

**AMELIA COUNTY HIGH SCHOOL
PROGRAM OF STUDIES
2019-2020**

**8500 Otterburn Road
Amelia, Virginia 23002
(804) 561-2101**

Introduction

Amelia County High School offers an array of program options for you to choose from, which will ultimately affect your success as productive citizens in our society. You and your parents are urged to read and discuss the information contained within this course description handbook. This handbook has been reviewed carefully by teachers, counselors and administrators and serves as a planning guide and a valuable source of information for you. Consider your own abilities, interests, and goals; then choose a program of studies that will help you reach these goals.

Parents are encouraged to continue to be involved in working with you, your counselor, your teachers, and your administrators to help you establish career goals and to help you design your high school educational plan.

General Information

Accreditation

Amelia County Public Schools are accredited by the Virginia Department of Education.

Dual Credit

Dual enrollment is a plan that allows high school students to meet the requirements for high school graduation while simultaneously earning college credit. Amelia County Public Schools, John Tyler Community College and Southside Virginia Community College offer mutually agreed upon courses for dual credit to eligible Amelia students during the fall and spring semesters of each academic year.

Pending the Amelia County School Board's budget approval, the cost of tuition, books, and fees for the dual enrollment courses is paid by ACPS for students earning a grade of "C" or higher. Any student enrolled in dual enrollment classes choosing to drop a class must do so prior to the Drop/Add date set by the college. Students dropping a class after that date will receive an "F" in the course and must reimburse the school division for the cost of tuition. Students receiving a final grade below a "C" in any dual enrollment class must reimburse the school division for the cost of the tuition. Absences totaling more than 20% of a course's semester class will result in automatic dismissal from the course and the student will be responsible for reimbursement to the division for the cost of the course(s). Textbooks are purchased by ACPS and issued to students. Students not returning textbooks, or not returning textbooks in the same condition they were issued must reimburse the school division for the cost of the textbook. The courses offered as dual enrollment will be noted throughout the course handbook.

Early College Scholars

The Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. The result is a more productive senior year and a substantial reduction in college tuition. Students earning a college degree in seven semesters instead of eight can save an average of \$5,000 in expenses.

To qualify for the Early College Scholars program, a student must:

- Have a "B" average or better;
- Be pursuing an Advanced Studies Diploma; and
- Take and complete college-level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits.

Eligibility for Activities

To be eligible to participate in sports, cheerleading, and any other performance-related activities sponsored by the Virginia High School League, the student must meet the following requirements:

- Must be a regular, bona fide student in good standing of the school represented.
- Must have been promoted to the ninth grade (eighth-grade students may be eligible for junior varsity competition).
- Must have passed at least five credit subjects the immediately preceding year and must be currently taking not fewer than five credit subjects for participation during the first semester.
- Must have passed at least five credit subjects the previous semester and must be currently taking not fewer than five credit subjects for participation during the second semester.
- Must not have reached his or her nineteenth birthday on or before the first of August of the current school year.
- Must not, after entering the ninth grade for the first time, have been enrolled in or have been eligible for enrollment in high school more than eight consecutive semesters.
- Must submit to the principal before practicing, trying out, or becoming a member of any school athletic team, an Athletic Participation/Parental Consent/Physical Examination Form, completely filled in and properly signed. The form attests the student has been examined during the school year and found to be physically fit for athletic competition and that his or her parents' consent to participation.
- In addition to VHSL rules, according to the policy of Amelia County High School, students must sign and return a drug consent form.

Eligibility to participate in interscholastic athletics is a privilege earned by meeting not only the above listed minimum standards, but also all other standards set by the League, district, and school. Students or parents who have any questions regarding eligibility or who are in doubt about the effect an activity might have on eligibility should check with the principal or athletic director; they are aware of the various interpretations and exceptions provided under League rules.

Special Education

All students with disabilities who are eligible for special education services participate in the secondary curriculum according to their Individualized Educational Plans (IEP). A variety of programs are provided to meet students' individual needs including supportive and related services, resource assistance, collaborative classes, and separate classes. Resource classes offer training in study skills, social skills, organization skills, and other educational needs identified in the students' IEPs. Collaborative classes are co-taught by special and general educators in the general education setting, while one instructor in a small group setting teaches separate classes. Separate classes provide specialized instruction in the core academic areas.

Transition plans are developed as part of the IEP for all students in special education beginning at the age of fourteen and focus on education, employment, and adult/community living. The purpose of the transition plan is to specify services such as career awareness, vocational evaluation, vocational training, work adjustment training, community-based vocational education, adult agency linkages, or other services appropriate for the student to meet postsecondary goals.

School/Parent Communication on Student Progress

Parents are provided written information concerning student progress throughout the year. The school year is divided into quarters of nine weeks each; students receive report cards following each quarter. Interim reports are sent home to parents in the middle of each quarter. Each parent is sent a minimum of eight written progress reports for each student each year. These reports are in addition to numerous opportunities for parent/teacher dialogue through conferences, telephone contacts and email. **For convenience, appointments are recommended.**

Parents can monitor their student's day to day progress via Parent Portal. Please see the School Counseling Department for user information.

Class Placement and Grading Scale

The grading scale for Amelia County Public Schools is as follows:

A	90-100
B	80-89
C	70-79
D	60-69
F	59-0

Class placement shall be as follows:

1. 9th Grade (Freshmen) – a student must have been promoted from the 8th grade
2. 10th Grade (Sophomore) – 6 credits
3. 11th Grade (Junior) – 12 credits
4. 12th Grade (Senior) – Candidate for graduation

Course Weighting

Some courses because of level of difficulty and time required for mastery carry a “weighted” grade when final grade point averages are computed. The course weights are based on the standard four-point grade scale. Grades are weighted according to the following scale:

Honors (DE & AP)	Regular
A-5.0	A-4.0
B-4.0	B-3.0
C-3.0	C-2.0
D-2.0	D-1.0
F-0.0	F-0.0

Scheduling Classes

1. Each student must take the appropriate number of courses to earn a minimum of 22 credits.
2. English classes must be taken in sequence. Two English classes may not be taken at the same time except with special permission.
3. If a student fails a required class, the student must repeat the course the next year, or the student may repeat the course in summer school if it is available.

Elective offerings will be subject to available funding, staffing, and student interest.

Schedule Changes

Students may have their schedules changed the first two weeks of school for the following reasons:

1. Human or computer error.
2. Failure of a required course.
3. Early completion of a course in summer school.
4. Special permission from the principal.

If a student requests to drop a course after the first nine weeks, the student will receive a failing grade in that course and be placed in a noncredit course. Parental permission will be required to drop a course.

Program Options and Alternatives

Honors Program

An Honors Program is offered to our highly motivated, high-achieving students in grades nine through twelve. This program is a challenge for those students selected to participate. The following criteria will be used for the selection of honors program students:

1. Students should have a cumulative grade point average of a 3.0 (B average) or better.
2. Teacher recommendation.

Gifted and Talented

Amelia County identifies students for the gifted program according to the guidance approved by the State Department of Education. Students who wish to be screened should ask a School Counselor about procedures.

Russell Grove Academy

In keeping with federal and state on time graduation requirements, the Russell Grove Academy has been designed expressly for students with challenges that hinder them from graduating on time. To qualify, students must be 16 years of age or older and in grades eleven or twelve. These students are at risk for dropping out and in danger of failing classes/SOLs. Students enrolled in this program are also students of Amelia County High School with all the rights and privileges. Those who complete the necessary course work and testing required by the Virginia Department of Education for a diploma are graduates of Amelia County High School.

Twilight Credit Recovery Program

This program is available to students in grades 9 – 12 who need to repeat a course or recover credits. It is held Monday – Friday from 3:30pm – 5:30pm.

Virtual Learning

Virtual education programs provide additional instruction choices for students in non-traditional settings through distance learning options. These online learning programs offer flexibility to students while providing instruction aligned with the Standards of Learning. ACPS provides opportunities for their students to take online courses as a part of their regular course offerings.

There are two instructional options available to Virginia students:

Virtual Virginia

VDOE's Virtual Virginia program offers pre-Advanced Placement (AP), honors and AP classes as well as academic electives and world languages. Virtual Virginia is designed to meet the needs of students who otherwise would be unable to take these courses due to a lack of availability or scheduling conflicts within their school. Eligible students enroll in Virtual Virginia through their local schools. The deadline for registering is the end of the first week of the local school calendar. Visit Virtual Virginia at <http://www.virtualvirginia.org/> for details about the program, including the course catalog, school registration information and more.

Virtual School Programs (Multidivision Online Providers)

The 2010 General Assembly directed the Board of Education to establish criteria for the approval of virtual school programs that provide instruction to students in multiple school divisions. The criteria and processes approved by the board in November 2010 provide flexibility for diverse learners and ensure that instruction provided by multidivision online providers is aligned with state standards and provided by highly qualified teachers. Contact the School Counseling Department for a list of multidivisional online providers.

The Governor's School of Southside Virginia

Keysville is the site for the Governor's School of Southside Virginia for Amelia, Bluestone (Mecklenburg), Buckingham, Charlotte, Cumberland, Lunenburg and Prince Edward counties. The Governor's School of Southside Virginia serves approximately twelve high performing 11th and 12th grade students from Amelia County on a half-day basis. The students attend classes at the Keysville Site in the morning and return to the high school for classes and extra-curricular activities in the afternoon. All courses meet or exceed the Virginia Standards of Learning (SOL) requirements and offer dual enrollment credit through Southside Virginia Community College.

