



Goochland County Public Schools  
**Program of Studies**  
**2025-26**

2938-I River Road West  
Goochland, Virginia 23063  
<https://goochlandschools.org>



## Message from the Superintendent

One of the things that I am most proud of about our school division is the vast number of course offerings and academic programs we offer every student. Our menu of core content, electives, and Career and Technical education courses is purposefully designed to advance student inquiry and prepare each of our learners for a productive future.

The Goochland County Public Schools Program of Studies contains valuable information to inform you of all the opportunities available to our middle and high school students. We hope you will use this catalogue as a guide to help you make the best possible academic choices for your child. The Program of Study engages students, parents, school counselors, and teachers in developing and implementing educational plans geared toward each student's academic goals and pathways. It is an excellent reference to help chart your course as a GCPS learner!

We encourage you take a close look at every opportunity. Get to know the value of Honors and Advanced Placement course offerings and how these courses are weighted. Select a CTE pathway and set a goal to earn an industry certification. Consider the advantages of dual enrollment and how cool it could be to earn an Associate's Degree prior to high school graduation. These are just a few of many rich learning experiences aimed to promote our core values: excellence, creativity, courage, honor and optimism as we support every student to maximizing her/his potential.

Thank you for your continued partnership!



Michael T. Cromartie, Ed.D.  
Superintendent



## Message from the Assistant Superintendent of Instruction

We are proud of the programming we offer our students from preschool through high school. Thanks to the support of our school board, board of supervisors, and Goochland community, the opportunities we're able to provide our students rival those of school divisions ten times our size. Specifically, Goochland High School offers students rigorous academic programming, strong career exploration and preparation, comprehensive co-curricular opportunities, and a championship caliber athletic program.



Goochland High School offers fifteen Advanced Placement (AP) courses, twenty-four dual enrollment courses, forty-six career and technical education courses, forty-one fine arts courses, twenty-five varsity athletic teams, as well as forty-four student clubs, organizations, and honor societies. We are one of a handful of Virginia high schools whose students have the opportunity to participate in two Governor's schools. We have formal partnerships with five Virginia colleges and universities. Goochland High School has one of the most robust Junior Reserve Officers' Training Corps programs in the Mid-Atlantic. And we have the only two-year heavy equipment operator program in the Commonwealth.

We've also worked hard to build programs that provide our students with multiple on- and off-ramps, so that individual needs are met as they evolve throughout a student's academic career. We believe the results of this work are our graduates, well prepared for a lifetime of success along whichever path they choose.



Stephen Geyer, Ed.D.  
Assistant Superintendent of Instruction

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## Our Schools and Principals

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**Andrew Meiller, Principal**

Madison Jackson, School Counselor

**Goochland Elementary School**

2000 Bulldog Way  
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**Tina McCay, Principal**

Carmen Bland, School Counselor  
Elizabeth Graham, School Counselor

**Randolph Elementary School**

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Crozier, Virginia 23039  
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**Melissa Reams, Principal**

Erin Shively, School Counselor

**Goochland Middle School**

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**Matthew Mason, Principal**

Patrick Gordon, Assistant Principal  
Helen Montgomery, Dean of Students  
Ashton Blackley, School Counselor  
Caroline Powell, School Counselor

**Goochland High School**

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**Brian Hahn, Principal**

Anne Marie Hudak, Assistant Principal  
Elizabeth Coiner, Assistant Principal  
Pete Glessman, Dean of Students  
Renée Ferrell, Lead School Counselor  
Mallory McMullin, School Counselor  
Suly Salazar, School Counselor

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## Vision and Mission

On June 9, 2020, the Goochland County School Board approved its 2020-2026 Strategic Plan, **Engage 20/26**. The Plan charts a purpose-driven course for the school division and leverages our organization's proven success, as Goochland County Public Schools is regarded as one of the highest performing school divisions in the Commonwealth. The cornerstones of the Plan are its vision, mission, core values, and three primary goals.

### Vision

*To inspire the next generation to make a positive impact*



### Mission

*To maximize the potential of every learner*



### Core Values

Excellence | Creativity | Courage | Honor | Optimism



### Goal 1

#### **Instruction and Lifelong Learning**

To maximize each student's potential in preparation for a successful life

### Goal 2

#### **Inclusive and Engaging Culture**

To create an engaging and responsive experience where everyone feels informed, included, valued, and empowered

### Goal 3

#### **Facilities, Resources, and Technology**

To enhance and support the instructional and learning needs of all students and staff

If you are interested in learning more about the current Plan, please visit <https://www.goochlandschools.org/page/strategic-plan>.

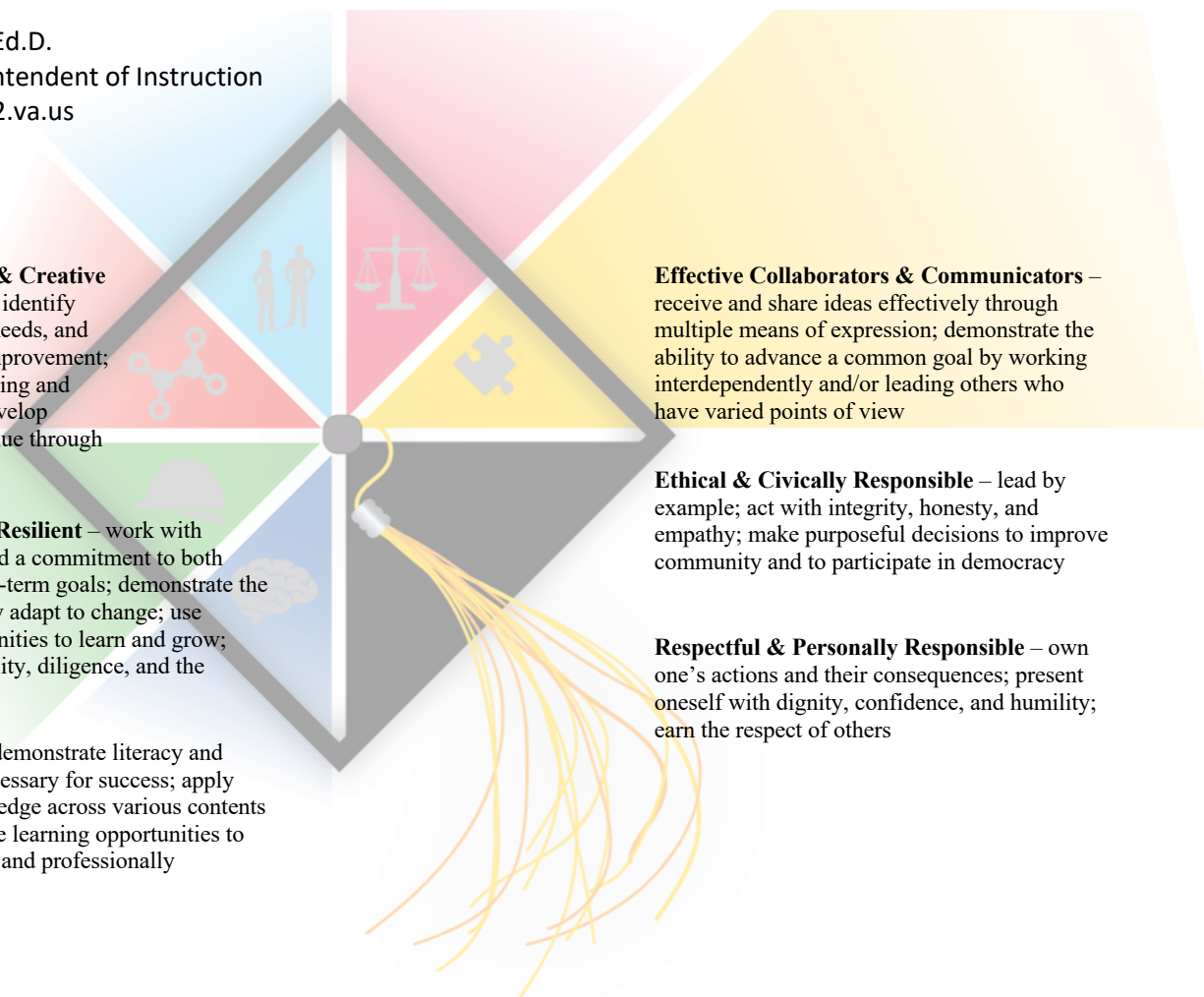
## Profile of a Goochland Graduate

Throughout 2016 and 2017, the school division worked to develop the Profile of a Goochland Graduate. It was a collaborative process that included school division team members, as well as several stakeholder groups from our community including students, parents, business leaders, and officials from higher education. The development process was designed to align with state standards<sup>1</sup>, as well as to reflect the priorities of our locality.

In partnership with our community, our team worked to identify how the core skills of critical thinking, creativity, collaboration, communication, and citizenship are defined, reflected, and prioritized in Goochland County. During the development of this profile, the team worked to align our community input with our division's core values and to state in clear language what the requisite skills should "look like" in a student who graduates from our high school. The resulting Profile of a Goochland Graduate framework supports students in developing the unique ideals and qualities that are important to our broad school-community. This work will continue to progress and change as we work to implement and create a synergistic alignment between the goals of our state, community, core values, and classrooms. Through the use of this profile, Goochland County Public Schools' educators work to incorporate these life-ready skills throughout students' daily learning experiences.

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**Critical Thinkers & Creative Problem Solvers** – identify challenges, unmet needs, and opportunities for improvement; apply creative thinking and analytic skills to develop solutions; create value through innovation

**Hard Working & Resilient** – work with purpose, energy, and a commitment to both short-term and long-term goals; demonstrate the ability to effectively adapt to change; use setbacks as opportunities to learn and grow; demonstrate reliability, diligence, and the ability to focus

**Knowledgeable** – demonstrate literacy and numeracy skills necessary for success; apply foundational knowledge across various contents and contexts; pursue learning opportunities to improve personally and professionally

**Effective Collaborators & Communicators** – receive and share ideas effectively through multiple means of expression; demonstrate the ability to advance a common goal by working interdependently and/or leading others who have varied points of view

**Ethical & Civically Responsible** – lead by example; act with integrity, honesty, and empathy; make purposeful decisions to improve community and to participate in democracy

**Respectful & Personally Responsible** – own one's actions and their consequences; present oneself with dignity, confidence, and humility; earn the respect of others

<sup>1</sup> <http://www.doe.virginia.gov/instruction/graduation/profile-grad/index.shtml>

## PK-12 Programming

Goochland County Public Schools offers comprehensive academic programming at our three elementary schools, one middle school, and one high school. Byrd Elementary School is our western-most school, Goochland Elementary School serves our elementary age students in the center portion of the county, and Randolph Elementary School is our eastern-most school. Goochland Middle School serves students in grades 6-8 and is centrally located across the street from Goochland Elementary School. Goochland High School adjoins our middle school, which helps create a seamless secondary experience for students and families. Goochland Tech is located a half mile east of Goochland High School and houses a portion of Goochland High School's Career and Technical Education programs.

### Preschool Programming

Goochland County Public Schools offers preschool programs at each of its three elementary schools. Randolph Elementary, Goochland Elementary, and Byrd Elementary each have a preschool classroom for four-year-olds. Byrd Elementary has an additional preschool classroom that serves three- and four-year-olds. All of these classrooms serve children in full-day programs. Goochland County Public Schools provides transportation to and from school for our preschool students. The programs are free for families who qualify.

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### Elementary Programming

Our K-5 program is delivered at three elementary schools within our school division: Byrd Elementary School, Goochland Elementary School, and Randolph Elementary School. Quite simply, the focus is our students. We are committed to maximizing each child's potential and strive to do so through highly engaging learning experiences that prepare students for sustained success.

Our instructional program is founded in the core academic disciplines of literacy and numeracy, as development in these areas is critical for ongoing school success. Direct instruction is provided in language arts, mathematics, science, and social sciences. Additionally, students receive instruction in computer science, computer technology, health and physical education, character education, library/media, and the arts.

We maintain a low student to teacher ratio throughout elementary school in order to ensure a personalized experience for both students and families. Generally, our primary grades classes are between 15:1 and 20:1, while our upper elementary classes are between 17:1 and 22:1.

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## Secondary Programming

Our 6-12 program is delivered at our secondary complex: Goochland Middle School (grades 6-8), Goochland High School (grades 9-12), and the Career and Workforce Development Center. Just like our elementary program, the continued focus in the secondary grades is our students. We are committed to maximizing each child's potential and strive to do so through highly engaging learning experiences that prepare students for a lifetime of success.

Our instructional program is founded in the core academic disciplines of English, mathematics, science, history, and world language. Additionally, students receive instruction in career and technical education, computer science, computer technology, driver education, economics and personal finance, health and physical education, and the arts.

Our academic program is highly supplemented by both co-curricular and extra-curricular opportunities for students including athletics, clubs, fine arts, honor societies, internships, and volunteerism.

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## Alternative Education

We recognize that students are unique and need opportunities to learn in different settings. Occasionally, the traditional comprehensive high school structure does not fit a student's needs. Having the flexibility to develop a specific educational path is essential for some students. Our alternative education program gives certain students the autonomy and fluidity necessary for success.

Our program is a personalized program designed with the whole student in mind. A low student-to-teacher ratio allows for a sharp focus on student-specific goals and a tailored academic pathway to graduation. These pathways may include, but are not limited to, hybrid scheduling with the traditional classroom, blended learning opportunities, and General Educational Development (GED) study through an Individual Student Alternative Education Plan (ISAEP) program. Workplace readiness skills, career planning, and post-secondary transition plans are integrated into the academic program.

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## Graduation and Diploma Requirements

In accordance with the Virginia Department of Education, Goochland County Public Schools offers two diplomas for high school graduation: Standard Diploma and Advanced Studies Diploma. For each diploma, students must earn a specified number of verified and standard credits. A “standard unit of credit” or “standard credit” is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. A “verified credit” is a credit awarded for a course in which a student earns a standard credit *and successfully passes the corresponding end-of-course assessment or state-approved substitute assessment*.

Occasionally, the State Board of Education approves revisions to Virginia’s graduation requirements. The latest revisions took effect with the incoming ninth grade class of 2018-19. The requirements are presented below:

### Requirements for Students Entering Grade 9 for the First Time in 2018-19 and Beyond

| STANDARD DIPLOMA  |                  |                  |
|---|------------------|------------------|
| Subject Area  | Standard Credits | Verified Credits |
| English   | 4                | 2                |
| Mathematics   | 3                | 1                |
| Laboratory Science  | 3                | 1                |
| History and Social Sciences   | 3                | 1                |
| Health and P.E.   | 2                | 0                |
| World Language/Fine Arts/Career & Technical Education   | 2                | 0                |
| Economics and Personal Finance  | 1                | 0                |
| Electives   | 4                | 0                |
| <b>Total</b>  | <b>22</b>        | <b>5</b>         |
| <p><i>Additional Requirements for Graduation:</i></p> <ul style="list-style-type: none"> <li>• Complete an Advanced Placement, Honors, or International Baccalaureate course or earn a Career and Technical Education credential</li> <li>• Complete a virtual course</li> <li>• Receive training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)</li> <li>• Demonstrate “the five Cs” – critical thinking, creative thinking, collaboration, communication, and citizenship</li> <li>• Two electives must be sequential</li> </ul> |                  |                  |

| ADVANCED DIPLOMA  |                  |                  |
|---|------------------|------------------|
| Subject Area  | Standard Credits | Verified Credits |
| English   | 4                | 2                |
| Mathematics   | 4                | 1                |
| Laboratory Science  | 4                | 1                |
| History and Social Sciences   | 4                | 1                |
| Health and P.E.   | 2                | 0                |
| World Language  | 3                | 0                |
| Fine Arts/Career & Technical Education  | 1                | 0                |
| Economics and Personal Finance  | 1                | 0                |
| Electives   | 3                | 0                |
| <b>Total</b>  | <b>26</b>        | <b>5</b>         |
| <p><i>Additional Requirements for Graduation:</i></p> <ul style="list-style-type: none"> <li>• Complete an Advanced Placement, Honors, or International Baccalaureate course or earn a Career and Technical Education credential</li> <li>• Complete a virtual course</li> <li>• Receive training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)</li> <li>• Demonstrate “the five Cs” – critical thinking, creative thinking, collaboration, communication, and citizenship</li> <li>• Two electives must be sequential</li> </ul> |                  |                  |

A third completion option, an Applied Studies Certificate, exists for students with disabilities who complete the requirements of their IEP and who do not meet the requirements for the aforementioned diplomas.

Additionally, a Certificate of Program Completion is available to students who complete prescribed programs of study defined by a local school board, but who do not qualify for diplomas or the Applied Studies Certificate.

For more information about these other completion options in Virginia, please visit: [http://www.doe.virginia.gov/instruction/graduation/other\\_diploma.shtml](http://www.doe.virginia.gov/instruction/graduation/other_diploma.shtml).

## General Information

### Adding or Dropping High School Courses

The add/drop period is the first two weeks of the school year. After the add/drop period ends, administration approval is required for schedule changes, and the request needs to be made in writing to the student's school counselor.

Any courses dropped on or before the end of the first nine-week grading period will not appear on the high school transcript. Any courses dropped after the first nine-week grading period will result in one of the following on the high school transcript in place of the grade:

WP = Withdrawn Passing

WF = Withdrawn Failing

WP and WF *will not* be calculated in the student's GPA.

### High School Academic Placement

Grade 9 students must earn six credits, including English 9, to be promoted to grade 10. Grade 10 students must have earned 12 credits, including English 9 and 10, to be promoted to grade 11. Any student enrolled in all courses needed to complete graduation requirements will be classified as a grade 12 senior.

### Grade Point Average (GPA) and Course Weighting

Goochland High School uses a 4.0 system for calculating grade point average (GPA) as used by most secondary schools and colleges. All Advanced Placement (AP), Blue Ridge Virtual Governor's School, Humanities, Honors, and Dual Enrollment academic courses awarded a high school credit toward graduation will add one (1) point toward calculating GPA.

### Goochland High School Grading Scale/GPA Points (Grades 7-12)

| Letter Grade | Number Grade | GPA Points | Weighted GPA Points |
|--------------|--------------|------------|---------------------|
| A+           | 97-100       | 4          | 5                   |
| A            | 93-96        | 4          | 5                   |
| A-           | 90-92        | 3.7        | 4.7                 |
| B+           | 87-89        | 3.3        | 4.3                 |
| B            | 83-86        | 3          | 4                   |
| B-           | 80-82        | 2.7        | 3.7                 |
| C+           | 77-79        | 2.3        | 3.3                 |
| C            | 73-76        | 2          | 3                   |
| C-           | 70-72        | 1.7        | 2.7                 |
| D+           | 67-69        | 1.3        | 2.3                 |
| D            | 60-66        | 1          | 2                   |
| F            | 59 and below | 0          | 0                   |

### Calculating GPA

To calculate a GPA, divide Total Grade Points by Total Potential Credits. Total Grade Points = the sum of number of credits earned x GPA Points earned. Total Credits Attempted = total number of credits attempted (whether passed or failed).

