complete writing process that encourages discovery, defined/implied purpose, and supported evaluation; incorporate various readings and experiences in the writing process; develop their ability to read, respond to, and analyze college-level texts—both their own and others'—in order to summarize/evaluate such texts; refine their written communication skills in order to present clear, cohesive writings that evidence audience and purpose awareness as well as grammatical and mechanical skill; learn the process of researching credible sources and incorporating those sources/materials appropriately, and avoid plagiarism; and produce 15 to 20 pages of completed, graded text which includes at least one documented essay.

English 12 Advanced Placement

Prerequisite: English 11; teacher recommendation or submission of portfolio and timed writing which will be scored by a panel of English teachers
Grade Level: 12
Credits: 1 high school credit
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.

Creative Writing

Prerequisite: Students must truly enjoy writing and be dedicated to the process of improvement
Grade Levels: 10-12
Credits: 1

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. 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.

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 Foundations

Prerequisites: No previous art class is necessary; however, the student should have an interest in art
Grade Levels: 9-12
Credits: 1

In this foundation course, students are given the opportunity to explore the elements of art: line, color, shape, form, texture, value, and volume. Art history and appreciation are included in this course. There are sketchbook assignments in which the students are expected to spend the equivalent of one class period on each assignment.

Art I Advanced

Prerequisite: No previous art class is necessary; however, the student should have a strong interest in art, be highly motivated, and possess a strong work ethic and a commitment to the creative learning process. Completion of a summer assignment is required.
Grade Levels: 9-12
Credits: 1

In this course, students are given the opportunity to explore the elements of art: line, color, shape, form, texture, value, and volume. There is a strong emphasis on drawing and painting. Art history and appreciate are included in this course. There are weekly sketchbook (homework) assignments in which the 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: repetition, variety, balance, emphasis, rhythm, movement, and proportion. The rigorous curriculum includes 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 teach students how to take and print interesting, fine art photographs with digital cameras. This course includes instruction in composition, digital technology, archival printing and the history of photography. Students who take this course must have strong time management skills. They will be required to take 50-100 photographs per week independently outside of class in order to have adequate choices for their assignments.

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 or director recommendation
Grade Levels: 9-12 (wind instrument players only)
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 musical balance, blend, intonation, and style. The students will study major scales, instrumental tone exercises, instrumental technique exercises, as well as sight-read and prepare music VBODA Grade II or higher. Students will have the opportunity to perform as a group for concerts, performance trips, or other functions both inside and outside of RCHS.

Percussion Ensemble I

Prerequisites: none (any students welcome)
Grade Levels: 9-12
Credits: 1

This class is intended to allow students the opportunity to begin their first study of percussion in high school. As there is no prerequisite, students can start in this class without having prior experience, and will be aided by the experience of the Percussion II students in the same room. This class will give students a basic understanding of the fundamentals of being a percussionist. It will allow them to develop their interest in percussion, drum set, battery percussion, reading basic music notation, etc. Students will perform as individuals, as part of the percussion ensemble, as well as part of the band. Students in this class will team with the Percussion II students to form the percussion section of the Wind Ensemble and Symphonic Band. Performances and occasional after-school rehearsals are required.

Percussion Ensemble II

Prerequisites: 8th grade band; director permission or audition
Grade Levels: 9-12
Credits: 1

This course is designed for the total percussionist, drawing on previous percussion experience. The focus of the course will be the development of skills on snare drum, timpani, keyboard percussion, battery percussion, and auxiliary instruments. The students will learn a variety of percussion techniques, continue to strengthen their execution of percussion fundamentals, and perform as the percussion section of the Wind Ensemble and Symphonic Band. These students will also sight-read and prepare music as individuals, as part of the percussion ensemble, as well as part of the band. These students will serve as role models for the Percussion I students who will be learning in the same classroom at the same time. Performances and occasional after-school rehearsals are required.

Wind Ensemble

Prerequisites: 8th grade band; teacher permission or audition
Grade Levels: 9-12 (wind instrument players only)
Credits: 1

This course is designed to build upon skills learned in prior years of instrumental experience, whether in middle school or the RCHS Symphonic Band. This course will continue to focus on balance, blend, intonation, and style. Students will further their study of scales (major and minor), instrumental tone studies, instrumental technique studies, and will sight-read and prepare music of VBODA Grade III or higher. Students will have the opportunity to perform as a group for concerts, festivals, performance trips, and other functions both inside and outside of RCHS.