GSSV has sites on Southside Virginia Community College's two main campuses in a 4,000 square mile service area that encompasses 10 counties. At each site students have access to modern college science laboratories, classrooms, and libraries. GSSV is well equipped with state-of-the art computers, telecommunications, and other 'information age' technology. Students explore, investigate, research, and create a rich, two-year portfolio of college classes in mathematics, the sciences, communications, economics, and international studies.

Governor's School classes begin in August and end the following May. Classes begin each day at 7:45 A. M. and end at 11:15 A. M. Students return to their home high schools for lunch, afternoon classes, and after school activities.

HUMANITIES

Juniors

First Semester

- ENG 111 College Comp I/American Lit
- MTH 161 Pre-Calculus I
- CHM 111 College Chemistry I
- EDU 199 Fundamentals of Research
- ITE 115 Computer Applications
- SDV 100 College Success Skills

Second Semester

- ENG 112 College Comp II/American Lit
- MTH 162 Pre-Calculus II
- CHM 111 College Chemistry I
- EDU 199 Fundamentals of Research

Seniors

First Semester

- ENG 243 Survey of English Lit
- ENG 211 Creative Writing I
- PSY 230 Developmental Psychology
- MTH 263 Calculus I
- EDU 299 Research Applications

Second Semester

- ENG 244 Survey of English Lit
- ENG 212 Creative Writing II
- BIO 101 General Biology
- MTH 263 Calculus I
- EDU 299 Research Applications
- HLT 215 Stress Management

STEM

Juniors

First Semester

- MTH 161 Pre-Calculus I
- SDV 100 College Success Skills
- CHM 111 Chemistry
- ENG 111 College Comp I/American Lit
- EDU 199 Fundamentals of Research

Second Semester

- MTH 162 Pre-Calculus II
- CHM 112 Chemistry
- ENG 112 College Comp II/American Lit
- EDU 199 Fundamentals of Research

Seniors

First Semester

- MTH 263 Calculus I
- NAS 125 Meteorology I
- ITP 132 C++ Computer Programming
- EDU 299 Research Applications

Second Semester

- MTH 264 Calculus II
- PHYS 101 Physics I1
- EDU 299 Research Applications
- HLT 215 Stress Management
- ENG 211 Creative Writing I

John Tyler Community College Precision Machining Technology Program

Based on input from area employers and secondary school divisions in the John Tyler Community College service region, the Department of Industrial Technology at JTCC Chester campus began a two-year sequence of precision machining classes. Students attend the JTCC Chester campus Monday through Thursday from 8:00am until 10:05am. The Precision Machining Program at JTCC is accredited by the National Institute for Metalworking Skills (NIMS). High school students follow the same program and are responsible for the same level of rigor as regular JTCC students. Completion of the two-year program results in a Career Studies Certificate (CSC) in Basic Precision Machining (manual) and 9 of 17 credits completed toward a CSC in Computer Numerical Control. Students complete 25 of 40 credits required for a Certificate in Precision Machining. During the program, students are given the opportunity to earn up to six industry credentials from NIMS.

Juniors

First Semester

- MAC161 Machine Shop Practices I
- MAC 181 Machine Blueprint Reading I
- SDV 101 Orientation to Advanced Manufacturing
- SAF 130 Industrial Safety – OSHA 10

Second Semester

- MAC 162 Machine Shop Practices II
- MAC 121 Computer Numerical Control I

Seniors

First Semester

- MAC163 Machine Shop Practices III
- MAC 122 Computer Numerical Control II

Second Semester

- MAC 164 Machine Shop Practices IV
- MAC 123 Computer Numerical Control III

John Tyler Community College Welding Technology Program

Based on input from the January 2013 Boston Consulting Group report and secondary school divisions in the John Tyler Community College service region, the Department of Industrial Technology at JTCC Chester campus proposed to begin a two-year sequence of welding technology classes set aside for high school students to attend. The program runs on the same schedule as the existing Precision Machining Concurrent High School Program with the students attending classes at the JTCC Chester campus Monday through Thursday from 8:00 am until 10:05 am. The Welding Program at JTCC is accredited by the American Welding Society (AWS) Schools Excelling through National Skills Standards Education (SENSE) program.

Juniors

First Semester

- SAF 130 Industrial Safety – OSHA 10
- WEL 123 Shielded Metal Arc Welding (Basic)
- WEL 150 Welding Drawing and Interpretation
- SDV 101 Orientation to Advanced Manufacturing

Second Semester

- WEL 160 Gas Metal Arc Welding
- WEL 116 Oxyfuel Welding

Seniors

First Semester

- WEL 244 Weld Testing and Code
- WEL 130 Inert Gas Welding

Second Semester

- WEL 141 Welder Qualification Test
- WEL 248 Welding Quality Control and Inspection

John Tyler Community College Heating and Air Conditioning Program

Based on input from area employers and secondary school divisions in the John Tyler Community College service region, the Department of Industrial Technology at JTCC Chester campus proposed to begin a two-year sequence of heating and air conditioning classes set aside for high school students to attend. Students are at JTCC Chester campus Monday through Thursday from 8:00 until 10:05am.

Juniors

First Semester

- AIR 121 A/C and Refrigeration I
- ELE 131 National Electrical Code I
- SDV 101 Orientation to Advanced Manufacturing
- SAF 130 Industrial Safety – OSHA 10

Second Semester

- AIR 122 A/C and Refrigeration II
- ELE 123 Electrical Applications I

Seniors

First Semester

- AIR 134 Circuits and Controls I
- ELE 124 Electrical Applications II

Second Semester

- AIR 154 Heating Systems I
- ELE 110 Home Electric Power

John Tyler Community College Early Childhood Career Studies Certificate

Based on the critical importance of the first five years of a child's life and the significant shortage of quality early childhood teachers, the JTCC Early Childhood Program is a one-year program for high school students to earn an Early Childhood Career Studies Certificate (CSC). This program is held at the Chester campus, Monday through Thursday from 8:00am to 10:05 am, concurrent with the JTCC high school Welding and Precision Machining programs.

Juniors/Seniors

First Semester

- SDV 101 Orientation to Early Childhood Education
- CHD 120 Intro to Early Childhood Programs
- CHD 145 Teaching Art, Music & Movement
- EDU 235 Health, Safety & Nutrition Education

Second Semester

- CHD 205 Guiding the Behavior of Children
- CHD 165 Early Childhood Practicum

John Tyler Community College

House Bill 1184 was passed by the 2012 General Assembly. It requires local school boards and community colleges to develop agreements allowing high school students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. In order to pursue one of the programs a student must meet all John Tyler Community College admission requirements. The courses needed may be a combination of Dual Enrollment (taught at the high school by qualified high school instructors), Advanced Placement (credit awarded for score of '3' or higher on AP exam), or Concurrent Enrollment (classes taught by college faculty on campus, via the Internet, as a hybrid, or possible at the high school). Courses needed to fulfill the requirements of the associate's degree or the Certificate of General Studies are outlined below. **Please note that transportation and some cost may be incurred by the parent.**

Certificate of General Studies (32 College Credits)

First Semester

- ENG 111 College Composition
- HIS 121 United States History I
- MTH 163 Pre - Calculus I
- Lab Science Elective

Second Semester

- ENG 112 College Composition II
- HIS 122 United States History II
- Humanities Elective
- Lab Science Elective II
- Social/Behavioral Science Elective
- Social/Behavioral Science or Humanities Elective

Associates of General Studies (61 College Credits)

First Semester

- ENG 111 College Composition
- HIS 121 United States History I
- MTH 163 Pre - Calculus I
- Lab Science Elective
- ITE 115 Intro to Computer Apps
- SDV 100 College Success Skills

Second Semester

- ENG 112 College Composition II
- HIS 122 United States History II
- MTH 164 Pre - Calculus II
- Lab Science Elective II
- Social /Behavioral Science Elective

Third Semester

- ENG 243 English Literature
- HIS 101 Western Civilization I
- Social /Behavioral Science Elective
- Transfer Elective
- Transfer Elective

Fourth Semester

- ENG 244 English Literature II
- HIS 102 Western Civilization II
- Transfer Elective
- Transfer Elective
- Physical Education/Health Elective

Southside Virginia Community College
Diesel Technician Program

The objective of this program is to graduate an entry level diesel technician in all areas of diesel repair, maintenance, failure analysis, and diagnosis. This is accomplished by providing the student with a realistic shop setting that very closely parallels the industry to include modern as well as older equipment to repair. The term “Diesel Technician” is used to designate a worker that performs repairs to not only diesel engines, but also diesel powered equipment including automobiles, small and large trucks, heavy equipment, generators, ships, locomotives, and others. Students will attend Amelia County High School and complete academic graduation requirements. They participate in the Diesel Tech courses Monday through Thursday at Fort Pickett after completing core requirements needed for graduation at the high school.

Seniors**First Semester**

- DSL 111 Introduction to Diesel Engine
- DSL 143 Diesel Truck Electrical Systems
- DSL 181 Diesel Mechanics I

Second Semester

- DSL 123 Diesel Engine Systems I
- DSL 131 Diesel Fuel Systems
- DSL 152 Diesel Power Trains
- DSL 160 Air Brake Systems
- DSL 161 Air Brake Systems I
- DSL 195 Microcomputers for Diesel Tech
- MEC 103 Electronic Circuits and Instrumentation
- MEC 175 Fundamental Shop Procedures

Graduation Requirements and Diploma Types

Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. The requirements for a standard high school diploma shall include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide foundation for further education or training or preparation for employment.

Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.

Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma shall include a requirement to earn a career and technical education credential that has been approved by the Board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

Beginning with first-time ninth grade students in the 2016-2017 school year, requirements for the standard and advanced diplomas shall include a requirement to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

The State of Virginia has established a set of K-12 subject-area standards with corresponding end-of-course tests. These Standards of Learning (SOL) are important because they set reasonable targets and expectations for what teachers need to teach and students need to learn.

Beginning with the Class of 2004, each middle and high school student shall take all applicable end-of-course SOL tests following course instruction. Students who pass the course and achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course. In order to receive a Standard Diploma, students must pass six (6) SOL tests. To earn an Advanced Studies Diploma, students must pass nine (9) SOL tests.

Beginning with the class of 2018-2019, both advanced studies and standard diploma students must meet the following additional graduation requirements:

- **Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.

- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#).
- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

Advanced Studies Diploma: Minimum Course & Credit Requirements

For students entering the ninth grade for the first time in 2018-2019 and beyond

To graduate with an Advanced Studies Diploma for students entering the ninth grade for the first time in 2018-2019 and beyond, a student must earn at least 26 standard units of credit and five verified units of credit. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the Board of Education.

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	4	1	Courses completed to satisfy this requirement shall include at least three different course selections from among: algebra I, geometry, algebra II, or other mathematics courses above the level of algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	4	1	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 and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by the students may be considered a science credit course.
History and Social Sciences	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health and Physical Education	2	0	N/A
Fine Arts or Career & Technical Ed	1	0	Per the Standards of Quality a computer science earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	N/A
Electives	3	0	Courses to satisfy this requirement shall include two sequential electives as required by the Standards of Quality.
Total Credits	26	5	N/A

For students entering the ninth grade for the first time in 2011-2012 through 2017-2018

To graduate with an Advanced Studies Diploma for students entering the ninth grade for the first time in 2011-2012 through 2017-2018, a student must earn at least 26 standard units of credit and at least nine verified units of credit. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end of course SOL tests or other assessments approved by the state Board of Education.

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	4	2	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. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	4	2	Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by the students may be considered a science credit course.
History and Social Sciences	4	2	Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health and Physical Education	2	0	N/A
Fine Arts or Career & Technical Ed	1	0	Per the Standards of Quality a computer science earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	N/A
Electives	3	0	Courses to satisfy this requirement shall include two sequential electives as required by the Standards of Quality.
Student Selected	0	1	A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribe by the board in <u>8VAC20-131-110.</u>
Total Credits	26	9	N/A

Standard Diploma: Minimum Course & Credit Requirements

For students entering the ninth grade for the first time in 2018-2019 and beyond

To graduate with a Standard Diploma for students entering the ninth grade for the first time in 2018-2019 and beyond, a student must earn at least 22 standard units of credit and five verified units of credit. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the Board of Education.

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	3	1	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 approved by the board to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	3	1	Courses completed to satisfy this requirement shall include course selections from at least two 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 and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by the students may be considered a science credit course. 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 either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.
History and Social Sciences	3	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement. 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 either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.
World Language, Fine Arts or Career & Technical Ed	2	0	Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. A computer science course credit earned by students may be considered a career and technical course credit.
Health and Physical Education	2	0	N/A
Economics & Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include two sequential electives as required by the Standards of Quality.
Total Credits	22	5	N/A

For students entering the ninth grade for the first time in 2011-2012 through 2017-2018

To graduate with a Standard Diploma for students entering the ninth grade for the first time in 2011-2012 through 2017-2018, a student must earn at least 22 standard units of credit and six verified units of credit. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the Board of Education.

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	3	1	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 approved by the board to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	3	1	Courses completed to satisfy this requirement shall include course selections from at least two 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 and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by the students may be considered a science credit course. 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 either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.
History and Social Sciences	3	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement. 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 either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.
World Language, Fine Arts or Career & Technical Ed	2	0	Pursuant to §22.1-253.13:4 of the Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.
Health and Physical Education	2	0	N/A
Economics & Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include two sequential electives as required by the Standards of Quality.

Student Selected Test	0	1	A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8VAC20-131-110
Career & Technical Education Credential	0	0	Student shall earn a career and technical education credential approved by the Board of Education, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
Total Credits	22	6	N/A

ENGLISH

Course offerings in this subject area are designed to develop the ability to communicate effectively. Communications means thinking, speaking, writing, and listening in our own language. English is a part of the general education and is required in every high school grade. A balance is sought between instruction in literature, grammar, and writing. Teacher or counselor recommendation suggested for Honors Level Courses.

English 9

Grade Level: 9

Credit: 1

Students read and analyze a variety of literary and nonfiction texts, exploring the characteristics of different forms and the techniques authors use to achieve their intended purpose. Language study extends students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. Through narrative, expository, and persuasive writings, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. In the research process, students find, evaluate, and select appropriate sources to access information to create a research product. They also develop communication skills through listening to and practicing oral presentations. (This is a Standards of Learning aligned course; students will be tested in 11th grade.)

English 9 Honors

Grade Level: 9

Credit: 1

Expectations for this class includes completion of a summer assignment and maintaining a grade of "C" or better. English 9 Honors deepens and advances the curriculum of English 9. Students read and analyze a variety of literary and nonfiction texts, exploring the characteristics of different forms and the techniques authors use to achieve their intended purpose. Language study extends students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. Through narrative, expository, and persuasive writings, students build on their understanding of writing as a process of prewriting, drafting, revising, and publishing. In the research process, students find, evaluate, and select appropriate sources to access information to create a research product. They also develop communication skills through listening to and practicing oral presentations. (This is a Standards of Learning aligned course; students will be tested in 11th grade.)

English 10

Grade Level: 10

Credit: 1

Pre-Requisite: English 9

Students read and analyze a variety of literary and nonfiction texts, comparing and contrasting the techniques authors use in literature of different cultures and eras. Language study continues to extend students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. With an emphasis on expository and analytic writing, students expand their understanding of writing as a process and develop their skills in revising to address a specific audience and purpose. In the research process, students collect, evaluate, organize, and present accurate and valid information to create a research product. They also improve communication and collaboration skills through small and large group discussions and presentations. (This is a Standards of Learning aligned course; students will be tested in 11th grade.)

English 10 Honors

Grade Level: 10

Credit: 1

Pre-Requisite: English 9

Expectations for this class includes completion of a summer assignment and maintaining a grade of “C” or better. English 10 Honors deepens and advances the curriculum of English 10. Students read and analyze a variety of literary and nonfiction texts, comparing and contrasting the techniques authors use in literature of different cultures and eras. Language study continues to extend students' vocabulary through learning about connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. With an emphasis on expository and analytic writing, students expand their understanding of writing as a process and develop their skills in revising to address a specific audience and purpose. In the research process, students collect, evaluate, organize, and present accurate and valid information to create a research product. They also improve communication and collaboration skills through small and large group discussions and presentations. (This is a Standards of Learning aligned course; students will be tested in 11th grade.)

English 11

Grade Level: 11

Credit: 1

Pre-Requisite: English 10

Students read and analyze a variety of literary and nonfiction texts, comparing themes of various works and analyzing expository materials to draw conclusions. Language study extends students' vocabulary through applying understanding of connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. With an emphasis on persuasive writing, students apply their skills and adapt content, vocabulary, voice, and tone to a specific audience and purpose. In the research process, students analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. They also refine their oral communication skills through gathering and organizing evidence to support a position in informative and persuasive presentations. (Students are required to take the Standards of Learning End of Course Tests in reading and writing.)

English 12

Grade Level: 12

Credit: 1

Pre-Requisite: English 11

Students read and analyze a variety of literary texts, recognizing major forms and their stylistic elements. Using nonfiction texts, students will analyze and synthesize information to solve problems. Language study expands students' general and specialized vocabulary through speaking, listening, reading, and viewing. Writing includes the production of informational, expository, and persuasive/argumentative essays, logically organized demonstrating knowledgeable judgments, and effective conclusions. They also apply their oral communication skills to craft formal presentations and their listening skills to analyze the relationships among purpose, audience, and content of presentations.

Dual Enrollment Language & Composition

Grade Level: 11

Credit: 1

Prerequisite: English 10 and meet standards of John Tyler Community College

SOL Test: Reading and Writing

Expectations for this class includes completion of a summer assignment and maintaining a grade of “C” or better.

ENG 111 (first semester) introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics, develop and support ideas, investigate, evaluate, and incorporate appropriate resources, edit for effective style and usage, and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay.

ENG 112 (second semester) continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. English 112 requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage.

Dual Enrollment English Literature & Composition

Grade Level: 12

Credit: 1

Prerequisite: DE ENG 111/112 English Language & Composition

Expectations for this class includes completion of a summer assignment and maintaining a grade of “C” or better.