### Class Ranking

Beginning with the Class of 2022, students will be ranked by decile. Decile rank is determined by decile groups of ten percent within a student's class. The high school transcript will report a student's decile rank 1-5 or >5.

Decile Rank 1 = Top 10% of class

Decile Rank 2 = Top 20% of class

Decile Rank 3 = Top 30% of class

Decile Rank 4 = Top 40% of class

Decile Rank 5 = Top 50% of class

Decile Rank >5 = Student's rank is below the top 50% of class

### Test Record on High School Transcript

The test record includes at least the highest score earned, if applicable, on college performance-related standardized tests such as SAT and ACT. Parents or guardians can elect in writing to the high school to have the test record excluded from the student transcript.

### High School Credit-Bearing Courses Taken in Middle School

High school credit-bearing courses taken in middle school are calculated into the high school GPA. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course. The omission of the credit must be submitted in writing to the Goochland Middle School by the deadline the summer after the course is taken.

### Transfer Students

Grades in all courses, including transfer grades, will be used in computing GPA and decile rank, failing, as well as passing. Additionally, GPA will reflect the weighting policy of the previous school for all transferred credits. Procedures for awarding credits for home-instructed and private school students can be found in School Board policy JECB-R.

## High School Course Descriptions

**These are the current course offerings at Goochland High School. Course offerings may be adjusted annually based on enrollment, student interest, teacher availability, and School Board approval. All courses are one-credit unless otherwise noted.**

### Career and Technical Education

#### **Advanced Woodworking I**

*This course provides an orientation to careers in various fields of manufacturing. Learning experiences include career analysis as well as the use of tools and equipment related to analysis, testing, and processing of woods. Emphasis will be placed on manufacturing systems, safety, materials, production, business concepts, and the manufacturing process. Students may also explore manufacturing systems related to metals, plastics, ceramics, and composite materials.*

**Prerequisites:** Materials and Processes Technology - Woods I (Basic Woodworking)

**Grades:** 10-12

#### **Advanced Woodworking II**

*Students assess the relationship between production and society as they compose design portfolios, construct production prototypes, incorporate computer-integrated manufacturing (CIM), and apply automation to evaluate solutions to technological problems.*

**Prerequisites:** Manufacturing Systems (Advanced Woodworking I)

**Grades:** 11-12

#### **Applied Agricultural Concepts**

*Students who have limited or no agricultural background or experience learn fundamental agricultural competencies needed for rural or urban living. Areas of instruction include meat grading and selection, maintenance of home appliances and equipment, and the study of plumbing, electrical wiring, and carpentry fundamentals. Teachers may incorporate additional competencies in the study of soil fertility and in cultural practices for shrubs, lawns, gardens, and fruit trees. The course emphasizes leadership development activities and participation in FFA activities.*

**Prerequisites:** None

**Grades:** 9-12

#### **Architectural Drawing & Design**

*Students explore architectural design foundations and increase understanding of working drawings, construction techniques, and codes regulating building design. They learn the design process and apply the elements and principles of design to architectural projects. Through producing models and illustrations of all aspects of a building, students create*

*architectural design solutions using CADD (computer aided drafting and design).*

**Prerequisites:** Technical Drawing and Design or Engineering Explorations or Algebra I or a corequisite of Geometry

**Grades:** 9-12

#### **Banquet and Catering Specialization**

*In this culinary arts specialization course students will attain knowledge and skills needed to get a job in the culinary industry, specifically in the areas of banquets and catering. In a hands-on environment, students will learn customer relation and contracting skills, menu planning, ordering, costing and budgeting, as well as how to produce and display foods for large on-site and off-site events. This class may require time outside of normal class hours in order to provide the work-based learning experience it is designed to create. The curriculum continues to place a strong emphasis on science and mathematics knowledge and skills, critical thinking, practical problem-solving, and entrepreneurial opportunities within the field of culinary arts.*

**Prerequisites:** Culinary Arts I and II

**Grade:** 12

#### **Basic Woodworking**

*Students focus on physical materials and processes as they fabricate usable products. Learning experiences include career analysis as well as the use of tools and equipment related to woodworking and composite materials. This course is recommended for students interested in technical careers and others wishing to improve their knowledge of woodworking and other processes with plastics and metals.*

**Prerequisites:** None

**Grades:** 9-12

#### **Carpentry I**

*Beginning with a foundational emphasis on safety, students are taught to use hand and power tools, cut stock, apply construction mathematics, interpret blueprints, and understand basic rigging. Students will become proficient in identifying types of residential construction components used to frame walls, floors, ceilings, roofs, doors, and windows. All students will obtain the required Construction Industry OSHA 10 safety credential.*

**Prerequisites:** None

**Grades:** 9-12

#### **Carpentry II (2 credits)**

*Carpentry II prepares students for a successful transition into postsecondary education for careers in carpentry and related fields, such as construction management, architecture, and others. Students are taught the safe use of hand and power tools common to the industry, designed to complement their Construction Industry OSHA 10 safety credential earned in the prerequisite course. Students will become proficient in assembling and installing various types of residential construction components according to industry standards,*

including forming foundations, framing floors, walls, ceilings, roofs, trusses, roofing materials, stairs, and exterior doors and windows.

**Prerequisites:** Carpentry I

**Grades:** 10-12

### **Technical Drawing and Design (CAD)**

In this foundation course, students learn the basic language of technical design, while they design, sketch, and make technical drawings, illustrations, models, or prototypes of real design problems. Students develop spatial ability as they apply mathematical concepts to visual representations. The course is especially recommended for future engineering and architecture students. Computer Aided Drafting/Design software, 3D rapid prototyping and project-based learning are the primary focus of the class.

**Prerequisites:** None

**Grades:** 9-12

**Other Information:** Students must provide their own external memory storage device.

### **Culinary Arts I (2 credits)**

Students practice managerial, production, and service skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. Students plan, select, store, purchase, prepare, and serve food and food products; study basic nutrition, sanitation, and food safety; the use and care of commercial equipment; and the operation of institutional food establishments. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of culinary arts are emphasized. Teachers highlight the basic skills of mathematics, science, and communication when appropriate in content.

**Prerequisites:** None, Introduction to Culinary Arts recommended.

**Grades:** 10-12

**Other Information:** All students will be provided with a culinary uniform. Each student must purchase kitchen-safe, slip resistant, black, closed-toe, closed-heel shoes. Students must pass the kitchen safety test prior to participating in any kitchen activity.

### **Culinary Arts II (2 credits)**

The Culinary Arts II curriculum provides students with continuing opportunities to acquire a comprehensive knowledge of the food service industry as well as to expand their technical skills. Students practice kitchen safety and sanitation, apply nutritional principles to food preparation and storage, perform a wide range of more advanced food-preparation techniques including grade manger and baking, refine their dining room serving skills, develop menus, perform on-site and off-site catered functions, and strengthen their business and math skills. The curriculum continues to place a strong emphasis on science and mathematics knowledge and skills.

**Prerequisites:** Culinary Arts I

**Grades:** 11-12

**Other Information:** All students will be provided with a culinary uniform. Each student must purchase kitchen-safe, slip resistant, black, closed-toe, closed-heel shoes. Students

must pass the kitchen safety test prior to participating in any kitchen activity.

### **Economics and Personal Finance**

Students learn how economies and markets operate and how the United States economy is interconnected with the global economy. Additionally, they learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. They also learn the importance of investing in themselves in order to gain the knowledge and skills valued in the marketplace. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship, more effective participation in the workforce, and career success.

**Prerequisites:** None

**Grades:** 10-12

### **Education for Employment I/II (2 credits)**

This course is for those seniors who are participating in a school-sanctioned CTE apprenticeship program coordinated with their CTE program.

**Prerequisites:** Instructor Recommendation

**Grade:** 12

### **Emergency Medical Technician I (Part 1 of 2)**

The tasks and competencies for this course reflect the National Emergency Medical Services Core Content and the Virginia Emergency Medical Services educational standards. Students will explore and apply the fundamentals of Emergency Medical Services, including human anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care. This course will include skill development in assessing an emergency scene, understanding shock, resuscitation, and trauma. Successful completion of this course, along with instructor endorsement, qualifies students to attempt the state approved certification test and meets licensure requirements as a certified EMT-Basic.

**Prerequisites:** None

**Grades:** 9-12

### **Emergency Medical Technician II (Part 2 of 2)**

This is designed to immediately follow the prerequisite course. It expands and deepens students' knowledge base on all topics and concepts taught in Emergency Medical Technician I.

**Prerequisites:** Emergency Medical Technician I

**Grades:** 10-12

### **Advanced Emergency Medical Technician (EMT III)**

This course is intended for students who have completed Emergency Medical Technician (EMT) I and II, have obtained instructor approval, and who may have obtained EMT certification from the Virginia Office of Emergency Medical Services (OEMS). Students will strengthen the skills mastered in the first two courses in the sequence as they acquire skills to assist advanced life support (ALS) providers, build on the foundations of emergency medical services (EMS) education, and meet education requirements for certification or recertification. Students also learn to coordinate with other

public health and safety services, such as fire control, law enforcement, and emergency management.

**Prerequisites:** Emergency Medical Technician I and II; instructor recommendation

**Grades:** 11-12

### **Energy Supply: Sustainability and Efficiency**

Students in this course will explore the principles of energy supply with an emphasis on sustainability and efficiency. Concepts include energy supply and sources (such as wind, solar, nuclear, and biomass), energy generation, innovations in energy, and career exploration. Students will apply their knowledge by designing, mapping, and modeling energy systems and will recognize their role as energy stewards.

**Prerequisites:** None

**Grades:** 9-12

### **Engineering Drawing and Design**

Students will increase their understanding of technical drawing and design techniques by using graphic language for product design, technical illustration, evaluation of designs, and engineering drawings. Students will use computers, calculators, and descriptive geometry and adhere to established standards to solve design problems. They work in teams to design solutions for an identified need and to produce associated parts using a 3D printer.

**Prerequisites:** Technical Drawing and Design (CAD)

**Grades:** 10-12

### **Entrepreneurship Education**

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

**Prerequisites:** None

**Grades:** 9-12

### **Fisheries and Wildlife Management**

The Fisheries and Wildlife Management course offers instruction in identification and management of wildlife and aquatics and of their habitats. Content addressing the issues related to endangered species and organizations that protect fisheries and wildlife is also included.

**Prerequisites:** None

**Grades:** 9-12

### **Fundamentals of Power Generation**

This course provides students with a foundation in electricity and power generation methods. Students will participate in hands-on activities such as designing and building models of power generation systems and components. Students will explore policies, trends, innovation, and careers in energy. It is suggested that this course is taken after a student completes Energy Supply: Sustainability and Efficiency, but it is not a prerequisite.

**Prerequisites:** None (Please see course description.)

**Grades:** 9-12

### **Game Design & Development**

In this project-based course, students will create innovative games through the application of graphic design, animation,

audio, and writing skills. Students will analyze, design, prototype, and critique interactive games within a project management environment.

**Prerequisites:** None

**Grades:** 9-12

### **Introduction to Animal Systems**

Students develop competencies in each of the major areas of the animal systems career pathway including animal nutrition, reproduction, breeding, care, and management. Students learn agricultural mechanics applicable to animal systems. As with all agricultural courses, students will be exposed to principles of leadership and opportunities within student organizations along with supervised agricultural experience opportunities.

**Prerequisites:** None

**Grades:** 9-12

### **Introduction to Culinary Arts**

The Introduction to Culinary Arts curriculum provides students with opportunities to explore career options and entrepreneurial opportunities within the food service industry. Students investigate food safety and sanitation, explore culinary preparation foundations, practice basic culinary skills, explore diverse cuisines and service styles, investigate nutrition and menu development, and examine the economics of food. The curriculum places a strong emphasis on science and mathematics knowledge and skills.

**Prerequisites:** None

**Grades:** 9-12

**Other Information:** All students will be provided with a culinary uniform. Each student must purchase kitchen-safe, slip resistant, black, closed-toe, closed-heel shoes. Students must pass the kitchen safety test prior to participating in any kitchen activity.

### **Introduction to Natural Resources and Ecological Systems**

This course serves as the introductory course for the Natural Resources Career Pathway. Students will explore the study of natural resources and begin to develop skills and knowledge required for employment in occupations related to forestry, wildlife and natural resources management, and conservation.

**Prerequisites:** None

**Grades:** 9-12

### **Landscaping I**

Landscaping offers skilled workers satisfying career opportunities in varying working environments. The expanding and ever-evolving green industry requires skilled workers for high-demand occupations offering educational and leadership opportunities. This course focuses on preparing students for entry-level employment, postsecondary opportunities, and advancement in the landscape design, construction, and maintenance industries.

**Prerequisites:** None

**Grades:** 9-12

### **Landscaping II**

Landscaping II is a continuation of Landscaping I, offering students an in-depth experience of the expanding and ever-evolving green industry. This course focuses on preparing students for mid-level employment, postsecondary

opportunities, and advancement in the landscape design, construction, and maintenance industries.

**Prerequisites:** Landscaping I

**Grades:** 10-12

### **Marketing I**

Students examine activities in marketing and business important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace. Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

**Prerequisites:** None

**Grades:** 9-12

### **Marketing II**

Students will build on knowledge gained in Marketing I. Students will participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, and emerging technologies. Students will prepare for advancement in marketing careers and postsecondary education.

**Prerequisites:** Marketing I

**Grades:** 10-12

### **Media Workshop**

Communication Systems provides experiences in the fields of imaging technology, graphic productions, video and media, technical design, and various modes of communicating information through the use of data.

**Prerequisites:** None

**Grades:** 9-12

### **Military Science I (MCJROTC)**

The Marine Corps Junior Reserve Officers' Training Corps (MCJROTC) program is a Leadership Education program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of Marine Corps leadership traits and principles. The MCJROTC program combines classroom instruction and practical application to achieve its objectives. At Goochland High School, MCJROTC is a four-year, four level, elective academic course which provides one credit for each year satisfactorily completed. Marine Corps uniforms are worn, and training in Marine Corps history and customs, military courtesies, drill and ceremonies, personal grooming, physical fitness, and other military skills are used to develop self-esteem, self-confidence, self-discipline, and basic leadership. Cadets are expected to wear their designated Marine Corps uniform once a week while adhering to appropriate grooming standards. Extracurricular opportunities may include Drill Team/Color Guard, Raider (physical fitness) Team, Air Rifle Team, Cyber Patriot Team, orientation trips, community service projects, social events, etc.

This is an elective class and participation in the MCJROTC program is voluntary and incurs no obligation for military service.

**Prerequisites:** None

**Grades:** 8-12

### **Military Science I (MCJROTC) with Health & PE 9**

This course includes the preceding description included in Military Science I, while also meeting all of the requirements for Health & Physical Education 9. This course is the same duration as Military Science I.

**Prerequisites:** None

**Grade:** 9

### **Military Science II (MCJROTC)**

This course builds upon the knowledge and experience base gained from successfully completing Military Science I. The course continues to stress classroom instruction and practical application designed to emphasize leadership education, citizenship, personal growth and responsibility, self-discipline, character development, and future career considerations. Topics taught include leadership, physical fitness, drill and ceremonies, military customs and courtesies, general military subjects, air rifle marksmanship, and military history. Cadets are expected to wear their designated Marine Corps uniform once a week, adhere to appropriate grooming standards, and perform leadership roles within the MCJROTC cadet organization. Extracurricular opportunities may include Drill Team/Color Guard, Raider (physical fitness) Team, Air Rifle Team, Cyber Patriot Team, orientation trips, community service projects, social events, etc. This is an elective class and participation in the MCJROTC program is voluntary and incurs no obligation for military service.

**Prerequisites:** Military Science I

**Grade:** 9

### **Military Science II (MCJROTC) with Health & PE 9**

This course includes the preceding description included in Military Science II, while also meeting all of the requirements for Health & Physical Education 9. This course is the same duration as Military Science II.

**Prerequisites:** None

**Grades:** 8-12

### **Military Science III (MCJROTC)**

This course builds upon the knowledge and experience base gained from successfully completing Military Science I and II. The course continues to stress classroom instruction and practical application designed to emphasize leadership education, citizenship, personal growth and responsibility, self-discipline, and character development. Higher level training in leadership, physical fitness, drill and ceremonies, military customs and courtesies, general military subjects, air rifle marksmanship, sword drill, land navigation and military history are some of the disciplines taught. During this year, there is an increased emphasis on personal leadership, as well as the consideration and exploration of post high school educational and career opportunities. Cadets are expected to wear their designated Marine Corps uniform once a week, adhere to appropriate grooming standards, and perform leadership roles within the MCJROTC cadet organization.