Jazz Band

Prerequisites: middle school jazz band; teacher permission or audition
Grade Levels: 9-12
Credits: 1

This class explores the playing and performing of various jazz music styles. The students will study and perform music designed for the traditional big band or jazz combo ensembles, depending upon enrollment and/or instrumentation. Students will also have the opportunity to study improvisation as individuals and as a part of the ensemble. The instrumentation for this class is open to the following instruments: Two alto saxophones, two tenor saxophones, 1 baritone saxophone, four trumpets, four trombones, piano, guitar, bass, and two drum set percussion students. These students will have the opportunity to perform at concerts, festivals, performance trips, and other functions both inside and outside of RCHS.

Marching Band

Prerequisites: 7th grade band; teacher permission
Grade Levels: 8-12
Credits: ½ (1st semester class only)

The award-winning Rockbridge County High School Marching Wildcats are the most visible performing group of the entire RCHS Music Department. This group consists of all woodwind and brass instruments, as well as battery percussion (marching drumline), and keyboard and auxiliary percussion as well. This group gets the incredible opportunity to perform at all RCHS home football games, as well as various parades, festivals, and marching competitions throughout the state. It is required that all members of the Marching Wildcats also be a member of an in school music ensemble (band class), but in the event of unavoidable scheduling issues, exceptions can be made. The Marching Wildcats rehearse during a 2 week band camp at

RCHS before the start of the school year, and 2-3 days a week after school each week when RCHS comes into session. Being a member of the Marching Wildcats is an incredible opportunity to form life-long friendships, develop personal characteristics of teamwork and cooperation, and to have a lot of fun performing a great show with your peers.

Chorus

Prerequisites: Director recommendation and audition with director
Grade Levels: 9-12
Credits: 1

This class is designed to give students the opportunity to experience music performance as a member of a mixed chorus. Upon selections, students will be placed into the group as one of four voice parts: Soprano/Alto (females), or Tenor/Bass (males). This chorus will rehearse and perform pieces from a variety of musical styles and composers. Students will learn to follow musical notation, recognize time and key signatures, and to sing as part of large and small ensembles. Students will also learn to use appropriate posture and breathing techniques, to sing music containing two or more parts, and to respond vocally to conducting gestures and expressive signals. This ensemble will also learn how to execute expected rehearsal and performance etiquette.

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 completing a form which will be provided by the 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 completing a form which will be provided by the 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 History & Geography II (from 1500 to present)

Prerequisites: World History I
Grade Level: 9
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.

World Geography

Prerequisites: None
Grade Level: 10
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.

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

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

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 Honors

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

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.

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

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

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; Pythagorean theorem; and trigonometric ratios. There is less emphasis on formal proofs. 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; Pythagorean theorem; 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.

Algebra, 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, 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/Trigonometry 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.

Grade 12 Capstone

Prerequisites: Algebra, Functions and Data Analysis or Algebra II; 2 verified credits in mathematics.
Grade Levels: 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); jump drive provided by the student; completion of summer assignment prior to first day of class.

This grade 12 capstone course is designed to prepare college-bound seniors with skills that will be essential for success in freshman level classes. Students going to college but not planning to major in a math-related field may find this class especially helpful. The course is application-based and combines mathematics concepts learned in previous high school courses with research methods and computer application skills. Students will frequently practice research based writing skills in preparation for college level work. Instruction will be delivered through researching real life issues to produce projects that demonstrate understanding and could possibly be presented to appropriate community leaders.

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 Honors

Prerequisites: Pre-Calculus; teacher recommendation
Grade Level: 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.

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.

AP Calculus BC / 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 BC curriculum as prescribed by the College Board. 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).

AP Computer Science A

Prerequisites: Algebra II
Grade Levels: 11-12
Credits: 1

This course is an introductory course in computer science. The course offers the student an opportunity to pursue special computer interests and provides a forum for students to share and discuss advanced computer topics. It is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines that require significant involvement with technology. At the conclusion of the course, students will be able to: design and implement solutions to problems by writing, running, and debugging computer programs; use and implement commonly used algorithms and data structures; develop and select appropriate algorithms and data structures to solve problems; code fluently in an object-oriented paradigm using the programming language Java; read and understand a large program consisting of several classes and interacting objects; and recognize the ethical and social implications of computer use. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

Statistics Advanced Placement

Prerequisites: Pre-Calculus or concurrent enrollment; 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.