ENG 243 (first semester) focuses on major English works from the time of the Anglo-Saxons to the Restoration, while **ENG 244** (second semester) focuses on major English works from the Romantic Period to the present. These courses involve both critical reading and writing as students analyze major pieces of literature, emphasizing ideas and characteristics of the British literary tradition. Political and social events that have influenced British writers will be discussed. ENG 243 and 244 allow students the opportunity to develop skills in communication, critical thinking, information literacy, and the understanding of culture and society. They also provide a foundation in literature and culture by familiarizing students with texts commonly read by educated people. These courses meet the students’ literature requirement for the purposes of the Associate’s Degree and transfer to four-year institutions.

Leadership Studies / Adventure Learning

Grade Level: 9 - 12

Credit: 1

Leadership Studies / Adventure Learning is a mix of traditional and non-traditional team building and leadership development experiences. Students will experience and learn leadership skills as well as the best practices and theories behind leadership and team development. Classwork will be centered on the ideas of (but not limited to) leadership, team work, goal setting, critical thinking, problem solving, communication, confidence, trust, and much more. The class will follow the experiential education cycle and allow students to engage with hard to understand concepts through hands on activities, games, and initiatives as well as periods of self-reflection.

Creative Writing / Journalism

Grade Level: 9 - 12

Credit: 1

Creative Writing / Journalism will expose students to a variety of writing genres and will give them an outlet for critical thinking and creative expression, which they might not be able to fully develop and act upon in another space. Through their studies of various types of writing and literature, students will be expected to write original pieces individually and in groups, and critique their own work and the work of others in order to revise and ultimately publish. A school newspaper or newsletter will be produced monthly. The class will also publish an annual school literary magazine in addition to class assignments, projects, and assessments.

Creative Writing / Journalism II

Grade Level: 9 - 12

Credit: 1

As an advanced elective, the Creative Writing / Journalism II course will be designed to provide leadership opportunities in writing enrichment for students in an elective format who have already taken Creative Writing & Journalism I. This course will give students the opportunity to deeper explore writing genres and will give them an outlet for critical thinking and creative expression, which they might not be able to fully develop and act upon in another space. Through their studies of various types of writing and literature, students will be expected to write original pieces individually and in groups, and critique their own work and the work of others in order to revise and ultimately publish. The class would take on a school newspaper or newsletter to be produced monthly and will also publish a school literary magazine once a school year alongside of other in class assignments, projects and assessments. Genres studied will include, but are not limited to visual literature, short stories, dramas, poems, and non-fiction. Students taking the 2nd level of this course will be given advanced leadership opportunities and will be expected to take a lead role in planning the class as well as presenting level 1 information to younger students.

Special Topics in Literature

Grade Level: 9 -12

Credit: 1

Special Topics in Literature would be a rotating topics class focusing on a specific genre, author, or theme each school year and operating under a different teacher each year. Example topics include, but are not limited to: Mythology, African American Literature, Women and Gender Studies, Shakespeare, Film and Music as Literature, Tolkien, Lewis and Rawling: An Author Study, Magical Realism and Fantasy, Science Fiction, etc.

For the 2019-2020 school year, Ms. Rotramel will offer Young Adult Literature as the topic for this elective. The Young Adult Lit class would feature novels that are listed as “Young Adult Literature” and within that there will be several genres of novels. Students will read and write to connect the novels of their times to the historical works studied in English Literature and Language Arts classes and make connections to themselves, their educational career, their culture, and the world at large. Students will look to connect with other communities and cultures through initiatives such as The Global Read Aloud. In addition, students may create a master profile targeting a theme that relates to adolescents as it is presented in a variety of young adult literature works. This class will run both in full class studies and in independent studies and book clubs and may include the collaboration of the school librarian.

Theatre and Drama

Grade Level: 9 - 12

Credit: 1

Students will be introduced to basic theatre vocabulary, stage locations, movements, and terminology and process of evaluation. Further, students will learn how performers approach warm-ups in a performance setting as well as how they access the thoughts, feelings, and actions of a character. Students will learn the structures and varieties of drama, theatre history, and performance techniques. Drama is an introduction to the theatre. Students become acquainted with the history of the theatre and various significant plays. Areas of technical production such as make up, lighting, costuming, and set design are studied. Class requirements also include limited performance work and a final project demonstrating skills and knowledge applied in this course.

FINE ARTS

Art

Art experience affords the student an opportunity to develop their powers of creativity and helps them grow in sound aesthetic judgment and in the appreciation of original works of art that will enhance the students' understanding of the ways in which art functions within a multicultural society.

Art I

Grade Levels: 9-12

Credit: 1

Art I is an introduction to the visual arts. A wide variety of art techniques will be covered to give the students a background of art experiences through art projects. Students will learn about the elements of design: line, color, shape, value, space, and texture. An appreciation of art as well as good craftsmanship and originality will be stressed.

Art II

Grade Levels: 10-12

Credit: 1

Prerequisite: Art I

Art II will continue to stress the elements of design: line color, shape, value, space, and texture through more complex projects that emphasize improvement and refinement of techniques. Three-dimensional work, illustrations, and crafts will be further explored.

Art III

Grade Levels: 11-12

Credit: 1

Prerequisite: Art II

Art III will stress 3-D design as well as the fine arts. Higher level, longer-term projects will be based on knowledge gained in Art I and II. Students will develop creative and original ideas for exciting and interesting projects.

Art IV

Grade Levels: 12

Credit: 1

Prerequisite: Art III

The Art IV students will continue individual style development through exploration and in depth study of selected media. Students will work independently on projects and **must receive approval for class inclusion.**

3D Design/Material Studies

Grade Level: 11 – 12

Credit: 1

Prerequisite: Art 1

Divided into multiple learning units, the 3D Design/Material Studies course will be designed to provide three dimensional material exploration to further students' creative arts knowledge. This course will expose students to a variety of three dimensional materials and processes and will give them an outlet for creative problem solving and creative expression. This course aims to develop an understanding of 3D design principles and develop skills needed in the sculptural process such as form, structure, volume, visual balance, composition, proportion, and scale. Special focus will be on aesthetics, concept, and technical skills. Topics studied will include, but are not limited to art history, clay working, wire manipulation, and assorted three dimensional materials such as paper mache, cardboard, glass, and concrete.

Music

Music education is another field of endeavor that emphasizes the aesthetic activities of man. Such activities are valuable for their enhancement of life and the expression of creativity. Music instruction is designed to foster improvisation on the part of all students. Attention to opportunities for exploration in music brings about more appreciation of music than any other discovery and development of musical talent is as important a cultural benefit to society as scientific talent. The musical performing groups benefit the school morale and fosters community interest in the school.

Symphonic Band

Grade Levels: 9-12

Credit: 1

Prerequisite: Students registering for this course must be able to read music. Students must have at least two years of experience in band OR equivalent study and experience with approval from the band director.

There is a continued emphasis on development of performance techniques and ensemble playing through challenging and varied repertoire. Band members will be assessed on their performances as well as their theoretical knowledge. Members are highly encouraged to participate in marching band and audition for All-District Band. Students will provide their own instruments and equipment through rental or purchase. Students are expected to practice daily and to participate in concerts, festivals, and rehearsals held outside of school hours. Students will perform several concerts throughout the year including, but not limited to, Veteran's Day, a Winter Concert, VBODA Concert Band Assessment, and two spring concerts. Percussion students should enroll in Percussion Ensemble.

Percussion Ensemble

Grade Levels: 9-12

Credit: 1

Prerequisite: Students registering for this course must be able to read music. Students must have at least two years of experience in band OR equivalent study and experience with approval from the band director.

Students enrolled in this class will play only percussive instruments. They will learn how to play a variety of pitched and unpitched percussion instruments, including learning rudiments on snare, playing scales and solos on the mallet instruments, learning to play and tune the timpani, and exploring world percussion instruments through class activities and prepared pieces. Students are expected to practice daily and to participate in concerts, festivals, and rehearsals held outside of school hours. Students will perform several concerts throughout the year as part of the Symphonic Band including, but not limited to, Veteran's Day, a Winter Concert, VBODA Concert Band Assessment, and two spring concerts.

Raider Three O'clock Jazz Ensemble

Grade Levels: 8-12

Credit: None, Extracurricular activity

Students who participate in the Raider Three O'clock Jazz Ensemble will learn about the history of jazz and explore music from the many genres of jazz. Students will learn about the origins of jazz and great artists from the early years of jazz to present day, learn how to improvise and perform solos on their instruments, and become well-versed in the many different musical styles of jazz. Students will rehearse after school and will participate in concerts through the school year as well as in school events. Students wishing to participate in the Raider Three O'clock Jazz Ensemble must speak with Mr. Stahl prior to joining.

Raider Marching Band

Grade Levels: 7-12

Credit: None, Extracurricular activity

Prerequisite: Students registering for this course must be able to read music. Students must have at least one year of experience in band OR equivalent study and experience with approval from the band director.

The Raider Marching Band is a fun and rewarding opportunity for students with at least one year of band experience in Grades 7-12. The Raider Marching Band will start rehearsing before school begins in August and continue to have weekly after school rehearsals until the conclusion of the varsity football season. Students will learn how to march as an individual and as part of a group; perform as an ensemble through pep band, halftime, and parade performances; explore a wide range of musical styles through show and stand tunes; and develop skills that will serve students throughout their lives. Students will provide their own instruments and equipment through rental or purchase. ACHS will provide larger wind instruments (mellophone, baritone, and sousaphone) and percussion instruments. Members of the Raider Marching Band play at all home varsity football games and have the opportunity to travel with the football team for certain away games and playoff games. Students will also perform at various community events and competitions throughout the school year.