*Extracurricular opportunities may include Drill Team/Color Guard, Raider (physical fitness) Team, Air Rifle Team, Cyber Patriot Team, orientation trips, community service projects, social events, etc. This is an elective class and participation in the MCJROTC program is voluntary and incurs no obligation for military service.*

**Prerequisites:** Military Science II

**Grades:** 10-12

#### **Military Science IV (MCJROTC)**

*This course allows junior/senior cadets the opportunity to serve as both a training facilitator for the MCJROTC instructional staff, and as a mentor for subordinate cadets. Senior cadets are expected to display positive attitudes, requisite leadership ability, and perform in leadership roles within the MCJROTC cadet organization. Military Science IV cadets are assigned to Leadership Education I, II, or III classes to provide leadership, serve as role models, conduct training, and mentor junior cadets as a means to enhance their leadership skills and prepare them for life after high school. Cadets are expected to wear designated Marine Corps uniforms on a weekly basis, adhere to appropriate grooming standards, and set a positive example for other younger cadets within the MCJROTC program. Extracurricular activities include Drill Team/Color Guard, Raider (physical fitness) Team, Marksmanship Team, orientation trips, community service projects, and social events. Participation in the MCJROTC program is voluntary and incurs no obligation for military service.*

**Prerequisites:** Military Science III

**Grades:** 11-12

#### **Military Science V: Leadership Development**

*Students will develop competencies in identifying individual aptitudes in relation to effective leadership skills, understanding organizational behavior, using effective communication in the workplace, handling human resources and organizational challenges, supervising and training employees, resolving conflict, and planning for the future. Continuing education in leadership is emphasized, as well as practical leadership experiences in cooperation with school and community leaders. Contextual instruction and student participation in co-curricular career and technical student organization activities will develop leadership, interpersonal, and career skills. High-quality work-based learning will provide experiential learning opportunities related to students' career goals and interests, while reinforcing the Profile of a Goochland Graduate.*

**Prerequisites:** Military Science IV

**Grade:** 12

#### **Nurse Aide I**

*Nurse Aide I, offered as an occupational preparation course, emphasizes the study of nursing occupations as related to the health care system. Students study normal growth and 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. Limited on-the-job instruction in nursing homes and hospitals*

*is part of the course. This course can be used as an introduction to practical nursing or to prepare the student for Nurse Aide II so that all competencies for a certified nursing assistant are met.*

**Prerequisites:** None

**Grades:** 10-12

#### **Nurse Aide II (2 credits)**

*Nurse Aide II is an occupational preparation course, emphasizing advanced skill training in areas such as catheter care, range of motion, bowel and bladder training, care of the dying, selected procedures for maternal and infant care, and admission and discharge procedures. Students learn diseases and body systems as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. On-the-job instruction in a licensed nursing home is part of the course. Upon completion of the nurse aide program, the student is eligible to take the nurse aide certification exam that leads to employment as a certified nurse aide in hospitals and nursing homes.*

**Prerequisites:** Nurse Aide I

**Grades:** 11-12

#### **Photoshop Basics**

*Students enrolled in this course will learn how to edit digital pictures in such a way that will allow them to: remove items, create compositions, generate lighting schemes, correct exposure and color balance, refurbish old black & whites, and create digital works of art using double exposure, dispersion, and macro worlds. This course focuses on the use of Photoshop and all it has to offer. The course includes a purposeful emphasis on digital citizenship.*

**Prerequisites:** None

**Grades:** 9-12

#### **Small Engine Technology I**

*Students learn to safely maintain and repair small internal-combustion engines used in industries such as lawn and garden, marine, and high-performance port sports. Students diagnose and service manual starting systems, ignition systems, cooling systems, and exhaust systems.*

**Prerequisites:** None

**Grades:** 9-11

#### **Sports Medicine I**

*The course introduces students to topics such as human anatomy and physiology, nutrition, biomechanics, medical terminology, injuries and illnesses, and legal and ethical issues in sports medicine. Students also examine prospective careers in the sports medicine field. Upon successful completion of this course, students are eligible to take Sports Medicine II.*

**Prerequisites:** None

**Grades:** 10-12

#### **Sports Medicine II**

*In this course, the student will become familiar with the field of Athletic Training/Sports Medicine. This course is intense and challenging. It teaches students basic anatomy of the body including bone anatomy, musculature, ligaments, and tendons. The student will become familiar with sports injuries, evaluation, treatment of injuries, and rehabilitation techniques.*

*In addition, the student will work on job readiness skills, resume writing, and will participate in at least 20 hours of job shadowing experience outside of school.*

**Prerequisites:** Sports Medicine I

**Grades:** 11-12

**Other Information:** This course requires that the students obtain 20 hours of job shadowing and/or volunteering experience with a healthcare professional outside of school. It is the student's responsibility to contact a healthcare professional to make these arrangements, and the student must provide their own transportation.

### **Teachers for Tomorrow I**

*Teachers for Tomorrow I (TfTI) fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in education. Students build a foundation for teaching; learn the history, structure and governance of teaching; apply professional teaching techniques in the TfTI classroom; and reflect on their teaching experiences. Additional educational leadership opportunities are offered through the student organization, Future Educators Association.*

**Prerequisites:** None

**Grades:** 10-12

### **Teachers for Tomorrow II**

*This course is a continuation of Teachers for Tomorrow I. Students enrolled in this course will deepen their understanding of what a career in education might look like. Students will spend a significant amount of time in an internship, working alongside and learning from a cooperating teacher in GCPS. This course may be offered with dual-enrollment opportunities. Interested students must complete a short application process to be admitted.*

**Prerequisites:** Teachers for Tomorrow I

**Grades:** 11-12

### **Television and Media Production I**

*This course offers students an opportunity to study all aspects of video and media production, from planning and writing for production to operating studio and editing equipment. Students practice various methods of gathering news and information from individuals, research, and online resources. All students participate in a regular live TV broadcast.*

**Prerequisites:** None

**Grades:** 9-12

### **Television and Media Production II**

*This course offers students a hands-on opportunity to study all aspects of video and media production. Students will conceptualize, plan, and contribute through all production phases: pre-production, production, and post-production. In addition, students will practice various methods of gathering and recording information and creating novel content to create a variety of video and media productions while operating studio editing software and video and audio equipment.*

**Prerequisites:** Television and Media Production I

**Grades:** 10-12

### **Television and Media Production III (2 credits)**

*This course builds upon knowledge and skills from Television and Media Production I and Television and Media Production*

*II. Students will demonstrate mastery of in-depth concepts related to television and media production. Students will create original productions, assemble a professional digital portfolio, and investigate the dynamic nature of the television and media production industry. Contextual instruction and student participation in co-curricular career and technical student organization activities will develop leadership, interpersonal, and career skills. High quality work-based learning will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local business partners and professional organizations.*

**Prerequisites:** Television and Media Production II

**Grades:** 11-12

### **Utility/Heavy Construction I**

*This program provides both the knowledge and the hands-on skills needed to secure a job as a construction equipment operator. Students learn about site grading and development, excavation, concrete structures, pipe laying, road building, and other topics. Completion of this sequence may prepare students for the certification exam for medium/heavy truck technician or parts specialist.*

**Prerequisites:** None

**Grades:** 10-12

**Other Information:** Closed-toe shoes are required.

### **Utility/Heavy Construction II (2 credits)**

*This program provides both the knowledge and the hands-on skills needed to secure a job as a construction equipment operator. Students learn about site grading and development, excavation, concrete structures, pipe laying, road building, and other topics. They study soil, learn to read blueprints, and have the opportunity to gain experience in operating bulldozers, backhoes, front-end loaders, excavators, and motor graders. Completion of this sequence may prepare students for the certification exam for medium/heavy truck technician or parts specialist.*

**Prerequisites:** Utility/Heavy Construction I

**Grades:** 11-12

**Other Information:** Closed-toe shoes are required.

### **Goochland/Powhatan CTE Partnership:**

Goochland County Public Schools and Powhatan County Public Schools have established a unique partnership that allows students in both jurisdictions to participate in specific CTE offerings that are exclusive to each county's high school. These opportunities are open to junior and senior CTE completers only, and students must provide their own transportation in order to participate. The following offerings are available to Goochland High School students on-site at Powhatan High School:

- **Cosmetology I & Cosmetology II**
- **Electricity I & Electricity II**
- **Firefighting**

Students interested in learning more about this opportunity should inquire with the school counseling team and/or the CTE department at Goochland High School.

## English

### Advanced Composition

*This is a course designed for students who have successfully completed Creative Writing and enjoy writing and creating fictional and nonfictional works. Students will continue to develop their writing skills by engaging in various dependent studies and activities aimed at showcasing the foundational skills acquired in Creative Writing.*

**Prerequisites:** Creative Writing

**Grades:** 10-12

### Creative Writing

*This course focuses on developing and strengthening creative writing skills. Students will identify and explore the writing process through a wide range of methods including journaling, short stories, poetry, and plays. Students will read, interpret, and analyze a variety of fictional and nonfictional pieces with the purpose of adapting these styles and forms to create their own original pieces. Students will be required to submit two original pieces of writing to two writing contests over the course of the academic year and through the study of various units, produce a final portfolio of their best work at the end of the course.*

**Prerequisites:** None

**Grades:** 9-12

### English 9

*Composition, reading comprehension, as well as vocabulary will be emphasized in English 9. A strong emphasis on persuasive writing is made using the entire writing process. Through a required formal research product, proper formatting, outlining, and research skills are stressed as students collect, evaluate, organize, and present the information. Sentence elements, punctuation, and vocabulary are the chief language skills stressed. Vocabulary is cumulative and SAT vocabulary is emphasized. In literature, the emphasis is on the study of each genre by authors from around the world. Major pieces of literature include at least one novel and a Shakespearean play. Listening and speaking skills are taught through group activities and oral presentations.*

**Prerequisites:** None

**Grade:** 9

### Humanities 9: World History II Honors/English 9 Honors

(2 credits)

*This honors-level combined English and World History II course will integrate the content and skills of both courses with the goal of preparing students for further study in challenging and exciting AP and Honors courses. In addition to the traditional core content of both courses, this class will prioritize frequent small group work and project-based learning over whole class instruction and lecturing. To facilitate a more active classroom environment, students will complete some reading and content reinforcement at home for a knowledgeable foundation.*

**Prerequisites:** Recommendation from grade 8 history teacher

**Grade:** 9

**Other Information:** This course is recommended (*not required*) for Advance College Academy students.

### English 9 Honors

*Advanced critical reading and writing skills will be the focus of this class. Honors students will need to be proactive in contributing to class discussions and participating on a daily basis. Instruction in critical analysis of literature from the genres of short stories, nonfiction, drama, poetry, and informational materials will be covered. A minimum of two novels, poetry, and a Shakespearean drama will be read and scrutinized. Expository and persuasive writing is given major emphasis, with students sharpening their skills on the five plus paragraph essay as they generate, gather, plan, and organize writing ideas. Through a required formal research paper, proper formatting, outlining, and research skills are stressed as students collect, evaluate, organize, and present the information. Challenging SAT vocabulary is taught. Students will also focus on identifying and correcting usage errors. Assessment will be done through Socratic seminars, literature discussion groups, objective quizzes & tests, and analysis of literature through essays.*

**Prerequisites:** None

**Grade:** 9

### English 10

*Instruction in analysis of world literature from each genre is featured, and the elements of short stories, fiction and nonfiction, drama, poetry, and informational materials will be examined. A minimum of two novels and a Shakespearean drama will be read, and group and oral discussion via Socratic seminar is stressed to demonstrate engagement, understanding, and exploration of texts. Composition of persuasive essays is given major emphasis, as students generate, gather, plan, and organize writing ideas; this is key to the goal of success in higher level English courses and on the summative writing exam. Through a required formal research paper, students will further the ability to collect, evaluate, organize, and present the information. SAT and other higher-level vocabulary is taught and assessed using varied formats. Students will also focus on identifying and correcting usage errors and eliminating stale language in favor of fresh expression. We learn through our original composition in various genres, so another focus is helping students develop as young writers finding their own voices as critics and creative writers.*

**Prerequisites:** English 9

**Grade:** 10

### Humanities 10: AP Human Geography/English 10 Honors

(2 credits)

*This course combines English 10 and AP Human Geography, which are typically delivered as “stand alone” courses, in a double-blocked format; this means the class meets every day, as opposed to every other day like most courses at our high school. The course is designed to be the second part of a two-part humanities seminar experience that begins in grade 9. Course design and delivery will address associated content standards, utilizing project-based learning as the primary instructional method.*

**Prerequisites:** English 9 or Humanities 9

**Grade:** 10

**Other Information:** This course is recommended (not required) for Advance College Academy students.

### **English 10 Honors**

*Advanced critical reading and writing skills will ensure success for the intrinsically motivated learner. Intense instruction in critical analysis of world literature from each genre is featured. The elements of short stories, fiction and nonfiction, drama, poetry, and informational materials will be covered. A minimum of three novels and a Shakespearean drama will be read and scrutinized through both oral and written critical analyses. Composition is given major emphasis, with students sharpening their writing skills on the five plus paragraph essay as they generate, gather, plan, and organize writing ideas. Through a required formal research paper, proper formatting, outlining, and research skills are stressed as students collect, evaluate, organize, and present the information. Challenging SAT vocabulary is taught. Students will also focus on identifying and correcting usage errors.*

**Prerequisites:** English 9

**Grade:** 10

### **English 11**

*This course utilizes a chronological literary approach to develop understanding of the themes and values established by American writers in a variety of literary forms. Focus will be placed on reading, oral and written analysis, and the development of writing and vocabulary skills throughout the year as students survey writings from the indigenous inhabitants of present-day America all the way through the contemporary and postmodern literature that continues to analyze constantly evolving definitions of American values. Students will read in a variety of different genres and will practice oral and written communication through oral presentations, essays, and research and other projects.*

**Prerequisites:** English 10

**Grade:** 11

### **English 111-112/AP English Language (dual enrollment)**

*This course 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. This course also 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. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage.*

**Prerequisites:** English 10 and enrolled in ACA Program

**Grade:** 11

### **English 11 Honors**

*English 11 Honors is a college preparatory course that utilizes a chronological literary approach to develop understanding of the themes and values established by American writers in a*

*variety of literary forms. Focus will be placed on reading, oral and written analysis, and the development of writing and vocabulary skills throughout the year as students survey writings from the indigenous inhabitants of present day America all the way through the contemporary and postmodern literature that continues to analyze constantly evolving definitions of American values. A primary focus of the course is to consider how texts new and old are living and continue to comment on the American experience long after they are initially penned through the comparison of multiple texts across different literary periods. Students will read in a variety of different genres and will practice oral and written communication through Socratic seminars, oral presentations, essays, and research and other projects.*

**Prerequisites:** English 10

**Grade:** 11

### **AP English 11: Language and Composition**

*This is a rigorous course that gives students ample opportunities to examine a writer's purpose in accordance with the writer's use of rhetorical devices, including tone, diction, audience, organization, appeal, style, and attitude. The course also teaches students how to read and evaluate primary and secondary sources in order to incorporate them into an original composition. All students will be required to document these sources using the guidelines set forth by the Modern Language Association (MLA). This course also requires students to write expository, analytical, and argumentative papers in response to a variety of prose and genres. Students will read and write (formally and informally) in the following rhetorical modes: narration, description, process analysis, example, definition, classification, comparison/contrast, cause/effect, and argument/persuasion. They will learn how to link technique and meaning into well organized, supported, logical responses to complex texts (primarily nonfiction). Upon completion of this course, students are expected to take the AP English Language and Composition examination that may earn college credits with a qualifying score.*

**Prerequisites:** English 10

**Grade:** 11

### **English 12**

*Composition and literature are emphasized in English 12. British Literature is taught chronologically through analyses of works of various genres. Each student will also complete a research paper. Language skills are developed through exposure to the evolution of the English language as well as revision activities. Through both individual and group activities, students will acquire and improve many skills to aid in their post high school plans.*

**Prerequisites:** English 11 or AP English Language and Composition

**Grade:** 12

### **English 245-246/AP English Literature (dual enrollment)**

*This course examines both American and British literary traditions and texts from diverse time periods, genres, and authors. Students will develop critical thinking and interpretive skills through close reading, discussion, and analysis of literary texts in their historical, cultural, social, and literary contexts.*

**Prerequisites:** English 112

**Grade:** 12 and enrolled in ACA Program

### **English 12 Honors**

*Composition and literature are emphasized in English 12. British literature is taught chronologically through in-depth analyses of works of various genres. Honors English 12 reading texts will consistently and pervasively be reinforced through writing assignments stressing literary analysis and high order thinking. Each student will also complete a research paper that focuses around personality types. Language skills are developed through exposure to the evolution of the English language as well as revision activities. Though this course will involve individual and group activities, Honors English 12 students will aim to independently further their development towards and preparation for collegiate level writing and literary analysis.*

**Prerequisites:** English 11 or AP English 11: Language and Composition

**Grade:** 12

### **AP English 12: Literature and Composition**

*AP English Literature is a writing intensive course for students who demonstrate an exceptional interest in the study of literature, particularly poetry, drama, novels, and novellas. Students should have already developed strong analytical and writing skills. Through careful study and discussion of at least twelve texts, beginning with several classics encouraged in the summer, students increase their awareness of literature and language, and deepen their understanding of the writer's craft as they also take an active role in creating allusive and analytical texts alike. Students will develop critical standards for appreciating literary work and will perfect their ability to write about literature. Upon completion of this course, students are prepared to take the AP English Literature and Composition examination to earn college credits with a qualifying score.*

**Prerequisites:** AP English 11: Language and Composition, English 11, or teacher recommendation

**Grade:** 12

### **Yearbook**

*Yearbook is a course open to ninth through twelfth graders who are interested in learning aspects of publishing to include layout design, photography, copy writing, advertisement, and business management. Students will work collaboratively to produce the GHS yearbook and will be involved in all aspects of the creation and production.*

**Prerequisites:** None

**Grades:** 9-12

## **Fine Arts**

### **Advanced Chamber Ensemble Honors**

*Advanced Chamber Ensemble is a premier choral ensemble designed to push vocal, theoretical, and performance abilities. Open for auditions to students who have completed one year of chorus, this course challenges singers who are seeking to deepen their musicianship and refine their vocal*

*skills. As a vocally competitive group, students will engage in advanced repertoire learning, high-level vocal technique, and complex music theory, fostering a deeper connection to choral literature. Perfect for students who seek to be challenged, Advanced Chamber Ensemble provides an intensive, enriching experience that promotes both individual and ensemble growth.*

**Prerequisites:** One year of chorus and audition

**Grades:** 10-12

### **Art I**

*The objectives for Art I emphasize the development of ability to recognize visual arts content, concepts and skills to create, discuss, and understand original works of art. The objectives represent a thematic approach to the visual communication and production, cultural context and chronological art history, judgment and criticism, and aesthetics through which students will develop understanding and appreciation for the visual arts. Students use art-making processes to communicate ideas and personal life experiences. They maintain portfolios documenting their artistic growth. They select representative work to take to the next level of study.*

**Prerequisites:** None

**Grades:** 9-12

### **Art II**

*The standards for Art II help students extend and refine the ability to investigate and respond to the visual arts. Students examine the importance of content, concepts, and skills involved in the creation of original works of art and design. Students continue to maintain portfolios and select representative work to take to the next level of study.*

**Prerequisites:** Art I

**Grades:** 9-12

### **Art III**

*The standards for Art III continue to emphasize the acquisition of concepts and development of skills as well as enable students to organize and analyze visual arts content. Students increasingly focus on art history, critical evaluation, and aesthetics as well as creative problem solving. Study at this level affords students the opportunity to develop personal directions in the production of their works of art or to further their academic study in the visual arts. Students add works of art and other products to their portfolios to take to the next level of study.*

**Prerequisites:** Art II

**Grades:** 10-12

### **Art IV**

*The standards for Art IV help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills. The student-directed approach at this level richly enhances personal expressive abilities. An advanced level of performance that reflects critical and independent thinking and innovation is expected. Students continue to maintain process art portfolios. The culminating portfolio must show evidence of quality, concentration, and breadth of work produced throughout the high school art program.*

**Prerequisites:** Art III

**Grades:** 11-12

### **Art IV Honors**

*The standards for Art IV Honors help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills. The student-directed approach at this level richly enhances personal expressive abilities. An advanced level of performance that reflects critical and independent thinking and innovation is expected. In addition to standard in-class projects, students will be required to complete one independent work each marking period to add to their ongoing art portfolio. The culminating portfolio must show evidence of quality, concentration, and breadth of work produced throughout the high school art program.*

**Prerequisites:** Art III

**Grades:** 11-12

### **Art V Honors**

*This course reinforces students' competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills. The student-directed approach at this level richly enhances personal expressive abilities. An advanced level of performance that reflects critical and independent thinking and innovation is expected. In addition to standard in-class projects, students will be required to complete one independent work each marking period to add to their ongoing art portfolio. The culminating portfolio must show evidence of quality, concentration, and breadth of work produced throughout the high school art program.*

**Prerequisites:** Art IV Honors

**Grade:** 12

### **Ceramics I**

*In this class, students will receive a yearlong introduction to the art of ceramics and basic sculpture. Throughout the course, students will engage in comprehensive projects, which explore art history, world cultures, technical skill and production, and meaningful artistic expression. Students will also learn the fundamentals of art criticism and judgment, while developing a sense of craftsmanship and aesthetics.*