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.

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.

Earth Science Honors

Prerequisites: Teacher recommendation based on a previous strong science and math performances
Grade Levels: 9
Credits: 1
Requirement: Completion of summer assignment.

This accelerated course examines in more detail and depth the 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, rigorous tests, projects, plus extended reading and writing assignments.

Biology

Prerequisites: Teacher recommendation based on a previous strong science and math performances
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 Honors

Prerequisites: Teacher recommendation based on a previous strong science and math performances
Grade Levels: 9-10
Credits: 1
Requirement: Completion of summer assignment.

Biology Honors 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. Students will be expected to complete homework nightly.

Chemistry Honors

Prerequisite: Algebra II Honors or concurrent enrollment
Grade Levels: 10-11
Credits: 1
Requirement: Completion of summer assignment.

This is an accelerated course that prepares students for Chemistry Advanced Placement. Chemistry Honors incorporates much applied mathematics and is progressive in its topics, with emphasis being placed on problem solving techniques and higher order 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 lab reports. The intensity of this course requires that students be able to commit to additional time outside of the classroom to maintain the pace and depth of material to be covered.

Chemistry II

Prerequisite: Chemistry
Grade Levels: 11-12
Credits: 1

Chemistry II is a second year chemistry course which is designed for a student who has successfully completed first year chemistry, either honors or CP. The concepts covered in this course are solutions, thermochemistry and thermodynamics, equilibrium and Le Chatlier's Principle, acid base reactions and equilibrium, solubility products, and electrochemistry. This course will be taught with a lab based focus on investigation of these concepts through laboratory experiences and hands-on activities. This course is not designed to prepare a student to take the AP Chemistry test as the content covered will not be sufficient.

Earth Science II: Geology

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

This semester course focuses on petrology (the study of rocks) and the geologic evolution of Virginia. Students will examine numerous mineral and rock hand samples, review plate tectonics and mountain building processes, and learn the origin of Virginia's geologic formations. Other topics include: geologic structures (folds and faults); the origin of ore deposits; and petrography (the lab study of rock microscope slides). A half-day field trip will allow students to investigate Blue Ridge province geology.

Earth Science II: Astronomy

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

This semester course 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

This semester course 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.

Biology II: Ecology

Prerequisites: Biology
Grade Levels: 11-12
Credits: ½

This semester course explores the scientific concepts pertaining to the field of ecology. This introduction to ecological thought and principles will investigate the interrelationships of the biotic (living) and abiotic (non-living) elements of the environment. Topics will include: levels of organization, energy flow in the biosphere, organism interactions, population dynamics, biogeochemical cycles, and biomes. Students will incorporate current events and current issues including oil spills, fracking, recycling, sustainability, etc. to give relevance to the concepts covered in the classroom.

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 Honors: Human Anatomy and Physiology

Prerequisites: Biology; Chemistry or concurrent enrollment
Grade Levels: 11-12

Credits: 1

Requirement: Completion of summer assignment.

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

Prerequisites: Chemistry or concurrent enrollment
Grade Levels: 11-12
Credits: 1

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

Prerequisite: Chemistry Honors; Chemistry with teacher recommendation
Grade Levels: 11-12
Credits: 1 high school credit
Requirement: Completion of summer assignment.

Chemistry AP is a second year chemistry course which is designed to be the equivalent of two semesters of general chemistry and its laboratory, usually taken in the first year of college. Topics include matter, solutions, thermochemistry, reactions, kinetics, equilibrium, acid-bade equilibrium and electrochemistry. This course will prepare students to take the AP test and with successful completion, students can earn 8 college credits. Both the textbook and laboratory experiments are on the college level and students should expect to spend a considerable amount of time on both the course work and laboratory reports. This course is very rigorous, requiring additional hours outside of class time for laboratory work, reading and problem sets. Students should be motivated, independent, and responsible learners, and be prepared to take the AP Exam in May.