Guitar I

Grade Levels: 9-12

Credit: 1

Prerequisite: Students must own a guitar and guitar case.

Students will begin to learn or refine their guitar skills in this class. We will focus on learning to read music, tablature, and chord progressions. Students will also be developing their theoretical knowledge. This course is designed to help interested students develop their guitar skills as well as to help them develop as musicians.

Guitar II

Grade Levels: 9-12

Credit: 1

Prerequisite: This class is available to those students who passed Guitar I **or** who can play the Beginning Guitar final exam with approval from the director.

Students in Guitar II will continue to refine their skills from Guitar I. They will participate in small group activities, study and perform works from different genres including classical and jazz guitar, learn how to solo and improvise on guitar, and will put on one performance at the end of the school year. Students will complete various projects throughout the year that will expand upon material covered in class and individual interests.

Concert Choir

Grade Levels: 9-12

Credit: 1

This course is offered to any student who shows an interest in singing music at the beginning and intermediate levels. The class will deal with the development of a clear vocal tone, and blend and balance within four to eight part harmonies. The class will also deal with the beginning and intermediate basics of choral singing and music reading skills as well as performance of various musical styles. Music will be studied and prepared at the competition level. This class will present many performances to the school and community. Students must be aware that participation in all performances is required.

Girls Ensemble

Grade Levels: 9-12

Credit: 1

This course is offered to female students who have been in chorus for at least two years, including the middle school program, and who passed an audition and show an interest in singing music at the advanced level. The class will deal with the development of a clear vocal tone, blend and balance within three or four part harmonies. The class will also deal with the advanced basics of choral singing and music reading skills as well as performance of various musical styles. Music will be studied and prepared at the competition level. The class will present many performances to the school and community. Students must be aware that participation in all performances is required. This class will involve songs with singing and dancing choreography. Students must be able to sing and dance at the same time.

Chamber Ensemble

Grade Levels: 9 – 12

Credit: 1

This is an **Honors** course offered to a very small, select group of the most advanced choral students. They **must** pass an audition in the spring to be selected for this group. This class will also deal with the advanced development of a clear vocal tone, blend and balance within four to eight part harmonies. The class will also deal the advanced basics of choral singing and music reading skills as well as performance of various musical styles. Music will be studied and prepared at the competition level. The class will present many performances to the school and community. Students must be aware that participation in all performances is required. Also, all students in this class are required to audition for All-District and All-State if applicable.

Piano Lab I

Grade Levels: 9 – 12

Credit: 1

This course will teach students the basic fundamentals required to play a piano at the beginning level. Students will learn the basic music theory required to read and play music. This will include the learning of the notes in the treble and bass clefs, basic rhythm patterns, key signatures, finger positions, phrasing, dynamics, expression, tempo markings, and all markings involved in the reading of a piano composition.

Piano Lab II

Grade Levels: 9 – 12

Credit: 1

This course will teach students intermediate to advanced levels of fundamentals required to play a piano at a more advanced level. Students will continue to learn the basic music theory required to read and play

intermediate level piano music. Students enrolling in this class must have successfully passed Piano Lab I or have had some private piano instruction.

Piano Lab III

Grade Levels: 9 – 12

Credit: 1

This course is a continuation from Piano Lab II to further piano instruction and the ability to play more difficult piano literature in a more complicated key and time signatures.

WORLD LANGUAGE

The stages of world language learning are: Beginning (French or Spanish 1, 2), Developing (French or Spanish 3, 4), and Expanding (French or Spanish 5 and beyond). The time it takes for a student to progress from the beginning stages through the developing and expanding stages depends on many factors, one of which is contact time with the language and the culture. The world language program emphasizes five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. **Please note: French I, French II, French III are all online courses offered through Virtual Virginia. Additional information can be found at <https://www.virtualvirginia.org/programs/courses/>.**

World Language Level I (French I, Spanish I)

Grade Levels: 9-12

Credit: 1

The four linguistic skills of listening, speaking, reading, and writing as well as cultural and grammatical concepts are practiced in real-life situations. The goal for students is to communicate in the language at the survival level in such basic language functions as ordering food; making purchases; getting around in foreign cities; and talking about self, family, and leisure activities. Many opportunities for oral and written communications are expanded through the use and application of technology. Upon completion of the BEGINNING STAGE, students are able to effectively handle basic task-oriented and social situations. They can ask and answer questions, initiate and respond to simple statements, and maintain a conversation in a restricted manner. Their vocabulary is adequate to express elementary needs. The speaker can generally be understood by a sympathetic audience.

World Language Level II (French II, Spanish II)

Grade Levels: 9-12

Credit: 1

Prerequisite: French I, Spanish I

The four linguistic skills, culture, and grammatical concepts continue to be emphasized and practiced in additional real-life situations. The goal for students is to communicate with increasing proficiency by discussing weather, lodging, daily routines, health and fitness, and the regions of the French and Spanish speaking world. Many opportunities for oral and written communication are expanded through the use of technology. Upon completion of the BEGINNING STAGE, students are able to effectively handle basic task-oriented and social situations. They can ask and answer questions, initiate and respond to simple statements, and maintain a conversation in a restricted manner. Their vocabulary is adequate to express elementary needs. The speaker can generally be understood by a sympathetic audience.

World Language Level III (French III, Spanish III)

Grade Levels: 10-12

Credit: 1

Prerequisite: French II, Spanish II

Linguistic skills and grammatical concepts are strengthened, while cultural concepts are expanded to enable students to understand cultural differences. The goal is for students to communicate with increasing proficiency by discussing the world of work, travel, and the cuisine. Many opportunities for oral and written communications are expanded through the use and application of technology. Upon completion of the DEVELOPING STAGE, students are able to effectively handle basic task-oriented and social situations. They can ask and answer questions, initiate and respond to simple statements, and maintain a conversation in a restricted manner. Their vocabulary is adequate to express elementary needs. The speaker can generally be understood by a sympathetic audience.

World Language Level IV (French IV, Spanish IV)

Grade Levels: 11-12

Credit: 1

Prerequisite: French III, Spanish III

Linguistic skills continue to be polished and strengthened, enabling the student to communicate with increasing precision and accuracy. The goal is for students to develop their understanding of French or Spanish in contemporary, literary, historical, and cultural contexts. Many opportunities for oral and written communications are expanded through the use of technology. Upon completion of the DEVELOPING STAGE, students are able to effectively handle basic task-oriented and social situations. They can ask and answer questions, initiate and respond to simple statements, and maintain a conversation in a restricted manner. Their vocabulary is adequate to express elementary needs. The speaker can generally be understood by a sympathetic audience.

World Language Level V (Spanish V)

Grade Levels: 11-12

Credit: 1

Prerequisite: Spanish IV

A comprehensive and in-depth study is presented at the advanced level. In addition, the students increase their understanding of French or Spanish in contemporary, literature, historical, and cultural contexts. Many opportunities for oral and written communication are expanded through the use and application of technology. Upon completion of the EXPANDING STAGE, students are able to speak the language with enough accuracy to participate effectively in formal and informal conversations on a wide variety of topics. They can support opinions and hypothesize, but may not be able to discuss in depth highly abstract topics. They are partially familiar with regional or other differences and command a wide variety of interactive strategies. They may make sporadic errors when using highly complex structures, but the errors will not interfere in communicating with a native speaker.

HEALTH and PHYSICAL EDUCATION

Physical Education

The physical education program stresses normal physical growth and development through activities that provide many physical wholesome, mentally stimulating, and socially satisfying learning experiences. These activities can contribute to the physical, mental, social, moral, and emotional growth and development of all pupils. Offerings constitute a well-rounded program of instruction with experiences in each of these general areas: conditioning, exercises, team sports, and individual and dual sports. Classes are scheduled to facilitate proper continuity, sequence, and progression of physical education experiences, building on skills learned at the intermediate level.

Health Education

Students learn and apply to daily living the underlying principles of good health with an emphasis on forming desirable habits and attitudes. "Health" becomes part of one's daily living, rather than just subject matter.

Health and Physical Education 9

Grade Level: 9

Credit: 1

Physical Education Activities: The ninth grade physical education program includes refinement and expansion of activities learned at a previous level. Skills and team play include the following sports: softball, volleyball, soccer, hockey, football, and basketball. Individual and dual sports include badminton, weightlifting, and horseshoes. Classroom topics include communicable diseases, first aid, family life, and health careers.

Cardiopulmonary Resuscitation

Grade Level: 9

Credit: 0

As mandated by VDOE all ninth grade students will receive hands on training in emergency first aid, cardiopulmonary resuscitation, and the use of Automated External Defibrillators during Health and Physical Education. Additionally, the students will work to earn certifications in each of the competencies mentioned above.

Health and Physical Education 10

Grade Level: 10

Credit: 1

Prerequisite: Health & P.E. 9

The tenth grade physical education program includes refinement of advanced skills and motor development through activities in team and individual sports, such as volleyball, basketball, football, softball, and tennis. Classroom topics include family life education and physical and mental health education.

Driver Education

Grade Level: 10

Credit: 0

Driver Education is taught as part of the Health and Physical Education 10 course. The program consists of 48 hours of classroom instruction, 12 class periods of substance abuse education, and after passing the classroom portion, the student can take 14 class periods of in-car instruction through ACHS after school for a fee. Fee amounts vary from year to year. See your instructor for a specific amount.