**Prerequisites:** None

**Grades:** 9-12

### **Ceramics II**

*In this class, students will continue their exploration of the art of ceramics. Throughout the course, students will engage in comprehensive projects, which explore art history, world cultures, technical skill and production, and meaningful artistic expression. Students will also learn the fundamentals of art criticism and judgment, while developing a sense of craftsmanship and aesthetics.*

**Prerequisites:** Ceramics I

**Grades:** 10-12

### **Ceramics III**

*In this class, students will continue their exploration of the art of ceramics. Throughout the course, students will engage in comprehensive projects, which explore art history, world*

*cultures, technical skill and production, and meaningful artistic expression. Students will also learn the fundamentals of art criticism and judgment, while developing a sense of craftsmanship and aesthetics. An emphasis will be placed on portfolio development and exhibition.*

**Prerequisites:** Ceramics II

**Grades:** 11-12

### **Ceramics IV Honors**

*Building on the previous levels of ceramics, students are responsible for developing a personal artistic relationship to clay as an art medium. This course emphasizes more advanced firing techniques and glaze development. A continued emphasis will be placed on portfolio development and exhibition.*

**Prerequisites:** Ceramics III

**Grade:** 12

### **Concert Band**

*This is a continuation level course for students with prior band experience. Emphasis is on the advancement of instrument technique, the further development of ensemble performance skills, and rehearsal and performance of intermediate to advanced level band music. This class also includes a basic introduction to theory and history in the context of performance. Membership is open to all high school brass and woodwind players. Performances and rehearsals outside of school hours are required.*

**Prerequisites:** None

**Grades:** 9-12

### **Concert Band Honors**

*This is a continuation level course for students with prior band experience. Emphasis is on the advancement of instrument technique, the further development of ensemble performance skills, and rehearsal and performance of intermediate to advanced level band music. This class also includes a basic introduction to theory and history in the context of performance. Membership is open to all high school brass & woodwind players who wish to pursue music at a deeper level while in high school. Students will be required to participate in performance ensembles outside of Concert Band and attend and analyze other performances to earn honors credit. Performances and rehearsals outside of school hours are required.*

**Prerequisites:** Concert Band

**Grade:** 12

### **Concert Chorus**

*Students may sign up for this class with no prior choral credit. This group will sing levels 2-4 competition quality music. Students must be able to read music, sing on pitch, sight sing when applicable, and follow their assigned vocal part.*

**Prerequisites:** Middle School Chorus 6-8 or Chorus 9

**Grades:** 9-12

### **Concert Chorus Honors**

*The student will study high school level music and an emphasis will be placed on performance. The student will explore historical facts about composers and styles of music while learning the music itself and will be expected to acquire the*

*discipline of good vocal production. This ensemble performs throughout the year at many concerts and events. The Course is open to all choral students who wish to further their knowledge and skills in choral music at the high school level. Students will be required to do choral based extracurricular activities outside of the choral classroom at GHS to earn their Honors Credit. All performances and rehearsals outside of school hours are required for these students and the student must show engagement and leadership skills in the classroom.*

**Prerequisites:** Concert Chorus

**Grade:** 12

### **Dance Company**

*Entrance in the Dance Company is by audition only. Dancers must be proficient in dance techniques for various styles including ballet, jazz, and tap. Students must have the ability to learn quickly and be comfortable choreographing. Dance Company students participate in various competitions and performance events outside of school. This involves added expenses and time outside of school hours and on weekends.*

**Prerequisites:** Audition

**Grades:** 9-12

**Other Information:** Students are required to have shoes, tights, and other dance attire. Costumes are pre-selected by instructor to be used in recitals and/or competitions. These items will be provided for any student in need.

### **Digital Photography I**

*This course covers basic concepts and practice of digital photography, including the understanding and use of the camera, lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, space, exposure, light and color.*

**Prerequisites:** None

**Grades:** 9-12

### **Digital Photography II**

*This course expands on the concepts addressed in Digital Photography I, including the practice of digital photography, the understanding and use of the camera, lenses, and other basic photographic equipment. The course also dives deep on more advanced photographic equipment, as well as aesthetic principles as they relate to composition, space, exposure, light and color.*

**Prerequisites:** Digital Photography I

**Grades:** 10-12

### **Digital Photography III**

*This course expands on the concepts addressed in Digital Photography II, including the practice of digital photography, the understanding and use of the camera, lenses, and other photographic equipment. The course also dives deep on more advanced photographic equipment, as well as aesthetic principles as they relate to composition, space exposure, light, and color.*

**Prerequisites:** Digital Photography I and II

**Grades:** 11-12

### **Digital Photography IV Honors**

*This course expands on the concepts addressed in Digital Photography III, including the practice of digital photography,*

*the understanding and use of the camera, lenses, and other photographic equipment. The course also dives even more deeply into advanced photographic equipment, as well as aesthetic principles as they relate to composition, space exposure, light, and color.*

**Prerequisites:** Digital Photography I and II and II

**Grade:** 12

### **Graphic Arts Design I**

*This course explores digital visual communication through the understanding of the elements and principles of design, as well as the design process from idea development through the final execution of a document or project. This course is a must for anyone interested in pursuing a profession that includes computer graphics.*

**Prerequisites:** None

**Grades:** 9-12

### **Graphic Arts Design II**

*Continued visual arts study of the elements and principles of design as they apply to practical visual solutions for works of art and some logo design. Adobe Illustrator vector software will be used throughout the course. The focus will be on finding creative, innovative solutions that communicate assigned problems using technical skills.*

**Prerequisites:** Graphic Arts Design I

**Grades:** 10-12

### **Graphic Arts Design III**

*This course is an intense visual arts study of the elements and principles of design as they apply to digital visual solutions. Students will explore content through the lens of marketing with projects focused on solving real world problems for the school and community, emulating the designers' work experience. Adobe Illustrator and Photoshop will be used throughout the course. The course focus will be finding real-world, creative, professional, and innovative projects that communicate solutions to problems using advanced technical skills.*

**Prerequisites:** Graphic Arts Design I and II

**Grades:** 11-12

### **Graphic Arts Design IV Honors**

*This course is a capstone visual arts study of the elements and principles of design as they apply to digital visual solutions. Students will explore advanced content through the lens of marketing with projects focused on solving real world problems for the school and community, emulating the designers' work experience. Adobe Illustrator and Photoshop will be used in greater depth throughout the course. The course focus will be finding real-world, creative, professional, and innovative projects that communicate solutions to problems using advanced technical skills.*

**Prerequisites:** Graphic Arts Design I and II and III

**Grade:** 12

### **Jazz Band**

*This class provides an introduction to a wide variety of popular music genres including jazz and rock music. Focus will be placed on stylistically appropriate playing and improvisation. Membership is open to students in Concert Band & Percussion ensemble classes. Others wishing to join*

may be selected by audition. Performances and rehearsals outside of school hours are required.

**Prerequisites:** Audition

**Grades:** 9-12

### **Jazz Band Honors**

This class provides in depth study of a wide variety of popular music genres including jazz and rock music. Focus will be placed on stylistically appropriate playing and improvisation. Students will be required to participate in band based extracurricular activities outside of the band classroom at GHS to earn their Honors Credit. Performances and rehearsals outside of school hours are required.

**Prerequisites:** Audition

**Grades:** 11-12

### **Movement and Dance I**

In Movement and Dance I students will explore various styles of dance, mainly focusing on Ballet, Tap, Jazz and Modern. All students are welcome regardless of previous experience. Recitals are mandatory and are both the midterm and final exam grades. All students must purchase their own dance shoes and attire. Two costumes are purchased each year which are the responsibility of the student.

**Prerequisites:** None

**Grades:** 8-12

**Other Information:** Students are required to purchase shoes, tights, and other dance attire. Costumes are pre-selected by instructor to be used in recitals and/or competitions. These items will be provided for any student in need.

### **Movement and Dance II/III**

This course is available to all students who have taken Movement and Dance I or with permission from the instructor. In Dance II/III students will explore all styles of dance in addition to working on their ability to create choreography. Technique, showmanship, style, and performance should improve. Competitions that occur outside of school are sometimes included in this course. Recitals are mandatory and are counted as midterm and final exam grades.

**Prerequisites:** Movement and Dance I or Instructor Recommendation

**Grades:** 9-12

**Other Information:** Students are required to purchase shoes, tights, and other dance attire. Costumes are pre-selected by instructor to be used in recitals and/or competitions. These items will be provided for any student in need.

### **Music Appreciation**

Music Appreciation is a course designed to introduce representative musical masterworks to high school students. A study of the materials of music, including basic elements, mediums, styles, and form is presented as an aid to understanding and enjoying music. The listening to and analysis of recordings is included. The topics studied include basic music terms, musical time periods, the historical significance of various music genres, and the aesthetic values of music.

**Prerequisites:** None

**Grades:** 9-12

### **Music Theory**

This class investigates how the different elements of music combine to create a piece of music, with a focus on harmony and rhythm. Students participate in written theory, sight singing, and ear training in this class, in addition to exploring creative composition with use of the tools of theory. This course is an introduction to the fundamentals of music.

**Prerequisites:** None

**Grades:** 9-12

### **Percussion Ensemble**

This is a continuation level course for students with prior band experience. Emphasis is on the advancement of instrument technique, the further development of ensemble performance skills, and rehearsal and performance of intermediate to advanced level band music with a focus on developing total percussionists. This class also includes a basic introduction to theory and history in the context of performance. Membership is open to all high school percussionists. Performances and rehearsals outside of school hours are required.

**Prerequisites:** None

**Grades:** 9-12

### **Percussion Ensemble Honors**

This is a continuation level course for students with prior band experience. Emphasis is on the advancement of instrument technique, the further development of ensemble performance skills, and rehearsal and performance of intermediate to advanced level band music. This class also includes a basic introduction to theory and history in the context of performance. Membership is open to all high school percussionists who wish to pursue music at a deeper level while in high school. Students will be required to participate in performance ensembles outside of Concert Band and Percussion Ensemble and attend and analyze other performances to earn Honors Credit. Performances and rehearsals outside of school hours are required.

**Prerequisites:** Percussion Ensemble or Concert Band

**Grade:** 12

### **Scenic Painting and Prop Design**

This class is designed to expose students to the painting and design challenges of set design, an important part of theater production. Students will pull from their fine arts skills, communication skills, and time management skills to build set designs, focusing on painting tasks that help create the illusion of environment to truly flesh out setting in theatrical pieces. This class is taught alongside Technical Theatre but is contrasting as it is more immersed in the craft of illustrative painting to capture the unique vision of the director for each theatrical work.

**Prerequisites:** none

**Grades:** 9-12

### **Show Choir**

Show Choir is a performing ensemble, grades 8-12, that focuses on vocal skills and technique, specifically in the styles of classic and contemporary popular music, musical theater, vocal jazz, and a cappella. Alongside singing, the show choir also incorporates dance and theatrical expression. The ensemble

will feature all voice parts. The group has a variety of performance opportunities throughout the school year at concerts, competitions, and events. All performances and rehearsals outside of school hours are required for these students and the students must show engagement and leadership skills in the classroom.

**Prerequisites:** Audition

**Grades:** 9-12

### **Technical Theatre I**

The standards for Technical Theatre help students apply and expand their knowledge of theatre design, production, and management. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, students work individually and collaboratively to explore the interrelated components of design, production, and management. Students practice safe operating procedures, including the care, maintenance, and storage of tools, materials, and equipment.

**Prerequisites:** None

**Grades:** 9-12

**Other Information:** Students must work at least one after-school event per semester or arrange for an alternate assignment with the instructor.

### **Technical Theatre II**

The students in Technical Theatre II will expand on their knowledge that was learned from Technical Theatre I, including knowledge of theatre design, production, and management.

**Prerequisites:** Technical Theatre I

**Grades:** 10-12

**Other Information:** Students must work at least one after-school event per semester or arrange for an alternate assignment with the instructor.

### **Technical Theatre III**

Students in Technical Theatre III will expand on their knowledge base from Technical Theatre II, including advanced concepts in theatre design, production, and management.

**Prerequisites:** Technical Theatre I and II

**Grades:** 11-12

**Other Information:** Students must work at least one after-school event per semester or arrange for an alternate assignment with the instructor.

### **Theatre Arts I**

The standards for Theatre Arts I enable students to survey theatre arts, experience and appreciate theatrical works and performances, and participate in the creative processes of producing and performing theatre. The course emphasizes foundational concepts, ensemble work, and skill development and provides theatrical opportunities for students to determine areas of personal interest.

**Prerequisites:** None

**Grades:** 9-12

**Other Information:** Students must be part of an after-school class production in the spring or an alternate assignment negotiated with the instructor.

### **Theatre Arts II**

The standards for Theatre Arts II help students make use of and build upon the concepts learned and skills acquired in Theatre Arts I. Through various modes of expression and performance, students investigate dramatic literature, theatrical styles, and historical periods. They study and respond to a variety of theatrical experiences that refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students expand their artistic abilities and appreciation of theatre arts.

**Prerequisites:** Theatre Arts I

**Grades:** 10-12

**Other Information:** Students must be part of an after-school class production in the spring or an alternate assignment negotiated with the instructor.

### **Theatre Arts III**

The standards for Theatre Arts III help students assimilate and build upon the concepts learned and skills acquired in Theatre Arts II. Through various types of performance, students investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of theatrical experiences that refine their collaborative, analytical, interpretive, and problem-solving skills. They continue to cultivate and refine their artistic abilities and appreciation of theatre arts.

**Prerequisites:** Theatre Arts II

**Grades:** 11-12

**Other Information:** Students must be part of an after-school class production in the spring or an alternate assignment negotiated with the instructor.

### **Theatre Arts IV Honors**

The standards for Theatre Arts IV help students refine the concepts learned and skills acquired in Theatre Arts III while reinforcing the principles learned in Theatre Arts I and II. Through research, performance, and evaluation, students develop artistic criteria that are applied to performing and directing. They study and respond to a variety of theatrical experiences, showcasing and applying their collaborative, analytical, interpretive, and problem-solving skills.

**Prerequisites:** Theatre Arts III

**Grade:** 12

**Other Information:** Students must be part of an after-school class production in the spring or an alternate assignment negotiated with the instructor.

### **Treble Choir**

The Treble choir is a "treble voice" chorus that sings a variety of concert literature. It is an auditioned choir for students in grades 9-12 who sing Alto and Soprano voice parts. The class will focus on vocal production, diction, sight reading, music theory, and a variety of styles and genres of music. This ensemble performs throughout the year at many concerts and events.

**Prerequisites:** Audition

**Grades:** 9-12

### **Treble Choir Honors**

The Treble choir is a “treble voice” chorus that sings a variety of concert literature. It is an auditioned choir for students in grades 9-12 who sing Alto and Soprano voice parts. The class will focus on vocal production, diction, sight reading, music theory, and a variety of styles and genres of music. This ensemble performs throughout the year at many concerts and events. The Course is open to Treble Choir choral students who wish to further their knowledge and skills in choral music at the high school level. Students will be required to do choral-based extracurricular activities outside of the choral classroom at GHS to earn their Honors Credit. All performances and rehearsals outside of school hours are required for these students and the student must show engagement and leadership skills in the classroom.

**Prerequisites:** Audition

**Grade:** 12

## Health & Physical Education

### **Adventure Games**

This course is designed for eleventh and twelfth grade students as PE elective. Throughout the course, students will be involved in a number of activities that focus on team building, cooperation and physical challenges. A large part of the class will take place outdoors, across multiple seasons and weather conditions. They will participate in lifetime activities and learn skills such as orienteering and basic survival. The course will be enhanced by field trips to Shenandoah National Park, indoor climbing facilities and a high ropes course.

**Prerequisites:** Health & PE 9 and Health & PE 10

**Grades:** 11-12

**Other Information:** This course requires some additional fees for course-related field trips.

### **Health and Physical Education 9**

Students will set personal fitness goals and work throughout the year to achieve them. Students will participate in a variety of individual, dual, and team sports. Stress will be placed on the benefits of participating in physical activities. The Health units will help students to become better informed and make wise decisions in regard to the care and maintenance of their personal health.

**Prerequisites:** None

**Grade:** 9

**Other Information:** Students have the opportunity to earn credit for Health and Physical Education 9 through successful completion of Military Science I and/or II.

### **Health and Physical Education 10 and Driver’s Education**

Tenth grade students will be instructed in various team sports, individual sports and other various lifetime activities. Points of emphasis will be on individualized fitness and wellness, with a focus on cardiovascular endurance and core strength training. Students will also take the classroom portion of Driver’s Education during their tenth grade year. All of the state required topics in order to obtain a valid driver’s license will be covered. There will also be sections of health to partner with the driver’s education material covered.

**Prerequisites:** Health & PE 9

**Grade:** 10

### **Unified Physical Education**

This course combines students of all abilities to participate in lifetime activities, physical fitness, and sports. Students will work together to increase competence and confidence in a variety of activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

**Prerequisites:** None

**Grades:** 11-12

### **Weight Training I**

This course will focus on learning proper technique, major muscle groups, and weight room safety. Individuals will strengthen and solidify the core, gain muscle mass, increased flexibility, and overall strength and athletic ability. The class will be fast paced and very structured. Assessments will be done periodically to measure body composition and fitness levels.

**Prerequisites:** None

**Grades:** 9-12

### **Weight Training II**

This course will focus on learning proper weight training technique, major muscle groups, and weight room safety. Individuals will strengthen and solidify the core, gain muscle mass, increase flexibility, and overall strength and athletic ability. The class will be fast paced and very structured. Assessments will be done periodically to measure body composition and fitness levels. This course will build upon the principles gained during Weight Training I.

**Prerequisites:** Weight Training I

**Grades:** 10-12

### **Weight Training III**

This course is an extension of proper weight training technique, major muscle groups, and weight room safety. Individuals will further strengthen and solidify the core, gain muscle mass, increase flexibility, and overall strength and athletic ability. The class will be fast paced and highly structured. Assessments will be done periodically to measure body composition and fitness levels. This course will build upon the principles gained during Weight Training II.

**Prerequisites:** Weight Training II

**Grades:** 11-12

### **Women’s Fitness**

This course is designed to support students along their fitness journey. Students will participate in a variety of competitive and non-competitive activities, as well as activities focused around mental health and wellness. Units to include but not limited to are as follows: archery, disc golf, pickleball, badminton, tennis, volleyball, basketball, soccer, yoga, meditation, nature walks, swimming, and kickball. Students of all skill and experience levels are encouraged to enroll in Women’s Fitness.