Advanced Placement Physics C: Mechanics

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 Physics C: Mechanics 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.

Advanced French I

Prerequisite: Teacher recommendation or successful completion of another language class
Grade Levels: 9-12
Credits: 1

Advanced French I is a year-long course that emphasizes advanced communication in all areas of the language through debates, discussions, essays, and authentic texts and situations. Emphasis is placed on internationalism, global issues, and cross-cultural connections. Immersion instruction and participation in French is required. 30 minutes of study per night is expected.

French II

Prerequisites: French I
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 primarily in English.

Advanced French II

Prerequisite: "A" average in Advanced French I or completion of French I with teacher recommendation
Grade Levels: 9-12
Credits: 1

Advanced French II is a year-long course that focuses on preparation for French III Honors. Students are expected to think critically and communicate effectively in all language modes based on native/authentic situations and resources. A global perspective is incorporated via analysis of political and social issues. 30 minutes of study per night is expected.

French III

Prerequisites: French II
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 III Honors

Prerequisites: "A" average in Advanced French II or completion of French II with teacher recommendation
Grade Levels: 9-12
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class.

This course provides an in-depth study of French language and cultures. Developing communication continues in various tenses and structures on a wide variety of topics such as person history, health, social issues, and future plans. Students are expected to perform at a higher level of independence to complete more challenging and in-depth performance tasks. The curriculum is also enriched with literature and history when time allows. 30 minutes of study per night is expected.

French IV Honors

Prerequisites: "A" average French III Honors
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 will contribute to his or her success.

French V Honors

Prerequisites: "A" average in French IV Honors
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 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 Vergil-Caesar AP curriculum one year and a survey of Latin literature and culture the next (as an Honors class). For 2013-2014, it will be the general Honors survey course, and students will be required to complete a summer reading assignment for this class. The course will be structured around several thematic and/or generic 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 5th and 6th year students, and 4th year seniors), but not required. The Latin SAT II is recommended at some point during this course, and students will participate in a variety of local, regional, and national contests and certamina.

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 and projects promote communicative skills, cultural awareness and connections with other disciplines.

Advanced Spanish I

Prerequisite: Teacher recommendation or successful completion of another language class ("A" average)
Grade Levels: 9-12
Credits: 1

Advanced Spanish I is a year-long course that emphasizes advanced communication in all areas of the language through debates, discussions, essays, and authentic texts and situations. Emphasis is placed on internationalism, global issues, and cross-cultural connections. Immersion instruction and participation in Spanish is required. 30 minutes of study per night is expected.

Spanish II

Prerequisites: Spanish I
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 in class. Classroom instruction will be primarily in English.

Advanced Spanish II

Prerequisites: "A" average in Advanced Spanish I or completion of Spanish I with teacher recommendation
Grade Levels: 9-12
Credits: 1

This course is a more in-depth intermediate course with focuses on listening, speaking, reading, and writing. Students will be challenged to synthesize all previously learned material. Hispanic cultures will be explored through classroom activities, internet activities and research. Students will be required to use Spanish in their daily interactions in class with the teacher and other students. Students are expected to spend about 30 minutes every night with homework and/or studying vocabulary. Students should be able to extend what they have learned outside the classroom and become more motivated independent learners and researchers. Students should be highly motivated and intend to continue their language study to the highest level.

Spanish III

Prerequisites: Spanish II
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. Students are expected to work on independent and group projects that develop communicative skills, cultural awareness and connections with other disciplines studied. Classroom instruction is primarily in English and most assignments will be completed during class.

Spanish III Honors

Prerequisite: "A" average in Advanced Spanish II or completion of Spanish II with teacher recommendation
Grade Levels: 9-12
Credits: 1
Requirement: Completion of summer assignment prior to the first day of class

Spanish III Honors is an advanced course conducted in an increasingly immersed atmosphere which uses authentic selections of Hispanic literature to improve listening, speaking, reading, and writing skills in Spanish at a highly academic level. Hispanic cultures will be explored through classroom activities, literary reading, internet activities, and research. Students will be required to use Spanish in their daily interactions in class with the teacher and other students. Students will be required to complete summer grammar exercises as well as maintain a journal throughout the year. Students are expected to spend about 30 minutes every night with homework and/or studying vocabulary.