Strengthening & Conditioning

Grade Level: 11-12

Credit: 1

This course is designed to help individuals develop positive health behaviors. Emphasis will be on completing a physical fitness plan based on weight training and aerobic exercise. Various fitness tests will be used to monitor fitness levels. Other topics covered will include lifetime sports, nutrition, stress management, the effects of drug use, and decision making.

MATHEMATICS

Citizens in our society must be able to communicate in terms of numbers as well as in words. Mathematics instruction seeks to develop an understanding of the number system, skills in computation, and an ability to use symbols that stand for quantities. Instruction stresses the acquisition of meaning for solving number problems met in everyday life. Teacher or counselor recommendation suggested for Honors level courses.

Algebra Functions & Data Analysis

Grade Levels: 9

Credit: 1

Prerequisite: Pre-Algebra

Students in this course will analyze and apply concepts covering statistics, probability, logs, exponents, quadratics, and linear functions to real life applications.

Algebra I Part B

Grade Level: 10

Credit: 1

Pre-Requisite: Algebra I Part A

SOL Test: Algebra I

Topics from Algebra I Part A are reviewed. New topics covered are functions, direct and inverse variation, systems of equations, and slope.

Algebra I

Grade Levels: 9-12

Credit: 1

SOL Test: Algebra I

Algebra I is a continuing study of arithmetic relations and quantities that use letters and symbols as a form of shorthand in order to communicate mathematical ideas. Topics included in this course are expressions, equations and inequalities, radicals, statistics, translating, functions, direct and inverse variation, systems of equations, and slope.

Geometry

Grade Levels: 9-12

Credit: 1

Prerequisite: Algebra I

SOL Test: Geometry

Geometry integrates the study of plane and solid figures, the use of precise terminology, proofs, and deductive reasoning. Topics included in this course are angles, perpendicular and parallel lines, planes, triangles, polygons, perimeters, area, volume, construction, Pythagorean Theorem, coordinate geometry, logic, and inductive and deductive reasoning.

Honors Geometry

Grade Levels: 9-10

Credit: 1

Prerequisite: B or better in Algebra I and/or teacher recommendation

SOL Test: Geometry

Honors Geometry covers the same objectives as the geometry course offering. It is a more rigorous and fast-paced class placing more emphasis on formal proofs, logic, inductive and deductive reasoning.

Computer Math

Grade Levels: 10 – 12

Credit: 1

Prerequisites: Algebra I and Geometry

This course is intended to provide students with experiences in using coding and computer programming techniques and skills to solve problems that can be set up as mathematical models using applications of personal finance. The graphing calculator is the primary computing device used in this course. This course meets the math requirement for the standard diploma.

Algebra II

Grade Levels: 10-12

Credit: 1

Prerequisites: Algebra I & Geometry; B or better in Algebra I recommended; teacher recommendation; passing score on Algebra I SOL

SOL Test: Algebra II

This course maintains and extends the concepts introduced in Algebra I. This is a fast-paced course. New topics include polynomials, quadratic systems, sequences and series, and statistics. Emphasis is on algebraic processes and their use in problem solving. The course will enhance the student's understanding of the function concept and extend the study of mathematics to include the complex number system.

Honors Algebra II

Grade Levels: 9-12

Credit: 1

Prerequisites: B or better in Algebra I and Geometry, and teacher recommendation; passing score on both Algebra I and Geometry SOL

SOL Test: Algebra II

In order to enroll in the class students must pass a placement test along with the Algebra I SOL. Honors Algebra II covers the same objectives as the Algebra II course offering. It is a more rigorous and fast-paced class with an introduction to some trigonometry concepts.

Trigonometry with Math Analysis

Grade Levels: 11-12

Credit: 1

Prerequisite: Algebra II

The students will investigate and analyze characteristics of polynomial, rational, exponential, logarithmic, and trigonometric functions and graphs. They will apply properties of discrete mathematics, analytic geometry, and probability and statistics to solve problems. This course is designed for the advanced mathematics student and is an introduction to pre-calculus and statistics.

Dual Enrollment Pre-Calculus

MTH 163

Grade Levels: 11-12

Credit: .5

Prerequisite: Trigonometry with Math Analysis or Algebra II and meet standards set by John Tyler Community College

This is a one semester course that presents college algebra, matrices, algebraic, and exponential and logarithmic functions.

MTH 164

Grade Levels: 11-12

Credit: .5

Prerequisite: Pre-Calculus I (Dual Enrollment) with a grade of C or better

This is a one semester course that presents topics in differential calculus of one variable, including the theory of limits, derivatives, differentials, definite and indefinite integrals and applications to algebraic and transcendental functions. It is designed for mathematical, physical and engineering science programs.

Statistics

Grade Levels: 11 - 12

Credit: 1

Prerequisite: Trigonometry with Math Analysis

The purpose of statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

SCIENCE

The laboratory science courses contain organized bodies of knowledge that require the acquisition of certain skills. In the sciences, the student must acquire facts about natural laws and phenomena and also must develop skills in the use of the scientific method of thinking and solving problems. Teacher or Counselor recommendation suggested for Honors Level courses.

Earth and Space Science/Honors Earth and Space Science

Grade Level: 9

Credit: 1

SOL Test: Earth Science

Earth Science incorporates the study of astronomy, geology, physical geography, meteorology, and oceanography to present a comprehensive picture of the physical world in which we live. Emphasis is placed upon laboratory-centered activities and using concrete materials and models of the Earth to duplicate natural processes. Group interaction through the usage of various other interdisciplinary training techniques will be emphasized.

Biology/Honors Biology

Grade Level: 10

Credit: 1

SOL Test: Biology

This is a laboratory course which presents biological concepts and principles in a way that is interesting, understanding, and relevant. Emphasis is on the physiological, ecological, and behavioral aspects of life within the biological community.

Chemistry

Grade Levels: 11-12

Credit: 1

Prerequisite: Earth and Space Science, Biology, and Algebra

SOL Test: Chemistry

This course is designed to study matter: its structure, properties, and composition; and the changes that matter undergoes. Using observations from laboratory exercises, students will understand the relationship between experimentation and the unifying principles that explain the behavior of matter in the world around us. Students will need to have sound mathematical skills in manipulating algebraic equations and using scientific notation.

Chemistry II

Grade Level: 12

Credit: 1

Prerequisite: Algebra I, Geometry, Algebra II, Earth Science, Biology, and Chemistry

Chemistry II is a higher level course designed for seniors with a strong background in both science and math. It covers topics that students would often see in general chemistry classes in college. The curriculum will include chemical kinetics, thermochemistry, chemical equilibrium, oxidation-reduction reactions, acids and bases, and solutions. This course will contain more in depth problem solving experiences and laboratory experiments

Environmental Science

Grade Levels: 11-12

Credit: 1

Prerequisite: Earth Science and Biology

This course is designed to give students a basic introduction into selected topics in the field of environmental science. Topics of discussion are very timely and include: renewable and non-renewable resources, energy usage, water quality, progressive agricultural techniques, and wildlife management. Emphasis will be on field activities and project-based, experiential learning.

Physics

Grade Levels: 12

Credit: 1

Prerequisites: Chemistry

Co-requisite: Algebra II

This course studies law and principles that govern the physical world. It involves the study of the nature of matter and energy, and how they are related. Topics covered include motion, forces, work and energy, sound, light, electricity, magnetism, and atomic and nuclear physics. Physics is a mathematical science. Students will come to understand many principles through extensive problem solving and graphing techniques; as well as investigative labs and projects. Mathematical skills in such areas as trigonometry, algebra, and geometry are essential.

Advanced Placement (AP) Environmental Science

Grade Level: 9

Credit: 1

Prerequisite: Recommendation from 8th grade science teacher, Algebra I, Geometry

Advanced Placement Test required at the end of the course

The Advanced Placement Environmental Science course is designed to be the equivalent of a college introductory environmental science course. The goal of an AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and preventing them. Students are expected to take the Advanced Placement Test at the end of the course. The cost of the AP test is \$94. The test is representative of such a course and is considered appropriate for the measurement of skills and knowledge in the field of environmental science. Students taking this course will also be required to take the Earth Science SOL test at the end of the year.

SOCIAL STUDIES

As the name implies, the social studies are concerned with the ways in which people live with each other, adjust to their environment, and develop their cultures. The courses in this area are designed to help students acquire those skills, habits, and attitudes needed as a citizen living in America's diverse democratic republic and in the larger global community. Teacher or Counselor recommendation required for Pre-AP level courses.

World Studies I, Pre-AP World Studies I (Prehistory to 1500 AD)

Grade Level: 9

Credit: 1

SOL Test: World History I

This course deals with the development of human cultures from prehistory until 1500AD. Students will examine the origins of Paleolithic man in Africa, and various theories concerning the subsequent movement and settlement of humans around the world. The rise of great civilizations in the Fertile Crescent, China, Egypt, Greece, Rome, the Middle East, Africa, Europe, and the Americas will be studied. Geographical skills will also be emphasized in the course. Students will examine the influence of our physical world on the development of civilizations. An example of this is the Nile River and its importance to the development of Egyptian society. Students will learn the significance of the five themes of geography: region, movement, location, place, and human-environmental interaction.