**Prerequisites:** None

**Grades:** 10-12

## History / Social Studies

### **History 121-122/AP United States History** (dual enrollment)

*This course is a full-year offering that combines the content of semester-long History 121 with semester-long History 122; it provides students with one high school credit and six college credits. The course surveys United States history from its beginning to present day. It includes an emphasis on college-level skills, including essay writing, primary source analysis, and historical nonfiction analysis.*

**Prerequisites:** GPA of 3.0 or higher

**Grade:** 11

### **Political Science 135-136/AP United States Government** (dual enrollment)

*This course is a full-year offering that combines the content of semester-long ACA Political Science 135, semester-long ACA Political Science 136, and year-long Advanced Placement United States Government; it provides students with one high school credit and six college credits. The course teaches the structure, operation, and processes of national state and local governments, including the in-depth study of the three branches of government and of associated public policy.*

**Prerequisites:** GPA of 3.0 or higher

**Grade:** 12

### **African American History**

*This course will survey African American history from precolonial Africa through the present. Students will be introduced to key concepts in African American history from early beginnings in indigenous Africa through the transatlantic slave trade, the Civil War, Emancipation, Reconstruction, the Civil Rights era and into present day. The course will give students an opportunity to explore social events, processes, individuals, agency, documents, institutions, as well as analyze past, present, and future implications for African Americans. Students will pursue independent research relative to the content on a question or problem of their choice and produce a learning object that reflects a deeper understanding of African American history. This course does not require students to complete a capstone project.*

**Prerequisites:** None

**Grades:** 9-12

### **African American History Honors**

*This course will survey African American history from precolonial Africa through the present. Students will be introduced to key concepts in African American history from early beginnings in indigenous Africa through the transatlantic slave trade, the Civil War, Emancipation, Reconstruction, the Civil Rights era and into present day. The course will give students an opportunity to explore social events, processes, individuals, agency, documents, institutions, as well as analyze past, present, and future implications for African Americans. This course does require students to complete a capstone project. Students will pursue independent research relative to the content on a question or problem of their choice and produce a learning object that reflects a deeper understanding*

*of African American history. The honors course will delve deeper into these concepts and place a stronger emphasis on writing than the non-honors level course.*

**Prerequisites:** None

**Grades:** 9-12

### **AP United States Government**

*This course includes the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with various institutions, groups, beliefs, and ideas that constitute U.S. politics. Critical thinking skills, analysis, and writing are emphasized. Students are encouraged to take the AP Exam. College credit may be earned for satisfactory scores on the AP Exam.*

**Prerequisites:** Virginia and United States History

**Grade:** 12

### **AP United States History**

*This course guides students through key events, individuals, and movements of American history, emphasizing historical and critical thinking skills in analysis of primary and secondary sources. Through in-depth study, students gain greater understanding of the political, social, and economic forces that have shaped the United States from its early days to the present. Students are encouraged to take the AP exam for this course. College credit may be earned for satisfactory scores on the AP exam.*

**Prerequisites:** None

**Grades:** 11-12

### **Blue Ridge Virginia Governor's School World History**

(2 credits)

*Students will study the history of our world through the eyes of historians. The strands of the social studies disciplines (historiography, archaeology, anthropology, sociology, economics, geography, and political science) are used to reach conclusions about what happened in the past to give meaning to human events. This course meets and exceeds the requirements set forth in the Virginia Standards of Learning for World History I and World History II.*

**Prerequisites:** Admittance into Blue Ridge Virtual Governor's School

**Grade:** 9

### **Humanities 9: World History II Honors/English 9 Honors**

(2 credits)

*This combined English and World History II course will integrate the content and skills of both courses with the goal of preparing students for further study in challenging and exciting AP and Honors courses, as well as success on the World History II state test. In addition to the traditional core content of both courses, this class will prioritize frequent small group work and project-based learning over whole class instruction and lecturing. To facilitate a more active classroom environment, students will complete some reading and content reinforcement at home for a knowledgeable foundation.*

**Prerequisites:** English 8

**Grade:** 9

**Other Information:** This course is recommended (*not required*) for Advance College Academy students.

**Humanities 10: AP Human Geography/English 10 Honors**

(2 credits)

*This course combines English 10 and AP Human Geography. The course is designed to be the second part of a two-part humanities seminar experience that begins in grade 9. Course design and delivery will address associated content standards, utilizing project-based learning as the primary instructional method.*

**Prerequisites:** English 9 or Humanities 9

**Grade:** 10

**Other Information:** This course is recommended (not required) for Advance College Academy students.

**Psychology 200: Principles of Psychology** (dual enrollment, semester 1) (0.5 credit)

*This three-credit college course surveys the basic concepts of psychology. It covers the scientific study of behavior and mental processes research methods and measurement theoretical perspectives and application. Biological bases of behavior learning social interactions memory and personality; and other topics such as sensation, perception, consciousness, thinking, intelligence, language, motivation, emotion, health, development, psychological disorders, and therapy are also included.*

**Prerequisites:** GPA of 3.0 or higher

**Grades:** 11-12

**Psychology 230: Developmental Psychology** (dual enrollment, semester 2) (0.5 credit)

*Studies the development of the individual from conception to death. Follows a life-span perspective on the development of the person's physical, cognitive, and psychosocial growth.*

**Prerequisites:** GPA of 3.0 or higher

**Grades:** 11-12

**Virginia and United States Government**

*This course provides an analysis of American political and economic systems. Basic structures of government are studied, as well as the decision-making process at each level of government.*

**Corequisites:** Virginia and United States History

**Grade:** 12

**Virginia and United States Government Honors**

*This course includes the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with various institutions, groups, beliefs, and ideas that constitute U.S. politics. Critical thinking skills, analysis, and writing are emphasized.*

**Corequisites:** Virginia and United States History

**Grade:** 12

**Virginia and United States History**

*This course deals with the development of ideals and institutions through the study of major events and personalities of American History. The course explores a relationship between the past and contemporary issues.*

**Prerequisites:** None

**Grades:** 11-12

**Virginia and United States History Honors**

*This course surveys the major events, personalities, and periods of American History. The emphasis is on the concepts and trends of historical development. Critical thinking skills, historical analysis and writing are emphasized.*

**Prerequisites:** None

**Grades:** 11-12

**World History I**

*Specific areas of study include, but are not limited to: Mesopotamia, Egypt, Greece, Rome, Asia, Africa, Byzantium, the Mayans, and the Aztecs. Students study the origins of much of our heritage using texts, maps, pictures, stories, diagrams, charts, chronological skills, research skills, and technology skills.*

**Prerequisites:** None

**Grades:** 9-12

**World History I Honors**

*An accelerated and detailed examination of the concepts utilized in geography and history that seek to answer the essential questions about the development of mankind from its earliest beginnings to the Renaissance. The course will include selected readings from primary source documents, anthropologists, historians, novelists, economists, and political scientists. Students will also study film, video, and musical selections that require them to delve more deeply into the ideas embedded in the development of human civilization.*

**Prerequisites:** None

**Grades:** 9-12

**World History II**

*This course is designed to cover history and geography from the Renaissance to the present with emphasis on Western Europe. Students study the origins of much of our heritage using texts, maps, pictures, stories, diagrams, charts, chronological skills, research skills, and technology skills.*

**Prerequisites:** None

**Grades:** 9-12

**World History II Honors**

*This course includes an accelerated and detailed examination of world history from 1500 to present day. Students will examine primary and secondary sources, utilize research skills, and participate in project-based learning. In addition, the honors course requires a comprehensive research project and participation in structured simulations, debates and other group activities.*

**Prerequisites:** None

**Grades:** 9-12

## Mathematics

**Advanced Algebra/Trigonometry**

*Advanced Algebra/Trigonometry is an advanced mathematics course that extends algebraic concepts and applications and that develops trigonometric functions and applications. Through meaningful problems and appropriate technologies, students will study a variety of functions including*

radical, rational, polynomial, exponential, logarithmic and circular functions. Students will also extend algebraic concepts to model and solve problems in real-world situations by using a variety of functions, equations, and inequalities.

**Prerequisites:** Algebra II

**Grades:** 10-12

### **Algebra, Functions, and Data Analysis**

This course is designed for students who have successfully completed the standards for Algebra I and Geometry. Within the context of mathematical modeling and data analysis, students will study functions and their behavior, systems of inequalities, probability, experimental design and analysis of data generated by applications in science, business and finance.

**Prerequisites:** Algebra I

**Grades:** 9-12

### **Algebra I**

This course completes the study of the fundamentals of algebra including solving linear equations and inequalities, systems of equations, factoring and solving quadratic equations, simplifying radicals, and introducing basic statistical concepts. A study of real numbers and their properties is included in this class. This course fulfills the prerequisite for geometry.

**Prerequisites:** Math 8 or Pre-Algebra

**Grades:** 9-12

### **Algebra II**

This course consists of a thorough investigation of functions, polynomials, rational and radical expressions, complex numbers, matrices, sequences and series, and basic statistical concepts. Graphing calculators are used for solving, verifying and graphing equations and inequalities.

**Prerequisites:** Algebra I

**Grades:** 9-12

### **Algebra II Honors**

This class extends the concepts that students have encountered in Algebra I and Geometry and provides a thorough investigation of advanced algebraic concepts. Emphasis is placed on practical applications where possible, logic of procedures and interpretation of results. In addition to concepts taught in Algebra II, additional topics in basic trigonometry and exponential and logarithmic functions are also explored in detail. Students routinely use calculators as a tool when dealing with solutions to various problems and are expected to communicate and practice mathematical ideas appropriately.

**Prerequisites:** Algebra I

**Grades:** 9-12

### **AP Calculus AB**

Advanced Placement (AP) Calculus AB explores the topics of limits/continuity, derivatives, and integrals. These areas are examined using a multi-tiered approach including the verbal, numerical, analytical, and graphical analysis of polynomial, rational, trigonometric, exponential, and logarithmic functions and their inverses. The student is expected to relate the connections among these approaches. Students are also required to synthesize knowledge of the topics of the course to

solve applications that model physical, social, and/or economic situations. These applications should emphasize derivatives as rates of change, local linear approximations, optimizations, and function/curve analysis, and integrals as Riemann Sums, displacement, area of regions, volume of rotating solids, volume of solids with known cross sections, average value of functions, and rectilinear motions.

**Prerequisites:** Math Analysis/Pre-Calculus Honors

**Grades:** 11-12

### **AP Calculus BC**

Advanced Placement (AP) Calculus BC provides all the elements of the AP Calculus AB course in addition to a more rigorous treatment of these introductory calculus topics. The course also includes the development of the additional topics required by College Board. These include parametric, polar, and vector functions; the rigorous definition of a limit, advanced integration techniques including integration by parts and partial fraction integration; Simpson's Rule; length of curves; improper integrals; Hooke's Law; and the study of sequences and series to include Taylor Polynomials and Taylor Series. The use of a graphing calculator will be fully integrated into the results of problem situations that are solved using available technology.

**Prerequisites:** AP Calculus AB or Math Analysis/Pre-Calculus Honors and teacher recommendation

**Grades:** 11-12

### **AP Computer Science A**

This is an introductory computer science course that focuses on programming in Java. The goals of the course include: designing, implementing, and analyzing solutions to problems, using and implementing commonly used algorithms, using standard data structures, developing and selecting appropriate algorithms and data structures to solve new problems, and writing solutions fluently in an object-oriented language.

**Prerequisites:** Algebra II

**Grades:** 11-12

### **AP Computer Science Principles**

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.

**Prerequisites:** Algebra I

**Grades:** 9-12

### **AP Statistics**

The purpose of the AP course in 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: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference.

**Prerequisites:** Math Analysis/Pre-Calculus Honors or Advanced Algebra/Trigonometry

**Grades:** 11-12

**Foundations of Algebra** (semester 1) + **Algebra I** (semester 2) (2 credits)

*This course focuses on the development of topics covered in Algebra I, applies algebraic concepts and processes to the real world, and uses graphing calculators and computer software in the mastery of course content.*

**Prerequisites:** Math 8 or Pre-Algebra

**Grades:** 9-12

**Geometry**

*Geometry, which means the measure (metria) of the earth (geo), is the study of Euclidean geometry (or plane geometry). This is the study of the size, shape, and position of two-dimensional shapes and 3-dimensional figures. Geometry also explores spatial sense, deductive reasoning, transformations, and symmetry. There is a focus on analyzing properties of two- and three-dimensional shapes, reasoning about geometric relationships and using the coordinate system.*

**Prerequisites:** Algebra I

**Grades:** 9-12

**Geometry Honors**

*Geometry, which means the measure (metria) of the earth (geo), is the study of Euclidean geometry (or plane geometry). This is the study of the size, shape, and position of 2-dimensional shapes and 3-dimensional figures. Geometry also explores spatial sense, deductive reasoning, transformations, and symmetry. There is a focus on analyzing properties of two- and three-dimensional shapes, reasoning about geometric relationships and using the coordinate system. This class provides many foundational skills and builds the thinking skills of logic, analytical reasoning, problem solving, and proofs.*

**Prerequisites:** Algebra I

**Grades:** 9-12

**Introduction to Computer Science**

*This course is designed for students with little or no programming experience. It aims to provide students with an understanding of the role computation can play in solving problems, while preparing students to write basic programs that accomplish useful goals.*

**Prerequisites:** None

**Grades:** 9-12

**Math 154: Quantitative Reasoning**

*This course presents topics in proportional reasoning, modeling, financial literacy, and validity studies (logic and set theory). It focuses on taking a real-world situation, identifying the mathematical foundation needed to address the problem, solving the problem, and applying new learning to the original situation.*

**Prerequisites:** Algebra II with a final grade of C or higher and a GPA of 3.0 or higher

**Grades:** 11-12

**Math 167: Precalculus I with Trig** (dual enrollment)

*This course presents the topics of power polynomial, rational, exponential, and logarithmic functions systems of equations, trigonometry, trigonometric applications, including Law of Sines and Cosines, and an introduction to conics.*

**Prerequisites:** Algebra II with a final grade of C or higher and GPA of 3.0 or higher

**Grades:** 10-12

**Math 245: Statistics I** (dual enrollment)

*This course presents an overview of statistics including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis, testing correlation, and linear regression.*

**Prerequisites:** Math 161 with a final grade of C or higher or successful completion of Math 167

**Grades:** 11-12

**Math 263: Calculus I** (dual enrollment)

*This course presents the mathematical concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals, and applications of integration.*

**Prerequisites:** Math 167 with a final grade of C or higher

**Grades:** 10-12

**Math 265: Calculus III** (dual enrollment)

*This course focuses on extending the concepts of function, limit, continuity, derivative, integral and vector from the plane to the three dimensional space. It covers topics including vector functions, multivariate functions, partial derivatives, multiple integrals and an introduction to vector calculus.*

**Prerequisites:** qualifying score of 3 or higher on AP Calculus BC exam

**Grade:** 12

**Mathematical Analysis/Pre-Calculus Honors**

*The design of the Math Analysis/Pre-Calculus course extends the Algebra II concepts with an emphasis on functions, theory of equations, graph theory, matrices, sequences and series, and parametric equations. Trigonometry topics are introduced and fully developed to include triangular and circular definitions of the trigonometric functions, establishing identities, special angle formulas, Law of Sines, Law of Cosines, and solutions of trigonometric equations. Constructing, interpreting, and using graphs of the various function families is stressed throughout the course of study. Students are encouraged to explore fundamental applications of the topics studies with the use of graphing calculators. Technology will be used where appropriate; however, development of strong mental math skills is essential for success in future courses.*

**Prerequisites:** Algebra II

**Grades:** 9-12

**Probability and Statistics**

*Students will work with data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics. Students will also engage with statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, confidence intervals, and hypothesis testing. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas and graphs.*

**Prerequisites:** Geometry

**Grades:** 10-12

## Science

### AP Biology

*This course is the equivalent of a college introductory biology course. This course covers molecules, cells, heredity, evolution, and organisms, and populations. Independent assignments are integral and strong reading skills are required. At least one in every four class periods are devoted to laboratory activities. Students are expected to take the Biology Advanced Placement exam for college credit and attend three Saturday sessions to provide additional preparation.*

**Corequisite** (encouraged): Chemistry

**Prerequisites:** Biology

**Grades:** 10-12

### AP Chemistry

*This math intensive second year chemistry course is designed to be the equivalent of the general chemistry course taken in college. Students should attain a depth of understanding of fundamentals and competence in dealing with chemical problem solving. Learn the principles of atomic structure, periodicity, stoichiometry, equilibria, thermodynamics, and electrochemistry. Students are expected to take the Chemistry Advanced Placement exam for college credit and attend three Saturday sessions for additional instruction.*

**Prerequisites:** Chemistry and Algebra II

**Grades:** 11-12

### AP Environmental Science

*AP Environmental Science is an academically rigorous course intended to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Topics covered in the course include: global changes and their consequences, human population dynamics, renewable and nonrenewable resources, and environmental ethics. Independent assignments and strong reading skills are essential. Students are expected to take the advanced placement test in Environmental Science for college credit.*

**Prerequisites:** Biology

**Grades:** 10-12

### AP Physics 1

*AP Physics 1 is an algebra-based course in general physics. It is equivalent to an introductory algebra-based university level physics course designed to prepare students to take the AP test in May. Topics include kinematics (motion), momentum & impulse, energy & work, rotational motion & torque, electric charge & electric force, DC circuits (resistors only), and mechanical waves & sound. The major emphasis of the course is to understand the concepts of physics, and apply them along with formula to solve problems. Laboratory experiments within this course reinforce the relationships and concepts being studied.*

**Corequisites:** Algebra II or higher

**Prerequisites:** None

**Grades:** 10-12

### AP Physics C: Mechanics

*AP Physics C: Mechanics is a one year, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation.*

**Corequisites:** AP Calculus or Math 263

**Grades:** 10-12

### Biology

*This course covers the study of living things. It focuses on the study of life by examining the five fundamental concepts of cellular biology, genetics, ecology, evolution, and basic biochemistry. The scientific process, error analysis and laboratory skills are emphasized along with biology's connections to other scientific disciplines. Students learn scientific writing skills and examine current biological issues.*

**Prerequisites:** None

**Grades:** 9-10

### Biology Honors

*This course is designed for the college bound student who wishes further investigation into the biological sciences. This is a recommended course for anyone wishing to enroll in AP Biology. This course will examine such disciplines as cellular biology, genetics, ecology, evolution, and basic biochemistry. Some other major topics include scientific method, classification, cell structure and function, cell reproduction, DNA, RNA, and protein synthesis. Laboratory skills will be practiced throughout this course. Independent assignments and strong reading skills are utilized.*

**Prerequisites:** None

**Grades:** 9-10

### Biology II: Genetics and Biotechnology Honors

*This course is designed for students interested in the medical and biotechnology fields. This course covers the fundamentals of molecular genetics, including principles of how genes work, how gene expression is regulated, and how cell signaling occurs. We will also explore key advances in biotechnology, including cloning, sequencing, and next-generation sequencing, and discuss case studies involving cancer, various inherited diseases, and more. This course will be lab intensive as students will develop techniques of restriction enzyme digestion, DNA profiling, population genetics, and simple genetic engineering and master techniques of gel electrophoresis, polymerase chain reaction, and blotting.*

**Prerequisites:** Biology

**Grades:** 10-12

### Biology II: Human Anatomy/Physiology

*This laboratory course covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic and immune, respiratory, digestive, urinary, and reproductive*

systems. The course also introduces common human disease processes and basic forensic science.