Spanish IV Honors

Prerequisites: "A" average in Spanish III Honors
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: "A" average in Spanish IV Honors
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.

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 use the Microsoft IT Academy Online and other resources to learn to use Microsoft Office programs. Microsoft Office Specialist (MOS) training and testing for industry certification will be offered in this course. Students will complete various projects in word processing, spreadsheets, databases, multimedia presentations, and Web site design.

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: 9-12
Credits: 1

Students will use the Microsoft IT Academy Online and other resources to 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 will prepare and be tested for industry certification as a Microsoft Office Specialist in Microsoft Word.

Design, Multimedia and Web Technologies

Prerequisites: Keyboarding Secondary and at least one other high school computer 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 learn to develop Web sites using Microsoft Expression Web. Students will create and edit graphics using Microsoft Expression Design and Macromedia Fireworks. Students will prepare and be tested for industry certification as a Microsoft Office Specialist in Microsoft PowerPoint.

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 enrolled in Individual Development 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 leadership to individuals, families, and society. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of individual mental, emotional, and physical health are emphasized. Teachers highlight the basic skills of mathematics, science, and communication when appropriate in content.

Leadership Development

Prerequisite: Individual Development
Grade Levels: 9-12

Credits: ½

Students develop competencies in identifying individual aptitudes in relation to effective leadership skills, understanding organizational behavior, using effective communication in the workplace, handling human resources and organizational problems, supervising and training employees, resolving conflict, and planning for the future. Continuing education in leadership is emphasized as well as practical leadership experiences in cooperation with school and community leaders.

Nutrition and Wellness

Prerequisites: None
Grade Levels: 9-12
Credits: ½

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

Family Relations

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

Students enrolled in Family Relations 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. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of family responsibilities and services are emphasized. Teachers highlight the basic skills of mathematics, science, and communication when appropriate in content.

Child Development & Parenting

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

Students enrolled in Child Development and Parenting focus on analyzing parenting roles and responsibilities, ensuring a healthy start for mother and child, evaluating support systems that provide services for parents, and evaluating parenting practices that maximize human growth and development. Critical thinking, practical problem solving using case studies, and entrepreneurship opportunities within the area of parenting responsibilities and child development are emphasized. Teachers highlight the basic skills of mathematics, science, and technology when appropriate.

Life Planning

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

Life Planning equips students with the skills to face the challenges in today's society. Students will develop a life-management plan which includes Developing Career, Community, and Life Connections; Applying Problem-Solving Processes to Life Situations; Creating and Maintaining Healthy Relationships; Developing Strategies for Lifelong Career Planning; Developing a Financial Plan; Examining Components of Individual and Family Wellness; and Demonstrating Leadership within the Community. Critical thinking and practical problem solving are emphasized through relevant life applications.

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

Prerequisites: Culinary Technology I; teacher recommendation
Grade Levels: 11-12
Credits: 2

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 are 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

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 and Design Technology

Drafting and Design 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 entrepreneur. It provides a foundation for career preparation at the entry level or post-secondary level. Students who complete this course then take Engineering Drawing or Architectural Drawing and Design will have the opportunity to test for the NOCTI national drafting certification.

Technical Drawing and Design

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 engineering and architectural building plans, 3-D computer modeling, product design, rendering, and model making. Course focus will be on understanding of being able to accurately represent 3-D and 2-D design drawings for production. Student's use industry-standard computer-aided drawing and design software's, established drafting standards, develop a portfolio and prepare models from drawings for presentation and testing. 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.

Architectural Drawing and Design

Prerequisites: Technical Drawing and Design (Drafting I); teacher recommendation
Grade Levels: 11-12
Credits: 1

Students learn the principles of architecture and increase understanding of working drawings and construction techniques learned in the prerequisite course. Experiences include residential and light commercial building designs, renderings, model making, structural details, building codes, and community planning. Students use computer-aided drawing and design (CAD) equipment and established standards or codes to prepare models for presentation and maintain a portfolio starting with their Technical Drawing and Design portfolio. The course provides information helpful for the homeowner and is especially beneficial to the future architect, interior designer, or home builder.

Engineering Drawing and Design

Prerequisites: Technical Drawing and Design (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 team and individual designs. 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 and individual problem solving. They will maintain a portfolio adding to their Technical Drawing and Design portfolio.