World Studies II, Honors World Studies II (1500 AD to present)

Grade Level: 10

Credit: 1

Prerequisite: World Studies I

SOL Test: World History II

This course covers World History from 1500 AD to the present. The rise of modern societies around the world and key historical events will be the focus of the class. Students will apply the themes of geography to such global issues as exploration, colonization, Empire Building, great conflicts, and modern history. Geography skills will be reinforced through a variety of activities related to the historical themes of the class. Students will discover how the events of the past 500 years have shaped our current world and continue to affect global relations.

Advanced Placement (AP) World History

Grade Level: 10

Credit: 1

Prerequisite: World Studies I; Teacher Recommendation

SOL Test: World History II

Advanced Placement Test required at the end of the course

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. This 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. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with

consistent attention to contacts among societies that form the core of world history as a field of study. Students are expected to take the Advanced Placement Exam at the end of the course.

United States and Virginia History

Grade Level: 11

Credit: 1

Prerequisite: World Studies I

SOL Test: U.S. History

History is the study of man and society and customs that man has established. In this course students see how the United States grew from a weak group of thirteen colonies to a mighty nation of fifty states. The course covers economic, political, and social changes in our country

Dual Enrollment United States and Virginia History

HIS121/HIS122

Grade Level: 11

Credit: 1

Prerequisites: World Studies II and meet standards of John Tyler Community College

SOL Test: U.S. History

This U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. A U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment. Students will receive high school credit **and** six hours of college credits upon successful completion of this course.

United States and Virginia Government, Honors United States and Virginia Government

Grade Level: 12

Credit: 1

Prerequisite: U.S. and Virginia History

This course in government includes a study of the structure and functions of our federal form of government. The decision-making processes at the local, state, and national levels are emphasized. The foundations of American government, the politics of American democracy, and constitutional rights and responsibilities are explored in depth. United States political and economic systems are compared to those of other nations with emphasis on the relationships between economic and political freedoms. Economic content includes the United States market system, supply and demand, and the role of the government in the economy. Democratic values and citizen participation are stressed throughout the course.

Dual Enrollment Western Civilization

HIS 101/102

Grade Level: 12

Credit: 1

Prerequisite: Meet the standards of John Tyler Community College

This course examines the development of Western Civilization from the ancient Far East to Greece, then to Rome and beyond. We will explore the shape and impact of large ancient empires, including the Persian, Alexander the Great's and Rome's. The first semester will conclude with the Renaissance and Reformation. The second semester will take us from the Renaissance through the fall of the Berlin Wall.

Introduction to Law

Grade Level: 10 -12

Credit: 1

Students will examine the contributions of English common law to the American legal system as well as the structure and jurisdiction of the state and federal court systems. Students will explore the criminal justice system and the five areas of law: criminal, constitutional, civil (torts), business, and family. They will integrate this information in their presentations of a mock criminal and civil trial. Students will have the opportunity to view an actual trial and compare this experience with their mock trial presentation.

CAREER AND TECHNICAL EDUCATION

Agriculture Education

The curriculum in Agricultural Education helps students to prepare for occupations in the agriculture industry. It offers opportunities for students who wish to enter the job force after high school as well as helping to prepare those who plan to go on for further education in an agricultural pursuit. Agriculture courses offer background for students wishing to pursue further training in a related technical field. Students completing a sequence of Agriculture courses may qualify for industry certification and verified credit. The FFA is an integral part of agricultural education. The primary purpose of FFA is to development leadership, citizenship, and cooperation through instruction in Agricultural Education.

Foundations of Agriculture, Food, and Natural Resource Systems (Level I)

Grade Levels: 9-12

Credit: 1

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam

This course is designed to develop competencies in each of the career pathways as they pertain to agricultural 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 resource conservation.

Introduction to Power, Structural and Technical Systems

Grade Level: 10-12

Credit: 1

Prerequisite: Foundations of Agriculture, Food and Natural Resources

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam, Agriculture Mechanics and Technology Exam, Power Equipment Technology Exam

This course is an introductory level Agricultural Power, Structural and Technical Systems course. It is designed for students interested in pursuing careers or further education or training in the areas of agricultural power, structural and technical systems. It includes instruction in building agricultural structures, agricultural carpentry and woodworking, metal fabrication, and welding. Course content also includes introductory instruction in the operation of agricultural equipment, basic engine principles, power trains, and hydraulic and electrical systems. Leadership and FFA activities are also integral parts of this course.

Agricultural Fabrication and Emerging Technologies

Grade Level: 10 - 12

Credit: 1

Prerequisite/Co-Requisite: Intro to Power, Structural, and Technical Systems

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam, Welding Exam

This course is a more advanced course in the Agricultural Power, Structural and Technical Systems career pathway. It provides career training in the areas of agricultural fabrication and emerging technologies. Course content focuses on hot and cold metal fabrication (arc and gas welding, mig welding, plasma arc cutting) and will also include studies of emerging technologies utilized within the field of agriculture. These technologies include precise agriculture, use of GPS technology and introduction to GIS systems. Leadership and FFA activities are also integral parts of this course.

Agricultural Structural Systems

Grade Level: 11-12

Credit: 1

Prerequisite: Introduction to Power, Structural, and Technical Systems

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam

This course is a more advanced course in the Agricultural Power, Structural and Technical Systems career pathway. It provides instruction in agricultural structural systems which will provide students with the knowledge and skills necessary to consider a career in constructing agricultural structures and building systems. Instruction will focus on carpentry, masonry, electrical, plumbing, concrete, and land measurement and leveling. Leadership and FFA activities are also an integral part of this course.

Small Engine Repairs

Grade Level: 9 -12

Credit: 1

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam, Master Service Technician Exam

This course offers an intensive study of the operation, maintenance, and repair of small gasoline engines. Instructional topics include principles of operation of internal combustion engines, repair and service procedures, and disassembly, overhaul, and reassembly. Instruction may also include the operation of two-cycle and four-cycle engines commonly found on lawn mowers, garden tractors, snow blowers, rotary tillers, chainsaws, and other equipment. The course emphasizes leadership activities and opportunities to participate in FFA functions.

Small Animal Care I

Grade Level: 9-12

Credit: 1

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam, Pet Sitters Exam

Students will learn how to care for and manage small animals including dogs, cats, rabbits, rodents, birds, fish and reptiles. Class instruction will include breed identification and selection, animal health, management, reproduction, evaluation, and training. Course content also includes instruction in the tools, equipment and facilities for small animal care. An introduction to small animal business management and leadership development will also be a part of the course. Hands on practice and instruction will be utilized as much as possible. FFA activities will be included.

Small Animal Care II

Grade Level: 10-12

Credit: 1

Prerequisite: Small Animal Care I

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam, Pet Sitters Exam, Small Animal Care Exam

Students will expand on the knowledge gained in the Small Animal I class. Instruction will include the care and management of dogs, cats, rabbits, rodents, fish, birds, reptiles and exotic pets. Increased emphasis will be on nutrition, disease control, reproduction and training of appropriate species. An expanded study of exotic pets will be part of the curriculum. Students will also be able to explore areas of occupations in small animal care in depth. Additional instruction will be included on starting and managing a business in small animal care. Leadership development and FFA activities will be included.

Horticulture Sciences and Practices

Grade Levels: 9-12

Credit: 1

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam, Pesticide Applicators Exam

The Horticulture program is designed to assist students in developing the necessary knowledge, skills, habits, and attitudes for entry level employment and advancement in areas such as floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. Students receive instruction in using soil and other plant growing media and in identifying, propagating, and growing horticultural plants in the greenhouse and land laboratory. Instruction is provided in safety practices and leadership development.

Greenhouse Plant Production and Management

Grade Levels: 10-12

Credit: 1

Prerequisite: Horticulture Sciences and Practices

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam, Greenhouse Operator's Exam, Plant Science Exam

Please note: Greenhouse Plant Production and Management and Landscaping are offered on alternating years. Landscaping will be offered during the 2019-2020 school year.

Greenhouse Plant Production and Management is a one-year occupational course offered at the tenth, eleventh or twelfth grade levels. This course includes instruction in the growth and production of different types of plants, plant ID, production facilities, marketing skills and leadership skills. The classroom, greenhouse and outside will be utilized as the classroom setting for this class.

Science, Technology, Engineering, and Math

Technical Drawing/Design

Grade Levels: 10-12

Credit: 1

Industry Certification Possibilities: Auto CAD Certified User Exam and Workplace Readiness Skills for the Commonwealth Exam

In this foundation course, students learn the basic language of technical design, and they design, sketch, and make technical drawings, models, or prototypes of real design problems. This course is especially recommended for future engineering, architecture, and technology (Machining, Welding, etc.) students.

Engineering Drawing and Design

Grade Levels: 11-12

Credit: 1

Prerequisite: Technical Drawing/Design

Industry Certification Possibilities: Auto CAD Certified User Exam and Workplace Readiness Skills for the Commonwealth Exam

Students explore the engineering design process and use a graphic language for product design, technical illustration, assembly, patent, and structural drawings. They increase their understanding of drawing and the design process and techniques learned in the prerequisite course. Students use computers, calculators, and descriptive geometry and adhere to established standards to solve design problems.

Global Learning and Google Skills

Grade Levels: 9-12

Credit: 1

Students study the various components of 21st century skills to gain understanding of what it is to be a global learner. In addition, students will become fully proficient in the use of Google tools as it relates to particular careers and academic fields.