**Prerequisites:** Biology

**Grades:** 10-12

**Biology 101: General Biology I** (dual enrollment, one semester, double-blocked)

*This course explores fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. Introduces the diversity of living organisms, their structure, function and evolution.*

**Corequisites (encouraged):** Chemistry

**Prerequisites:** Biology

**Grade:** 12

**Biology 102** (dual enrollment, one semester, double-blocked)

*This course focuses on diversity of life anatomy and physiology of organisms and ecosystem organization and processes in an evolutionary context. The course explores the core concepts of evolution, structure and function, information flow storage and exchange, pathways and transformations of energy and matter, and systems biology. The course emphasizes the process of science being a disciplinary approach, as well as the relevance of biology to society. Biology 102 is the second course of a two-course sequence.*

**Corequisites (encouraged):** Chemistry

**Prerequisites:** Biology and Biology 101

**Grade:** 12

**Blue Ridge Virginia Governor's School AP Biology**

(2 credits)

*Biotechnology has brought us to the brink of a world of "engineered" products that are based in the natural world, rather than on chemical and industrial processes. Biotechnology is not new! The Biotechnology Industry Organization (BIO) defines biotechnology to be "the application of biological knowledge and techniques to develop products and services." Today, our new understanding of many aspects of cell function and our ability to manipulate their genetic content is being used in medicine, agriculture, criminal justice, the pharmaceutical industry and many other areas. This course offers the student an opportunity to experience the basics of microbiology, human genetics, biotechnology, and exploration of bioethical issues. This course meets and exceeds the requirements set forth in the Virginia Standards of Learning for Biology.*

**Corequisites (encouraged):** Chemistry

**Prerequisites:** Admittance to Blue Ridge Virginia Governor's School; Biology

**Grade:** 10

**Chemistry**

*This math intensive introductory course surveys the major topics in inorganic chemistry, with an introduction to organic as well as biochemistry. Designed for the college-bound student, it is a mathematically oriented course with emphasis on math problem-solving. Topics include atomic structure, the periodic table, chemical formulas and bonding, stoichiometry, chemical reactions, equilibrium, and gas laws.*

**Corequisites:** Algebra II or higher

**Prerequisites:** Biology

**Grades:** 10-12

**Chemistry 111: General Chemistry** (dual enrollment, one semester, double-blocked)

*This course explores the fundamental laws, theories, and mathematical concepts of chemistry. This is designed primarily for science and engineering majors. This course requires a strong background in mathematics. The major topics covered include: matter and measurement, atoms, elements and moles, nomenclature and chemical reactions, stoichiometry, electronic structure of the atom, chemical bonding, thermochemistry, gases, and laboratory skills.*

**Prerequisites:** Chemistry

**Grade:** 12

**Chemistry Honors**

*This is a fast-paced course for the college bound student. Emphasis is on preparation for advancement into AP Chemistry or Chemistry 111. This inquiry-based course focuses on matter, its properties, and its changes. During the year, the following topics will be covered: measurement, problem solving, atomic structure, the periodic table, chemical bonding, stoichiometry, gases, solutions, and thermochemistry. Strong reading and writing skills are utilized, as well as an emphasis on the mathematical approach and experimental data analysis.*

**Corequisites:** Algebra II or higher

**Prerequisites:** Biology

**Grades:** 10-12

**Environmental Science**

*This course integrates the study of many components of our environment, including the human impact on our planet. The course also focuses on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility.*

**Prerequisites:** None

**Grades:** 9-12

**Physics**

*Physics deals with a broad range of topics, from the study of motion and energy in the first semester to waves, electromagnetism, atomic topics in the second semester. This course emphasizes conceptual understanding through labs, hands-on activities, projects, and problem-solving exercises.*

**Corequisites:** Algebra II or higher

**Prerequisites:** None

**Grades:** 10-12

## World Languages

**French I**

*In level I French classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of French in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. Grammar is integrated into instruction according to the vocabulary and structures needed in the*

various situations in which students are required to communicate. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning French is using the language in the real world beyond the classroom setting. One way this can be accomplished is through integration of technology into the classroom, as technology is an important means of accessing authentic information in French and in providing students the opportunity to interact with other French speakers.

**Prerequisites:** None

**Grades:** 9-12

## **French II**

In French II, students continue to develop their communicative and cultural competence by interacting orally and in writing with other speakers of the target language, understanding oral and written messages in the language, and making oral and written presentations in the language. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of French in the classroom as exclusively as possible as well as on use of authentic materials to learn about the French language and francophone culture(s).

**Prerequisites:** French I

**Grades:** 9-12

## **French III**

In French III, students continue to develop their communicative and cultural competence by interacting orally and in writing with other speakers of French, understanding oral and written messages in the language, and making oral and written presentations in French. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in the language and moving from concrete to more abstract concepts in a variety of time frames. They comprehend the main ideas of authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in French topics related to historical and contemporary events and issues. Emphasis continues to be placed on use of French in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the French language and francophone culture(s).

**Prerequisites:** French II

**Grades:** 9-12

## **French IV Honors**

In French IV and above, students continue to develop their communicative and cultural competence in the interpersonal, interpretive, and presentational modes of communication. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events and issues at a proficiency level commensurate with their study. They comprehend and produce information drawn from a variety of authentic sources. Students use French to access information in other subject areas and to compare and contrast cultural

elements found in the countries or regions where French is spoken with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V and above by adjusting specific course content. Emphasis continues to be placed on use of French in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the French language and francophone culture(s).

**Prerequisites:** French III

**Grades:** 10-12

## **French 201-202: Intermediate French (dual enrollment)**

This course continues to develop understanding, speaking, reading, and writing skills and emphasizes French sentence structure. The course incorporates exposure to the arts, culture, and literature of the areas in the regions of the world where French is spoken.

**Prerequisites:** French III and a GPA of 3.0 or higher

**Grades:** 10-12

## **AP French Language and Culture (virtual)**

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**Prerequisites:** French IV Honors

**Grades:** 10-12

## **Conversational Spanish I**

In this unique level I Spanish class, students learn to communicate in authentic professional contexts about topics that are necessary to working within each profession. This course forms a crucial component of a CTE students' professional development, and offers a survey of contexts in which to learn Spanish language communication in the most applicable way possible. To develop students' communicative competence, emphasis is placed on use of Spanish in the classroom, and particularly on the use of authentic materials to learn the language and learn about cultural elements. Grammar is integrated into instruction according to what is needed in the various situations in which students are required to communicate. Through the language learning process, students develop a greater understanding of communicative tendencies in their first language, and certain unique aspects of their own culture, while making connections to Spanish language communicative tendencies and aspects of Hispanic culture. An important component of learning Spanish is using the language in the real world beyond the classroom setting. Through hands-on learning opportunities and the

*integration of technology, this course will provide students the opportunity to interact within these authentic professional contexts and communicate with other learners and users of Spanish.*

**Prerequisites:** None

**Grades:** 9-12

### **Conversational Spanish II**

*This course builds upon the knowledge and skills embedded in Conversational Spanish I. Students will broaden and deepen their communication skills in authentic professional contexts about topics that are necessary to working and advancing within various professions.*

**Prerequisites:** Conversational Spanish I

**Grades:** 10-12

### **Spanish I**

*In level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of Spanish in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. Grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to communicate. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning Spanish is using the language in the real world beyond the classroom setting. One way this can be accomplished is through integration of technology into the classroom, as technology is an important means of accessing authentic information in Spanish and in providing students the opportunity to interact with other Spanish speakers.*

**Prerequisites:** None

**Grades:** 9-12

### **Spanish II**

*In Spanish II, students continue to develop their communicative and cultural competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in the language, and making oral and written presentations in the language. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of Spanish. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of Spanish in the classroom as well as on use of authentic materials to learn about Spanish language and cultures. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).*

**Prerequisites:** Spanish I

**Grades:** 9-12

### **Spanish III**

*In Spanish III, students continue to develop their communicative and cultural competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in the language, and making oral and written presentations in Spanish. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in the language and moving from concrete to more abstract concepts in a variety of time frames. They comprehend the main ideas of authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to sustain a conversation in Spanish about topics that include historical and contemporary events and issues. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).*

**Prerequisites:** Spanish II

**Grades:** 9-12

### **Spanish IV Honors**

*In Spanish IV and above, students continue to develop their communicative and cultural competence, understanding of oral and written texts, and oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events and issues at a proficiency level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements found in Spanish-speaking countries or regions with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V and above by adjusting specific course content. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).*

**Prerequisites:** Spanish III

**Grades:** 10-12

### **Spanish V Honors**

*In Spanish V, students continue to develop their communicative and cultural competence, understanding of oral and written texts, and oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events and issues at a proficiency level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements found in Spanish-speaking countries or regions with those found in their own. The standards for level V focus on refinement of language skills. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as*

possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).

**Prerequisites:** Spanish IV Honors

**Grades:** 11-12

### **Spanish 201-202: Intermediate Spanish** (dual enrollment)

*This course continues the development of skills set forth in lower level Spanish courses through the increased practice of understanding, speaking, reading, and writing as it relates to the Spanish language.*

**Prerequisites:** Spanish III and a GPA of 3.0 or higher

**Grades:** 10-12

### **AP Spanish Language and Culture**

*The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations.*

*This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).*

**Prerequisites:** Spanish IV Honors

**Grades:** 11-12

NOTE: Additional world language courses may be available online, including American Sign Language, Chinese, Latin, and German. Generally, students interested in exploring a virtual world language course or courses should (a) have completed their Advanced Studies graduation requirement through in-person French and/or Spanish study or (b) would like to simultaneously pursue a second language. If there are special circumstances that contribute to a student's interest in pursuing a language other than French or Spanish, please see your school counselor for more information.

**Prerequisites:** ACA admission; simultaneous enrollment in 12 or more dual enrollment credits.

**Grades:** 11-12

### **ITE 152: Introduction to Digital and Information Literacy and Computer Applications**

*This Reynolds Community College, virtual, dual enrollment course develops students' understanding of digital and information literacy and introduces basic computer concepts in hardware, software, cyber, cloud, database, and operating systems. It includes hands-on experience in word processing, spreadsheet development, and creation of presentation documents. Students will learn to evaluate the reliability of sources and create a basic web page. Topics of study include social, legal, and ethical issues related to digital information. This course carries three college credits and is required for ACA students.*

**Prerequisites:** ACA Enrollment

**Grades:** 11-12

## Other

### **ACA Study Hall**

*ACA Study Hall is designed for the ACA student who is enrolled in enough college credits to qualify as a full-time college student (12+ college credits). Recognizing the extra time commitment outside of class that is required of students to be successful in this rigorous college program, ACA Study Hall allows students to more closely approximate a true college schedule, including planned study time between classes during the day.*

## Notes

## Advanced Programs

Students enrolled in Goochland County Public Schools have the unique opportunity to participate in three highly-regarded, challenging regional programs: *Advance College Academy* ([http://reynolds.edu/get\\_started/advance\\_college\\_academy/html](http://reynolds.edu/get_started/advance_college_academy/html)), *Blue Ridge Virginia Governor's School* (<http://www.brvgvs.k12.va.us>), and *Maggie L. Walker Governor's School* (<http://www.mlwgs.com>). These programs offer opportunities for dual enrollment courses, virtual coursework, and career-ready pathways. Students may apply for any of these programs in the fall of their eighth grade year; all three programs begin in ninth grade. The selection process and criteria vary for each program. Additional information regarding each of these three programs follows.

### Advance College Academy

The *Advance College Academy* (ACA) is a dual enrollment program, meaning students earn college credit and high school credit simultaneously. GHS partners with Reynolds Community College to teach these college-level classes on the GHS campus. ACA offers students the opportunity to earn an Associate of Science (A.S.) degree in social sciences while still in high school and at a significantly reduced cost compared to the general population. ACA classes are taught at GHS by GHS teachers who have earned their credentials from Reynolds Community College to teach adjunctly for the institution of higher education. ACA students should also expect to take at least one online college course.

ACA is a four-year program beginning in grade 9, although students typically do not begin the college coursework until the summer following grade 10. During their freshman and sophomore years, students prepare for college courses by taking rigorous GHS courses at the honors level. Other activities are planned to assist with students' preparation for Reynolds courses, as well as for future admission to a four-year institution. While credit transferability is at the discretion of the four-year institutions, an excellent record of four-year universities accepting most, if not all, of the ACA course credits exists.

The application process for ACA begins in the fall of eighth grade for entry into the program in ninth grade.

There is a brief "second chance" application window each fall for ninth and tenth grade students who missed the application period during their eighth grade year. Students are strongly encouraged to complete the ACA application process during their eighth grade year. Students who do not attend Goochland County Public Schools must provide proof of residence in order for their application to be considered.

Students' applications must show evidence that they have strong potential for success in a program that includes honors courses throughout the first two years of high school and college-level courses thereafter. A high school GPA of 3.0 or higher is required before beginning college courses. The following components are reviewed during the application process:

1. grades
2. teacher recommendations
3. math and world language placement
4. personal statement
5. rigor of courses taken

Middle school students aspiring to the ACA program are strongly encouraged to take advantage of the most rigorous courses recommended. Students applying to ACA must complete Algebra I no later than eighth grade and be on track to take Geometry and a world language course in ninth grade. ACA students are required to begin a world language no later than ninth grade, but it is advisable to begin in middle school.

For more information about the ACA program please visit [http://reynolds.edu/get\\_started/advance\\_college\\_academy/html](http://reynolds.edu/get_started/advance_college_academy/html). The typical courses taken by ACA students in grades 9-12 can be found on page 51.

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Joi Ely  
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## Governor's Schools

Goochland County Public Schools participates in two academic year governor's schools: *Blue Ridge Virginia Governor's School* (BRVGS) and *Maggie L. Walker Governor's School for Government and International Studies* (MLWGS). There is a limit to the number of students who may be accepted each year; therefore, selection for the programs is highly competitive and is determined through a thorough application process. Students in eighth grade may apply in the fall for these programs through Goochland County Public Schools as long as they reside in Goochland County. MLWGS also requires that students complete Algebra I by the end of grade 8.

### Blue Ridge Virginia Governor's School

*Blue Ridge Virginia Governor's School* (BRVGS) provides a unique and challenging program of studies in core academic subjects, including an emphasis in mathematics, science, and technology. The program utilizes collaborative technology, field trips as extended learning opportunities, and an emphasis on 21<sup>st</sup> century skills to create a regional community of learners from the counties of Fluvanna, Goochland, Greene, Louisa, Madison, Nelson, and Orange. The BRVGS program is based in each high school in each division. GHS students enrolled in BRVGS are able to stay at GHS and participate in all GHS academics, athletics, clubs, etc. Please note that **BRVGS is not an online program**; however, BRVGS students are required to take at least one online course.

The application process for BRVGS begins in the fall of eighth grade for entry into the program beginning in ninth grade. Students who do not attend Goochland Middle School must provide proof of residence before applying. Student selection is based on the following criteria with established standards for each:

- results on an ability test
- results on an achievement test
- teacher recommendations
- results on a written performance task
- grades
- individual student interview

Students aspiring to attend the *Blue Ridge Virginia Governor's School* are strongly encouraged to take

honors classes, begin a world language in middle school, and follow an accelerated course pathway in the area of mathematics. As of the 2023-24 school year, GCPS accepts between 18-36 students annually for admission into the BRVGS program at Goochland High School. The number admitted is determined by the number and strength of student applications.

The typical courses taken by Blue Ridge students in grades 9-12 can be found on page 52.

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### Maggie L. Walker Governor's School

*Maggie L. Walker Governor's School* (MLWGS) is an innovative public high school offering a rigorous and comprehensive program. The curriculum emphasis is on government, international studies, science, mathematics, languages, and fine arts. There are numerous extracurricular opportunities, including athletics, academic competitions, and clubs. MLWGS serves approximately 750 students from fourteen school divisions in our region and is located at 1000 North Lombardy Street in Richmond. GCPS provides bus transportation to/from MLWGS from centralized locations in Goochland County.

The application process for MLWGS begins in the fall of eighth grade for entry in ninth grade. Only students in eighth grade who reside in Goochland County may apply to MLWGS. Students who do not attend Goochland Middle School must provide proof of residence before applying. Student selection is based on the following criteria with established standards for each:

- results on an ability test
- teacher recommendations
- essays
- grades
- the rigor of courses taken in middle school

Students aspiring to attend *Maggie L. Walker Governor's School* are strongly encouraged to take honors courses, begin a world language in middle school, and follow an

accelerated math course pathway. Students applying to MLWGS must complete Algebra I no later than eighth grade.

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For more information about *Governor's World Language Academies*, please visit: <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/world-language/world-language-academies>.

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## Summer Governor's School

There are two additional Governor's School programs in Virginia, *Summer Regional Governor's School* and *Summer Residential Governor's School*.

Gifted middle school students may apply for any *Summer Regional Governor's School* that services the Goochland region. These schools provide exciting opportunities in the arts, sciences, and humanities. The *Summer Regional Governor's School* director and the planning committee will establish the focus of the program and the nomination and selection procedures for each site. Program topics and grade levels vary and can change from year to year. *Regional Governor's Schools* typically are housed at a public school or on a college campus. The duration of programs vary, with some lasting a week or less, while others may last four or more weeks. For more information about *Summer Regional Governor's Schools*, please visit: <https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/governor-s-schools/summer-regional-governor-s-schools>.

A variety of *Summer Residential Governor's School* and *Governor's World Language Academy* programs are open to all rising juniors and seniors in Virginia; these programs **are not** exclusive to students formally identified as gifted. Students apply during their sophomore year or junior year. Selection begins at the local level, with students initially competing against only other GHS sophomores and juniors. Final selections for acceptance into these programs are made at the state level. Programs include agriculture; humanities; mathematics, science and technology; engineering, marine science, visual and performing arts; medicine and health sciences; and world language. Each program lasts approximately four weeks, and each is held at a Virginia college or university. These programs are offered at no cost to families.

## Career and Technical Education & Work-Based Learning

**Career and Technical Education (CTE)** provides learners with the knowledge and skills they need to be prepared for life after high school, whether their path takes them to further education or directly into a career. CTE gives purpose to learning by emphasizing real world workplace skills and practical knowledge within a selected career cluster.

Students in CTE programs take specialized courses, in addition to required courses, and often have the opportunity to participate in internships, engage with mentors, and put into practice what they are learning through hands-on experiences. Students can participate in CTE courses at the middle and/or high school level.

**Work-Based Learning (WBL)** is an educational strategy that provides students with real life work experiences where they can apply academic and technical skills and develop employability skills. The concept of work-based learning is an integral part of the CTE program, along with providing enhancement to our core academic program.

Work-based learning experiences may occur in a work setting, typically at an employer's worksite. The work-based learning activities are coordinated with school-based activities in an attempt to show students the "why" of their learning. Work-based learning strategies provide career awareness, career exploration opportunities, career planning activities, and help students reach competencies such as positive work attitudes and employability skills.