Advanced Drawing and Design

Prerequisites: Either Engineering or Architectural Drawing and Design, teacher recommendation
Grade Level: 12
Credits: 1

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

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
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 Certified Electronics Technician (CET) exams. The title of CET is required for many government and industry electronics jobs.

Robotics Technology

Prerequisites: Electronics III; 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; Introduction to Drafting and Technology 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 & Air Conditioning

Introduction to HVAC

Prerequisite: None
Grade Levels: 9 & 10
Credits: ½

The Heating, Ventilation, Air Condition and refrigeration (HVACR) program is a two-year course designed to give students the basic skills and technical knowledge necessary to gain employment in the HVAC area. These skills include installing air-conditioning equipment, ductwork, and heat pumps, furnaces. In addition, students will learn to maintaining and servicing HVAC equipment and the theory of design for the equipment.

HVAC I

Prerequisite: Introduction to HVAC
Grade Levels: 11
Credits: 2

This instructional program prepares students to install, repair, and maintain the operating conditions of heating, air conditioning, and refrigeration systems. Students work with piping and tubing, study heat and electricity, install duct systems, and comply with EPA regulations. Students will troubleshoot mechanical and electrical failures and identify the difference between the two. Students will also have the opportunity to become OSHA 10 certified.

HVAC II

Prerequisites: HVAC I
Grade Levels: 12
Credits: 1

This instructional program prepares students to install, repair, and maintain the operating conditions of heating, air conditioning, and refrigeration systems. Students combine classroom instruction and supervised on-the-job training in an approved position

with continuing supervision throughout the school year. Options for certification testing will be available by taking the CFC test certified by the EPA. Completion of this sequence may prepare students for employment in a variety of HVAC occupations.

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.

ENGLISH AS A SECOND LANGUAGE SERVICES

The Rockbridge County Public Schools English as a Second Language (ESL) Program offers a variety of services to students with limited English proficiency as defined in Public Law 107-110 of the *No Child Left Behind Act of 2001*, Title VI of the Civil rights Act of 1964, and the Code of Virginia [COV § 22.1-253.13:1 D.11]. The services described below are available to students who are English language learners.

- **Regular Classroom Instructional Support:** Instruction in English speaking, listening, reading and writing and/or instructional support in academic content areas occurs individually or in a small group within a classroom. This method of service provides the student with a greater opportunity to practice the English language and/or to receive assistance in acquiring academic content. The ESL teacher collaborates with the classroom teacher to modify lessons and to meet the student's language needs and provides appropriate curriculum resources for learning the English language.
- **Resource Class:** Resource classes provide students with instruction and support in English language and academic content learning. The ESL teacher works in collaboration with the classroom/content teacher to modify academic content lessons and to add supports so students can learn English and academic information more easily.
- **Tutoring:** Before, during, and after school tutoring provides students with individualized support in English language and/or in academic content learning.

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 following 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 enroll in off-site courses, with the intent of earning high school credit through RCHS, which are not being provided through Rockbridge County Public Schools may do so only with prior approval of the RCHS Principal on a case-by-case basis. Applications for participating in off-site courses will be available through the RCHS Guidance Department.

Students may enroll in a variety of courses, including courses designed to meet Virginia SOL requirements. Students enrolling in courses to meet Virginia SOL requirements must furnish a written statement from the instructor or the course provider indicating how SOL requirements will be met. Students will be expected to take the associated SOL test when available.

Standard units of credit will be awarded for the successful completion of this coursework when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, approved by the school board. Verified credits may be earned when the student has passed the SOL test associated with an off-site course.

Grades Reporting and Transcripts: Students enrolled in off-site courses being taken for RCHS credit will receive a "PASS" (P) or "FAIL" (F) on their transcripts. Courses taken off-site will be denoted as such on the transcript. The only exception would be summer school courses taken in Virginia public schools with prior approval. These courses will receive an "A" through "F" grade based on the course results.

Class Rank: Off-site courses will not be included in class rankings since only "PASS" or "FAIL" will be recorded for the grade. Students who have more than four off-site courses recorded on their transcripts will not be ranked within their class. **(Note: summer school courses taken in Virginia public schools with prior approval will not count in the off-site total for class ranking.)**

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.