Business Education

This curriculum prepares students for successful participation in business. The business subjects contribute either to the general or to the specialized education of students or to both. However, the nature of the sequential program in business education is such as to focus on the development of marketable skills. The number of secretaries and other business personnel needed by the numerous government offices, as well as area business and industrial concerns, would seem to indicate a ready market for such skills.

Digital Applications

Grade Level: 9-12

Credit: 1

Industry Certification Possibilities: Microsoft Office Specialist (MOS) Exam and Workplace Readiness Skills for the Commonwealth Exam

Students develop or review correct keyboarding techniques and gain a basic knowledge of word processing, spreadsheet, database, graphics, and telecommunications applications. Students demonstrate an understanding of computer concepts through application of knowledge. Students learn to use software packages and local and worldwide network communications systems. This course also includes keyboarding techniques and practices.

Computer Information Systems

Grade Levels: 9-12

Credit: 1

Prerequisite: Digital Applications

Industry Certification Possibilities: Microsoft Office Specialist (MOS) Exam and Workplace Readiness Skills for the Commonwealth Exam

Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities using the Microsoft Office Suite. Students work to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies.

Advanced Computer Information Systems

Grade Levels: 10-12

Credit: 1

Prerequisites: Computer Applications and Computer Information Systems

Industry Certification Possibilities: Microsoft Office Specialist (MOS) Exam and Workplace Readiness Skills for the Commonwealth Exam

Students apply problem-solving skills to real-life situations through advanced integrated software applications including printed, electronic, and web publications. Students work individually and in groups to explore advanced computer maintenance activities, website development, networking, emerging technology, and employability skills.

Economics and Personal Finance

Grade Levels: 11-12

Credit: 1

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam and Wise Financial Literacy Exam

Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit insurance, spending taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and understanding of economic principles will provide the basis for responsible citizenship and career success. Instruction in economics and personal finance prepares students to function effectively as consumers, savers, investors, entrepreneurs, and active citizens. Students learn how economies and markets operate and how the United States' economy is interconnected with the global economy. On a personal level, students learn that their own human capital (knowledge and skills) is their most valuable resource.

In addition to developing personal finance skills, students in the course will also study basic occupational concepts in preparation for entry-level employment in the field of finance. The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-20-03B.

Dual Enrollment Intro to Business and Principles of Management

Grade Level: 11-12

Credit: 1

Prerequisite: Meets standards of John Tyler Community College

BUS 100 (first semester) presents a broad introduction to the functioning of business enterprise within the U.S. economic framework. Introduces economic systems, essential elements of business organization, production, human resource management, marketing, finance, and risk management. Develops business vocabulary.

BUS 200 (second semester) teaches management and the management functions of planning, organizing, leading, and controlling. Focuses on application of management principles to realistic situations managers encounter as they attempt to achieve organizational objectives.

Marketing Education

Marketing Education is a vocational education program for those preparing for or engaged in the marketing and distribution of goods and services to the public including all retail, wholesale, and service occupations. The Marketing Education program is designed to equip students with the social economic, marketing and job search techniques necessary for successful initial employment in retail, wholesale or service businesses.

Introduction to Marketing

Grade Levels: 9-12

Credit: 1

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam, NFFF Customer Service and Sales Assessments

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

Principles of Business and Marketing

Grade Levels: 9 – 12

Credits: 1

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam

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

Accounting

Grade Levels: 9 – 12

Credit: 1

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam

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

Sports and Entertainment Marketing

Grade Levels: 10 -12

Credits: 1

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam

This introductory course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports, entertainment, and recreation industries. Students will investigate the components of branding; sponsorships and endorsements, as well as promotion plans needed for sports, entertainment and recreation events. The course also supports career development skills and explores career options. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

Fashion Marketing

Grade Level: 10-12

Credit: 1

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam

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

Digital Marketing

Grade Level: 9 -12

Credit: 1

Industry Certification Possibilities: Workplace Readiness Skills for the Commonwealth Exam

Students receive an introduction to marketing functions and the business plan and study Internet marketing's role in the global economy. Students gain knowledge of the tools and techniques used in Internet marketing, social media, and learn how to design a Web site. They explore ethical, legal and security aspects and prepare for a career in Internet Marketing. Academic skills (Mathematics, Science, English and History/Social Science) related to the content are a part of this course. Computer/technology applications supporting this course are studied.

Yearbook

Grade Levels: 10-12

Credit: 1

Students are responsible to the yearbook editor and teacher to produce complete layouts, participate in fundraising activities, and become familiar with all aspects of yearbook production. Each student is required to sell advertisements and yearbooks as a part of their grade.

Career and Technical Education

Courses at the Amelia-Nottoway Vocational Technical Center qualify students for skilled employment after graduation. Certain students who have reached their sixteenth birthday may also enroll in the courses.

Students report to ACHS, as usual, and then travel by bus to the Vo-Tech Center. Students spend three periods at the center. Students are considered full-time Amelia County High School students eligible to participate in all ACHS activities.

Auto Servicing I & II

Grade Level: 11-12

Credits: 3

The Auto Servicing program is designed to introduce students to the various career opportunities available in the automotive industry as well as the basic knowledge and skills associated therein. Areas of study will include auto body repair, painting, mechanical, and servicing skills. Students will become familiar with the various components and systems in today's automobile and learn the servicing principles involved as well as develop a foundation for further training as an automotive technician.

Cosmetology I & II

Grade Levels: 11-12

Credits: 3

The Cosmetology program is designed to introduce students to the various career opportunities available in the cosmetology field as well as the knowledge and skills associated therein. These include the study of hair, skin and nails and their related areas. Students study and prepare in a clinical lab setting using mannequins and live models for manipulative skill practice. Emphasis is placed on safety, sanitation, communication and management skills. Related areas of study include psychology, ethics and presentation of a professional image. Students that satisfactorily complete the two-year program will be eligible for the licensing exam given by the Virginia Board of Cosmetology. At the end of the first semester, students who have not obtained most of the competencies are placed in Beauty Salon Assistant Class, which is a one-year course without licensing exam.

Criminal Justice I

Grade Levels: 10-12

Credits: 3

Students are introduced to the legal foundations and processes, and the principles, techniques, and practices for exploring careers within the criminal justice system. Students combine classroom instruction and supervised, practical experience throughout the school year.

Criminal Justice II

Grades Levels: 10-12

Credits: 3

In the second year, students learn the legal foundations and processes, the principles, techniques, and practices for exploring careers within the criminal justice system, and the history of terrorism in the United States. Students combine classroom instruction and supervised, practical experience throughout the school year.

Medical Assistant I

Grade Levels: 11-12

Credits: 3

This program is designed to prepare students for careers assisting physicians by performing medical office clerical skills and health care clinical skills. First-year instruction focuses on teaching these skills as well as workplace readiness skills, ethics, medical asepsis, basic human anatomy and physiology, medical math, and medical terminology.

Medical Assistant II

Grade Levels: 11-12

Credits: 3

Prerequisite: B or higher in Medical Assistant I, recommendation from instructor, no more than four ANTC absences, have a valid driver's license and their own transportation to their clinical site, and have proof of a recent physical including immunizations and TB test

In preparation for clinical experience, students earn certification in first aid in CPR. Through advanced on-the-job clinical experience in physicians' offices or clinics, students further develop their medical assisting skills and techniques. Students can earn certifications in HIPPA Privacy Rule and OSHA. A credential-earning certification assessment will be administered at the end of the program. To be eligible to take the assessment, students must pass both years of Medical Assistant with final grades of B or higher and have all competencies completed.

Nurse Aide I (Dual Enrollment)

Grade Levels: 11-12

Credits: 3

Industry Certification Possibilities: Certified Nursing Assistant

This course will emphasize the study of nursing occupations as related to the health care system. Students study normal growth development, simple body structure and function, and medical terminology and are introduced to microbes and disease. They receive elementary skill training in patient-nursing assistant relationships; taking and recording of vital signs; cardiopulmonary resuscitation; and bathing, feeding, dressing, and transporting of patients in hospitals and nursing homes. It is recommended that students taking this course have had Chemistry or are currently taking Chemistry. Students must pass a placement test in order to enroll in this course.

Culinary Arts I

Grade Levels: 10 – 12

Credits: 2

Industry Certification Possibilities: Serv Safe

Students will learn the following concepts: the value of quality customer service in a dining experience, the role of food service management to include standards, regulations, and laws; the importance of safety and sanitation, the use of professional equipment in commercial kitchens, how culinary nutrition will enable you to create successful menus, how to use standard recipes to control costs, as well as cooking techniques used in large quantity food preparation.

Culinary Arts II

Grade Levels: 11 - 12

Credits: 2

Prerequisite: Culinary Arts I

Industry Certification Possibilities: Serv Safe

Students will apply knowledge and techniques used in Culinary Arts I. Students will continue to learn and prepare for possible Serv Safe certification. Topics covered include: proper washing of hands, how to avoid spreading bacteria and how to eliminate cross-contamination, how to thaw and cook food properly, baking and pastry culinary will be spotlighted, specialty desserts will be introduced, as well as identifying characteristics of specific cuts of meat.

The Amelia County Public School System does not unlawfully discriminate on the basis of gender, race, color, religion, disabilities or national origin in its educational programs, admission policies, and activities.