Goochland High School students have opportunities to shadow professionals in various business and industry situations during the school year and/or during the summer months. Additionally, GHS seniors have the opportunity to participate in an apprenticeship on alternating days during the academic year. These experiences provide the opportunity to work with professionals in the field of their choice and gain real-world experience that will give them an advantage after graduation when they enter the world of work.

Our CTE Academies allow students to experience high school education centered around a specific career field in a hands-on, problem-based learning environment. Students learn alongside peers with similar career

interests by taking academic classes infused with authentic, Academy-specific applications, as well as specialized CTE courses. Students have the opportunity toward the conclusion of the Academy to participate in a field-based internship or apprenticeship. Our Academy model allows students to exceed high school graduation requirements, while preparing them for success after high school.

We currently offer two Academies, the Academy for Architecture, Engineering, and Construction and the Academy for Sustainable Energy. Students in the Academies learn and apply both theoretical and hands-on skills, acquire multiple industry certifications, and may choose to spend a portion of their senior year working in the field while earning high school credit. The typical courses taken by students in the Academy for Architecture, Engineering, and Construction can be found on page 49. The typical courses taken by students in the Academy for Sustainable Energy can be found on page 50.

## CTE Career Clusters

CTE courses are aligned to career clusters that help students identify career pathways through their continued coursework.

### *Agriculture, Food & Natural Resources*

- Introduction to Natural Resources & Ecology
- Landscaping I & II
- Fisheries and Wildlife Management
- Agricultural Concepts
- Introduction to Animal Systems
- AgriScience (grade 8)

### *Architecture & Construction*

- Architectural Drawing & Design
- Building Trades I, II
- Computer Aided Drafting (Technical Drawing)
- Engineering Explorations
- Entrepreneurship
- Utility/Heavy Construction Equipment I, II, & III
- Exploring Technologies (grade 6)
- Inventions & Innovations (grade 7)
- Introduction to Technology: Pre-Engineering (grade 8)

### *Arts, A/V Technology & Communication*

- Design Multimedia & Web Technologies
- Imaging Technology (Digital Photography)
- Television & Media Production
- Video & Media Technology
- Basic Digital Photography
- Computer Information Systems (grade 8)
- Introduction to Technology (grade 8)

### *Business Management & Administration*

- Economics & Personal Finance
- Computer Information Systems (grade 8)
- Make It Your Business (grade 8)

### *Education and Training*

- Military Science I, II, III, & IV (JROTC)
- Teachers for Tomorrow

### *Finance*

- Economics & Personal Finance

### *Energy*

- Energy Demand
- Energy and Power
- Energy Source Life
- Energy Supply
- Engineered Energy Systems
- Principles of Technology I & II

### *Government & Public Administration*

- Firefighting I
- Military Science I, II, III, & IV (JROTC)

### *Health Science*

- Emergency Medical Technician
- Nurse Aide I & II
- Sports Medicine I & II

### *Hospitality & Tourism*

- Introduction to Culinary Arts
- Culinary Arts I & II
- Catering Specialization

### *Human Services*

- Nutrition & Wellness

### *Information Technology*

- Computer Solutions (grade 8)
- Make It Your Business (grade 8)

### *Law, Public Safety, Corrections & Security*

- Firefighting I
- Military Science I, II, III, & IV (JROTC)

### *Manufacturing*

- Materials & Processes Technology (Woodworking, Metalworking, Industrial Plastics)
- Manufacturing

- Technological Systems (grade 8)

### *Marketing*

- Computer Information Systems
- Make It Your Business (grade 8)

### *Science, Technology, Engineering, & Mathematics*

- Introduction to Technology: Pre-Engineering
- Inventions & Innovations: Pre-Engineering
- Technological Systems
- Materials & Processes
- Manufacturing
- Accounting
- Computer Aided Drafting (Technical Drawing)
- Computer Programming
- Engineering Explorations I

### *Transportation, Distribution, & Logistics*

- Military Science I, II, III, IV & V

We have a very active CTE Advisory Committee. This committee meets four times annually and is comprised of teachers within the school division, business and industry partners, and interested community members. The goal of the committee is to promote dialogue between our team and our business representatives so that both groups benefit from our programming.

Additionally, we have a highly engaged STEM Advisory Committee that meets throughout the year in an effort to inform, strengthen, and expand our programming in the areas of science, technology, engineering, and mathematics. This committee is made up of our STEM lead teachers across the division and community members with an expertise in and/or passion for STEM career fields. If you're interested in learning more about either advisory committee, please contact Mr. Bruce Watson, Director of CTE & STEM.

### Contacts:

|   |   |
|---|---|
| Bruce Watson, Director<br>of CTE & STEM<br>bwatson@glnd.k12.va.us<br>(804) 556-5613 | Christin East, Ed.D.<br>Coordinator of Student<br>Programming<br>ceast@glnd.k12.va.us<br>(804) 556-5642 |
|---|---|

## Exceptional Education

We consider exceptional education to include any of the services within our gifted program, our special education program, or our program for English learners.

### Gifted Programming

To meet the special needs of gifted learners from kindergarten through twelfth grade, Goochland County Public Schools provides dynamic curriculum and programming that compacts, expands, enriches, accelerates, and differentiates the regular K-12 experience. Developmentally appropriate opportunities for gifted learners are addressed as an integral part of the comprehensive educational program.

Any student in grades K-12 may be referred and evaluated for formal gifted identification. Students may be referred by a parent, teacher, peer, or community member, or they may refer themselves. The categories of gifted formally identified and served by GCPS are *General Intellectual Aptitude*, *Specific Intellectual Aptitude (Math)*, *Specific Intellectual Aptitude (Language Arts)*, *Career and Technical Aptitude (grades 7-12)*, and *Visual/Performing Arts Aptitude (grades 6-12)*. Through the gifted identification process, we seek to find those students who demonstrate remarkable aptitude.

While gifted programming is designed to meet the needs of formally identified students, GCPS strives to provide a variety of academic opportunities and ensure maximum growth for all students. We offer robust programming designed to challenge our students who qualify for gifted services, as well as those who show strong potential, are highly motivated, and/or seek challenge. Programming varies from elementary through high school based on the developing needs of students.

In the elementary schools, gifted students may receive differentiated instruction from their classroom teachers, their school's gifted resource teacher (GRT) or from both. The GRT monitors the progress of all gifted students and consults with their classroom teacher to ensure proper attention to academic and social emotional needs. Each gifted student in grades 3-5 completes a gifted research interest-based project (GRIP).

Gifted, high ability, and highly motivated students in middle and high school may pursue challenging

coursework through several pathways. Some examples of opportunities and services offered at Goochland Middle School and Goochland High School follow:

- World Language classes and accelerated Math courses are offered at GMS, allowing students to earn high school credits in middle school.
- Students identified gifted in visual arts may take Honors Art in grades 7 and 8.
- Rigorous Honors classes are available in all core content areas at GHS and in English, math, and science at GMS. Humanities courses for freshmen and sophomores are also available at GHS.
- A summer opportunity for GHS students is *Summer Residential Governor's School*, to which students may apply in fall of sophomore and junior years.
- Advanced Programming such as *Blue Ridge Virginia Governor's School*, *Maggie L. Walker Governor's School*, and *Advance College Academy* provide additional opportunities to seek challenging college and career course pathways.
- Gifted Advisors are teachers at both GMS and GHS who serve as a resource to students, teachers and parents, including providing assistance to students during the application processes mentioned above.
- More than a dozen Advanced Placement (AP) courses are available to students at GHS, including courses in English, history, math, science, world language, and computer science.
- Dual enrollment courses are offered to qualifying GHS students annually in collaboration with Reynolds Community College. Eligible students may participate in individual courses outside of the Advance College Academy (ACA) program.

For more information on how to refer your child to be considered for formal identification, please contact Dr. Beth Fowler, Coordinator of Student Advancement, or the gifted resource teacher (GRT) at your child's school.

We have a robust and active Gifted Advisory Committee (GAC) whose charge it is to advise the Coordinator of Advanced Programs and Equity on matters related to the development and continuous improvement of gifted

services in Goochland County Public Schools. The GAC is made up of parent representatives from each school, along with teachers and administrators. It is a collaborative team focused on meeting the needs of our gifted learners. Please contact Dr. Beth Fowler, Coordinator of Student Advancement, if you are interested in learning more about the GAC.

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## Services for English Learners

Goochland's English for Speakers of Other Languages (ESOL) program provides instruction and supports for English Learners. Our ESOL staff are dedicated individuals who work diligently to meet the needs of diverse learners while helping students to make gains with their English proficiency and mastery towards the Standards of Learning (SOL). Currently, two percent of Goochland County Public Schools' student population are considered English Learners.

Specific processes are mandated through state and federal regulations to ensure the appropriate identification of English Learners. If a language other than English is noted on the Home Language Survey (which is completed by parents during the student enrollment process), then an ESOL screening test is administered to determine whether the student is eligible for ESOL services. If a student qualifies for ESOL services, an individualized plan is developed for the student that includes classroom accommodations and

services for the English Learner. The accommodations and services for each English Learner varies depending on the student's level of English proficiency. The Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) test is given annually to students identified as English Learners in grades K-12. The purpose of this assessment is to determine students' levels of English proficiency and monitor students' language acquisition skills.

Contact:

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## Special Education Services

Goochland County Public Schools offers a variety of special education programs and related services for students with disabilities. Special education services consist of instruction and supports designed to meet the unique learning needs of students with disabilities. Programs and related services are provided to students (ages 2-21) who are identified for special education services through an eligibility process. GCPS strives to provide services to students with disabilities in their least restrictive environment, which is generally within the general education classroom. If you suspect that your child may have a disability, please contact the Office of Exceptional Education.

The Goochland County Special Education Advisory Council (SEAC) meets at least four times yearly to gain input from parents about their children's special education experiences, advocate for students with disabilities, and share information and resources that are available in the community. Topics discussed during meetings are based on parent recommendations and interest. SEAC meeting dates and times are included on the GCPS website at: <https://www.goochlandschools.org/page/exceptional-education>.

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## Student Services

Goochland County Public Schools is committed to providing multiple levels of support for students' physical health, social-emotional well-being, behavioral needs, and overall safety.

### School Nursing

School nurses conduct screenings, provide first aid, administer medication, and provide various services for students with unique health care needs. For more information about our school health services, including important school health forms, please refer to this link: <https://www.goochlandschools.org/page/school-health-services>.

### Mental Health Services

In addition to at least one school counselor at each of our schools, GCPS also employs school psychologists, a mental health counselor, and a school social worker. Our school psychologists provide consultative services to parents and staff, conduct psycho-educational evaluations to help identify disabilities, and provide intervention and counseling services to students. Our mental health counselor provides individual and group counseling services to students and assists with crisis intervention and community referrals. Our school social worker supports our school division by providing direct and indirect social-emotional and mental health services to students, supports families in accessing and utilizing school and community services and resources, and assists in identifying and intervening in problems that interfere with a student's education.

GCPS also partners with outside agencies to provide mental health services. Elk Hill provides therapeutic day treatment services and outpatient counseling services to students who qualify. For more information about eligibility for Elk Hill services, please contact the school counselor at your child's school or call the Office of Exceptional Education.

#### Contact:

Jennifer Waggener, Ed.D.

Assistant Superintendent of Administration

(804) 556-5625

<https://www.goochlandschools.org/o/gcps/page/mental-health>

### 504 Plans

Some students with disabilities, medical conditions, or impairments receive accommodations through a 504 plan. If you are interested in finding out more information about 504 plans, please contact the Office of Exceptional Education.

#### Contact:

Sarah Franklin-Murray

Director of Exceptional Education

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### Homelessness

If you are interested in learning about the school division's services for students and families experiencing homelessness and qualifying resources and supports under the McKinney-Vento Act, please contact the Office of Exceptional Education.

### Home Schooling

Home instruction or home schooling is an alternative to public school attendance. Any parent who elects to provide home instruction in lieu of school attendance must meet certain criteria for approval through Goochland County Public Schools.

### Homebound Instruction

For students experiencing medical conditions that confine them to a home or health care facility, homebound instruction can be provided by Goochland County Public Schools in an effort to maintain the student's educational progress.

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## Student Assessment

In 2013 we released our Balanced Assessment Project.<sup>2</sup> This document, and the work that led to its development, set the stage for Goochland County Public Schools’ approach to student assessment. First, our school division has prioritized individual student growth over broad achievement. This means we value the amount of progress made by each individual child more than we value any one-size-fits-all benchmark. We also believe that an assessment program that monitors both growth and achievement, includes a wide range of assessment types, and measures student outcomes over time is the best way to provide a complete picture of learning.

Some assessments are required by state and federal school accountability systems. Others are local requirements based on decisions our school division has made. Finally, some assessments are at the discretion of students and families, often influenced by anticipated plans after high school. What follows is a concise summary of many of the assessments students will encounter in grades 9-12. It is designed to serve as a high-level summary and not intended to be exhaustive in nature.

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| Assessment  | Purpose   | Other Information  | Source   |
|---|---|--|--|
| <b>ACCESS for ELLs (ACCESS)</b>                           | ACCESS is the collective name for WIDA’s (World Class Instructional Design and Assessment) suite of English language proficiency assessments.   | ACCESS is used with English Language Learners (ELLs) as they develop proficiency with the English language.  | World Class Instructional Design and Assessment    |
| <b>American College Testing (ACT)</b>                     | The ACT is a standardized test used for college admissions.   | The ACT test covers four academic skill areas: English, mathematics, reading, and science reasoning. It also offers an optional direct writing test.   | ACT, Inc.  |
| <b>Advanced Placement (AP) Exams</b>                      | AP exams assess a student’s knowledge of AP course material and determine whether or not a student is eligible to “test out” of similar introductory courses in college. Decisions related to “testing out” are at the discretion of each individual college or university. | AP exams are administered near the conclusion of an AP course, generally in May. Participation in an AP exam is typically at the discretion of each individual student.  | The College Board                                  |
| <b>Armed Services Vocational Aptitude Battery (ASVAB)</b> | The ASVAB is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces.  | We offer a comprehensive Marine Corps Junior Reserve Officer’s Training Corps at Goochland High School. Participation in the ASVAB is at the discretion of each individual student.  | United States Military Entrance Processing Command |
| <b>Cognitive Abilities Test (CogAT)</b>                   | The CogAT measures aptitude as a universal screener of students in grades 2 and 5 for the consideration of gifted services.   | The CogAT includes verbal, quantitative, and nonverbal reasoning test items.   | Riverside Insights                                 |
| <b>Measures of Academic Progress (MAP)</b>                | MAP assessments are given in the areas of reading and mathematics and measure individual progress.  | MAP assessments are personalized and adaptive; this means each student’s test adjusts throughout each administration based on questions answered correctly or incorrectly. Additionally, each test administration throughout a student’s academic career picks up where the previous test administration left off. | Northwest Evaluation Association                   |

<sup>2</sup> [http://www.doe.virginia.gov/testing/local\\_assessments/professional-development/2016/gcps-balanced-assessment-project.pdf](http://www.doe.virginia.gov/testing/local_assessments/professional-development/2016/gcps-balanced-assessment-project.pdf)

| <b>Assessment</b>   | <b>Purpose</b>  | <b>Other Information</b>   | <b>Source</b>                             |
|---|---|--|---|
| <b>Virginia Language and Literacy Screening System (VALLSS)</b> | VALLS is a screening instrument designed to measure the building blocks of language and literacy development.   | VALLS is administered to all students in grades PK-3.  | University of Virginia                    |
| <b>Preliminary Scholastic Aptitude Test (PSAT)</b>              | The PSAT has two primary purposes: (1) to serve as a dress rehearsal of sorts for students who plan to take the SAT; (2) to identify students seeking National Merit Scholarships.  | The PSAT is a multiple choice test. All students at Goochland High School have the opportunity to participate in the PSAT annually in grades nine through eleven at no cost.                             | The College Board                         |
| <b>Scholastic Aptitude Test (SAT)</b>                           | The purpose of the SAT is to measure a high school student's readiness for college and to provide colleges with a common data point that can be used to compare applicants.   | The SAT is a multiple choice test. The College Board establishes specific SAT testing windows throughout the calendar year.  | The College Board                         |
| <b>Standards of Learning (SOL) Test</b>                         | SOL tests are an integral part of Virginia's state accountability system for public schools. Specific SOL tests associated with high school courses are used to verify credit toward the attainment of a Virginia high school diploma. SOL tests also allow Virginia's State Board of Education to identify and support schools in need of additional assistance and support. | Virginia's accountability system requires SOL tests which begin in third grade and continue into high school. These assessments provide an objective, efficient means for measuring student achievement. | Virginia Department of Education          |
| <b>Virginia Growth Assessment</b>                               | Legislation passed in the 2021 Virginia General Assembly, required the implementation of "through year" growth assessments in reading and mathematics in grades 3-8. This assessment is a multiple choice test including computer adaptive questions, meaning test items get easier or more challenging based on each student's previous responses.                           | This assessment is required to be administered annually in the fall and winter. The Standards of Learning (SOL) test serves as the state's growth assessment for the spring administration.              | Virginia Department of Education          |
| <b>Virginia Kindergarten Readiness Program (VKRP)</b>           | The VKRP is a statewide instrument designed to assess key school readiness indicators for students in kindergarten.   | The VKRP is a relatively new assessment instrument, introduced across Virginia in 2019.  | University of Virginia                    |
| <b>Wise Financial Literacy Test</b>                             | This national standardized test is used to determine a student's financial literacy and preparedness to be financially capable upon graduation.   | Every public high school student in Virginia is required to take Economics and Personal Finance. Students typically take the Wise Financial Literacy Test at the conclusion of that course.              | Working in Support of Education           |
| <b>Workplace Readiness Skills</b>                               | The Workplace Readiness Skills test measures a student's development within Virginia's current set of twenty-one workplace readiness skills as adopted by the Virginia Department of Education in 2010. This identified list includes skills like conflict resolution, creativity, critical thinking, and customer service.   | The Workplace Readiness Skills test is generally given in a pre-test/post-test model.  | Career and Technical Consortium of States |
| <b>Writing Portfolio (Goochland Portfolio of Writing, GPOW)</b> | The Writing Portfolio is designed to collect student writing samples throughout a student's high school career in an effort to measure progress and mastery of written expression.  | The Writing Portfolio includes persuasive essays, analytical essays, argumentative essays, and research essays.  | Virginia Department of Education          |

## Virtual Learning

Goochland County Public Schools offer virtual courses to help students achieve their academic goals when a traditional placement in the classroom is not feasible. While these courses are sometimes used for specific needs, such as homebound instruction or in our Flex program, we also utilize virtual course delivery within our regular programming at Goochland High School.

Students taking virtual courses will have a virtual mentor assigned to them; this professional becomes the academic teacher of record and is available for providing assistance to students in the content area of that particular course. Students at Goochland High School taking virtual courses generally meet in a classroom facilitated by GHS' virtual learning coordinator.

### Contact:

Matt Caratachea, Ed.D.

Coordinator of Technology Integration and Innovation

mcaratachea@gln.d.k12.va.us

(804) 556-5623

## Summer Learning Opportunities

Goochland County Public Schools supports a wide range of programming during the summer months to afford our students unique experiences to grow through both remedial and enrichment programming. June and July present a wonderful opportunity for students to strengthen, broaden, and deepen their learning.

to move ahead in their academic careers. Course offerings may include Health and Physical Education, Driver's Education (classroom portion), Economics and Personal Finance, Government, and English 12.

### Summer Enrichment Programming

These programs are open to all GCPS students and led by certified GCPS teachers. Enrichment opportunities are intended to provide students with the opportunity to stretch their learning and/or obtain credits toward graduation. There may be fees associated with our enrichment programs.

#### **Kindergarten Countdown Camp**

GCPS partners with the United Way to offer this program to rising kindergarten students who have little to no preschool experience in an effort to afford our youngest students the skills to successfully begin their academic careers. The selection process will occur during kindergarten registration.

#### **Credit Accrual Online Courses (Grades 9-12)**

Credit accrual online courses are offered to students looking

### Summer Remedial Programming

These programs provide students the opportunity to recover course content and/or course credit toward graduation. Remedial programs are taught by certified teachers and are free of charge. ***Each program is offered to select students.*** Each school will communicate whether or not your child will be offered the opportunity to attend.

#### **Elementary Program (Grades K-5)**

The primary goal for our elementary summer programming is to keep our students engaged in their learning. Certified teachers provide a blended learning approach to math and literacy remediation that engages our elementary students through enrichment. Students are invited to participate based upon academic need.

#### **Middle School Program (Grades 6-8)**

The primary goal for our elementary summer programming is to keep our students engaged in their learning. Certified teachers provide a blended learning approach to math and literacy remediation that engages our middle school students

through enrichment. Students are invited to participate based upon academic need.

**High School Program (Grades 9-12)**

Certified teachers deliver content-specific remediation to provide students the opportunity to obtain course credit and/or verified credit toward graduation. Students will have the opportunity to take the state Standards of Learning (SOL) test at the end of the program. Scores of 400 or greater on the SOL test will result in verified credit attainment. Students scoring a 375-399, will be offered an opportunity to retake the SOL test prior to the end of the program.

**SOL Remediation (Grades 8-12)**

This brief three- to four-day program is offered to students who have passed a course but did not pass the Standards of Learning (SOL) test associated with the course. Certified teachers provide content-specific remediation prior to students taking the SOL test. Scores of 400 or greater on the SOL test result in verified credit attainment. Students scoring a 375-399, will be offered an opportunity to retake the SOL test prior to the end of the program.

Contact:

Christin East, Ed.D.  
Coordinator of Student Programming  
ceast@glnd.k12.va.us  
(804) 556-5642

## Sample Student Schedules

The following sample student schedule is provided as a general example only. It is designed to be illustrative in nature and is not intended to be prescriptive. This sample meets the requirements of the category listed at the top of the schedule and is presented in a format that mirrors Goochland High School’s instructional day. Specific courses are listed when appropriate (i.e. “English 9”), as are general classes (i.e. “math”). The term “elective” is used to represent a course individually selected by a student, generally in academic areas outside of English, math, science, and history.

| STUDENT PURSUING A<br>STANDARD DIPLOMA |           |                       |
|--|-----------|-----------------------|
| Grade 9                                | Day 1     | Day 2                 |
| Block 1                                | English 9 | World History I       |
| Block 2                                | Math      | Health & PE 9         |
| Block 3                                | Elective  | Environmental Science |
| Block 4                                | Elective  | Elective              |

| Grade 10 | Day 1      | Day 2                             |
|----------|------------|-----------------------------------|
| Block 1  | English 10 | Economics & Personal Finance      |
| Block 2  | Math       | Health & PE 10/Driver’s Education |
| Block 3  | Biology    | Elective                          |
| Block 4  | Elective   | Elective                          |

| Grade 11 | Day 1      | Day 2                 |
|----------|------------|-----------------------|
| Block 1  | English 11 | Virginia/U.S. History |
| Block 2  | Math       | Science               |
| Block 3  | Elective   | Elective              |
| Block 4  | Elective   | Elective              |

| Grade 12 | Day 1                       | Day 2                       |
|----------|-----------------------------|-----------------------------|
| Block 1  | English 12                  | Virginia/U.S. Government    |
| Block 2  | Elective*                   | Elective                    |
| Block 3  | Elective                    | Elective                    |
| Block 4  | Elective (or Early Release) | Elective (or Early Release) |

\* At least one elective must be sequential. VDOE considers a sequential elective “any series of courses that are used to fulfill the elective requirements for a Standard Diploma in which the content increases or expands in scope and sequence as students move through the various levels of the courses.”

## Sample Student Schedules (cont'd)

The following sample student schedule is provided as a general example only. It is designed to be illustrative in nature and is not intended to be prescriptive. This sample meets the requirements of the category listed at the top of the schedule and is presented in a format that mirrors Goochland High School's instructional day. Specific courses are listed when appropriate (i.e. "English 9"), as are general classes (i.e. "math"). The term "elective" is used to represent a course individually selected by a student, generally in academic areas outside of English, math, science, and history.

| <b>STUDENT PURSUING AN<br/>ADVANCED STUDIES DIPLOMA</b> |                             |  |
|---|-----------------------------|--|
| <b>Grade 9</b>  | <b>Day 1</b>                | <b>Day 2</b>                             |
| Block 1   | English 9                   | World History I                          |
| Block 2   | Math                        | Health & PE 9                            |
| Block 3   | World Language I            | Biology                                  |
| Block 4   | Elective                    | Elective                                 |
| <b>Grade 10</b>   | <b>Day 1</b>                | <b>Day 2</b>                             |
| Block 1   | English 10                  | World History II or A.P. Human Geography |
| Block 2   | Math                        | Health & PE 10/Driver's Education        |
| Block 3   | World Language II           | Science                                  |
| Block 4   | Elective                    | Elective                                 |
| <b>Grade 11</b>   | <b>Day 1</b>                | <b>Day 2</b>                             |
| Block 1   | English 11                  | Virginia/US History                      |
| Block 2   | Math                        | Chemistry or Physics                     |
| Block 3   | World Language III          | Economics & Personal Finance             |
| Block 4   | Elective                    | Elective                                 |
| <b>Grade 12</b>   | <b>Day 1</b>                | <b>Day 2</b>                             |
| Block 1   | English 12                  | Science                                  |
| Block 2   | Math                        | Virginia/U.S. Government                 |
| Block 3   | Elective                    | Elective                                 |
| Block 4   | Elective (or Early Release) | Elective (or Early Release)              |

## Sample Student Schedules (cont'd)

The following sample student schedule is provided as a general example only. It is designed to be illustrative in nature and is not intended to be prescriptive. This sample meets the requirements of the category listed at the top of the schedule and is presented in a format that mirrors Goochland High School's instructional day. Specific courses are listed when appropriate (i.e. "English 9"), as are general classes (i.e. "math"). The term "elective" is used to represent a course individually selected by a student, generally in academic areas outside of English, math, science, and history.

| STUDENT IN OUR<br><b>ACADEMY FOR ARCHITECTURE, ENGINEERING &amp; CONSTRUCTION</b> |   |   |
|---|---|---|
| Grade 9   | Day 1   | Day 2   |
| Block 1   | English 9   | World History I   |
| Block 2   | Math  | Health & PE 9   |
| Block 3   | Diesel Mechanics & Small Engine Repair<br>or Computer Aided Drafting<br>or Architectural Drawing & Design<br>or Basic Woodworking | Biology   |
| Block 4   | Elective  | Elective  |
| Grade 10  | Day 1   | Day 2   |
| Block 1   | English 10  | World History II or Elective                                |
| Block 2   | Math  | Health & PE 10/Driver's Education                           |
| Block 3   | Utility Heavy Construction I<br>or Building Trades I  | Economics & Personal Finance                                |
| Block 4   | CTE Elective  | Science   |
| Grade 11  | Day 1   | Day 2   |
| Block 1   | English 11  | Virginia/US History   |
| Block 2   | Math  | Science   |
| Block 3   | Utility Heavy Construction II<br>or Building Trades II  | Conversational Spanish I                                    |
| Block 4   | <i>(double blocked, back to back)</i>   | CTE Elective  |
| Grade 12  | Day 1   | Day 2   |
| Block 1   | English 12  | Internship/Apprenticeship<br><i>(off site, four blocks)</i> |
| Block 2   | Virginia/U.S. Government  |   |
| Block 3   | Elective  |   |
| Block 4   | Elective (or Early Release)   |   |

## Sample Student Schedules (cont'd)

The following sample student schedule is provided as a general example only. It is designed to be illustrative in nature and is not intended to be prescriptive. This sample meets the requirements of the category listed at the top of the schedule and is presented in a format that mirrors Goochland High School's instructional day. Specific courses are listed when appropriate (i.e. "English 9"), as are general classes (i.e. "math"). The term "elective" is used to represent a course individually selected by a student, generally in academic areas outside of English, math, science, and history.

| STUDENT IN OUR<br><b>ACADEMY FOR SUSTAINABLE ENERGY</b> |                            |                 |
|---|----------------------------|-----------------|
| Grade 9   | Day 1                      | Day 2           |
| Block 1   | English 9                  | World History I |
| Block 2   | Math                       | Health & PE 9   |
| Block 3   | Energy and Power           | Biology         |
| Block 4   | World Language or Elective | Elective        |

| Grade 10 | Day 1                      | Day 2                             |
|----------|----------------------------|-----------------------------------|
| Block 1  | English 10                 | World History II or Elective      |
| Block 2  | Math                       | Health & PE 10/Driver's Education |
| Block 3  | Energy Source Life         | Economics & Personal Finance      |
| Block 4  | World Language or Elective | Environmental Science             |

| Grade 11 | Day 1   | Day 2   |
|----------|---|---|
| Block 1  | English 11  | Virginia/US History   |
| Block 2  | Math  | Principles of Technology I<br>or Physics or AP Physics  |
| Block 3  | Energy Supply: Sustainability & Efficiency<br>(semester one) and Energy Demand:<br>Sustainability & Efficiency (semester two) | Energy Supply: Sustainability & Efficiency<br>(semester one) and Energy Demand:<br>Sustainability & Efficiency (semester two) |
| Block 4  | Elective  | Elective  |

| Grade 12 | Day 1   | Day 2                             |
|----------|---|-----------------------------------|
| Block 1  | English 12  | Work-Based Learning<br>Experience |
| Block 2  | Virginia/U.S. Government                                      |                                   |
| Block 3  | Math or Elective  |                                   |
| Block 4  | Principles of Technology II<br>or Elective (or Early Release) |                                   |

## Sample Student Schedules (cont'd)

The following sample student schedule is provided as a general example only. It is designed to be illustrative in nature and is not intended to be prescriptive. This sample meets the requirements of the category listed at the top of the schedule and is presented in a format that mirrors Goochland High School's instructional day. Specific courses are listed when appropriate (i.e. "English 9"), as are general classes (i.e. "math"). The term "elective" is used to represent a course individually selected by a student, generally in academic areas outside of English, math, science, and history.

| STUDENT IN OUR<br><b>ADVANCE COLLEGE ACADEMY (ACA)</b> |   |  |
|--|---|--|
| Grade 9  | Day 1   | Day 2  |
| Block 1  | Humanities I: English 9 Honors/World History II Honors<br><i>(double blocked, every day)</i>              |  |
| Block 2  | Math Honors (Geometry or above)   | Health & PE 9  |
| Block 3  | World Language II   | Biology Honors   |
| Block 4  | Elective  | Elective   |
| Grade 10   | Day 1   | Day 2  |
| Block 1  | Humanities II: English 10 Honors/AP Human Geography<br><i>(double blocked, every day)</i>                 |  |
| Block 2  | Math (Honors or Dual Enrollment)  | Health & PE 10/Driver's Education                                  |
| Block 3  | World Language III  | Chemistry Honors   |
| Block 4  | Elective  | Economics & Personal Finance                                       |
| Grade 11   | Day 1   | Day 2  |
| Block 1  | English 111-112:<br>AP English Language (Dual Enrollment)   | History 121-122:<br>AP U.S. History (Dual Enrollment)              |
| Block 2  | Math (Dual Enrollment)  | Science (Honors or AP)   |
| Block 3  | French 201-202 or Spanish 201-202   | Psychology 200-230   |
| Block 4  | Elective  | Elective   |
| Grade 12   | Day 1   | Day 2  |
| Block 1  | English 245-246 (Dual Enrollment)   | Math (Dual Enrollment or AP)                                       |
| Block 2  | Biology 101 (Fall) + Chemistry 111 (Spring) or Biology 102 (Spring)<br><i>(double blocked, every day)</i> |  |
| Block 3  | ITE 152 (Fall) and Reynolds Online<br>Elective (Spring)   | Political Science 135-136:<br>AP U.S. Government (Dual Enrollment) |
| Block 4  | Elective (or Early Release)   | Elective (or Early Release)  |

Note: ACA students must complete SDV 100 during the summer prior to their junior year.

## Sample Student Schedules (cont'd)

The following sample student schedule is provided as a general example only. It is designed to be illustrative in nature and is not intended to be prescriptive. This sample meets the requirements of the category listed at the top of the schedule and is presented in a format that mirrors Goochland High School's instructional day. Specific courses are listed when appropriate (i.e. "English 9"), as are general classes (i.e. "math"). The term "elective" is used to represent a course individually selected by a student, generally in academic areas outside of English, math, science, and history.

| STUDENT IN OUR<br><b>BLUE RIDGE VIRGINIA GOVERNOR'S SCHOOL (BRVGS)</b> |   |                |
|--|---|----------------|
| Grade 9  | Day 1   | Day 2          |
| Block 1  | BRVGS World History<br><i>(double blocked, every day)</i> |                |
| Block 2  | English 9 Honors  | Health & PE 9  |
| Block 3  | Math Honors (Geometry or above)                           | Biology Honors |
| Block 4  | World Language I  | Elective       |

| Grade 10 | Day 1  | Day 2                             |
|----------|--|-----------------------------------|
| Block 1  | BRVGS AP Biology<br><i>(double blocked, every day)</i> |                                   |
| Block 2  | English 10 Honors                                      | Chemistry Honors                  |
| Block 3  | Math Honors  | Health & PE 10/Driver's Education |
| Block 4  | World Language II                                      | Elective                          |

| Grade 11 | Day 1                             | Day 2                        |
|----------|-----------------------------------|------------------------------|
| Block 1  | AP English Language               | AP U.S. History              |
| Block 2  | Math (Honors or AP)               | Science (Honors or AP)       |
| Block 3  | World Language III                | Economics & Personal Finance |
| Block 4  | BRVGS-Approved<br>Online Elective | BRVGS-Approved<br>Elective   |

| Grade 12 | Day 1                       | Day 2                       |
|----------|-----------------------------|-----------------------------|
| Block 1  | AP English Literature       | AP U.S. Government          |
| Block 2  | AP Math                     | BRVGS-Approved<br>Elective  |
| Block 3  | AP Science                  | BRVGS Senior Internship     |
| Block 4  | Elective (or Early Release) | Elective (or Early Release) |

## Sample Student Schedules (cont'd)

The following sample student schedule is provided as a general example only. It is designed to be illustrative in nature and is not intended to be prescriptive. This sample meets the requirements of the category listed at the top of the schedule and is presented in a format that mirrors Goochland High School's instructional day. Specific courses are listed when appropriate (i.e. "English 9"), as are general classes (i.e. "math"). The term "elective" is used to represent a course individually selected by a student, generally in academic areas outside of English, math, science, and history.

| STUDENT IN OUR<br><b>BLUE RIDGE VIRGINIA GOVERNOR'S SCHOOL (BRVGS)<br/>&amp; ADVANCE COLLEGE ACADEMY (ACA)</b> |   |  |
|--|---|--|
| Grade 9  | Day 1   | Day 2  |
| Block 1  | BRVGS World History<br><i>(double blocked, every day)</i>   |  |
| Block 2  | English 9 Honors  | Health & PE 9  |
| Block 3  | Math Honors (Geometry or above)   | Biology Honors   |
| Block 4  | World Language II   | Elective   |
| Grade 10   | Day 1   | Day 2  |
| Block 1  | BRVGS AP Biology<br><i>(double blocked, every day)</i>  |  |
| Block 2  | Humanities II: English 10 Honors/AP Human Geography<br><i>(double blocked, every day)</i>                 |  |
| Block 3  | Math (Honors or Dual Enrollment)  | Health & PE 10/Driver's Education                                  |
| Block 4  | World Language III  | Chemistry Honors   |
| Grade 11   | Day 1   | Day 2  |
| Block 1  | English 111-112:<br>AP English Language (Dual Enrollment)   | History 121-122:<br>AP U.S. History (Dual Enrollment)              |
| Block 2  | Math (Dual Enrollment)  | Science (Honors or AP)   |
| Block 3  | French 201-202 or Spanish 201-202   | Economics & Personal Finance                                       |
| Block 4  | BRVGS-Approved<br>Online Elective   | Psychology 200-230   |
| Grade 12   | Day 1   | Day 2  |
| Block 1  | Biology 101 (Fall) + Chemistry 111 (Spring) or Biology 102 (Spring)<br><i>(double blocked, every day)</i> |  |
| Block 2  | English 245-246 (Dual Enrollment)   | Political Science 135-136:<br>AP U.S. Government (Dual Enrollment) |
| Block 3  | Math (Dual Enrollment or AP)  | ITE 152 (Fall) and Reynolds Online<br>Elective (Spring)            |
| Block 4  | Elective (or Early Release)   | BRVGS Senior Internship  |

Note: ACA students must complete SDV 100 during the summer prior to their junior year.

# Homework

**The academic workload, both in class and outside of class, should be considered as students make decisions about their course load from year to year. What follows is Goochland County Public Schools' homework policy, IKB:**

Homework is defined as curriculum-related tasks assigned by teachers that are meant to be completed by students during non-school hours. Examples may include at-home reading, writing, practice problems, projects, and studying. While empirical research on the topic of homework varies, strong evidence supports homework as a beneficial component to students' overall academic experience, specifically in middle and high school. When relevant homework assignments are designed, assigned, and apportioned effectively, homework can be beneficial for students in many ways.

The school day is approximately 7 hours in length. This time is intended to support students' academic and social development throughout their school careers. Accounting for at least one additional hour of travel to and from school, 16 hours remain in a student's day. There are many activities and interests competing for these remaining hours. Health and wellbeing should always be priority number one. This includes sleep, rest, nutrition, play, and exercise. Each of these needs is tied to varying time demands based on a student's developmental level. For example, the American Academy of Pediatrics recommends that children three to five years of age sleep 10 to 13 hours each day in order to promote optimal health, while their recommendation is 9 to 12 hours for children six to twelve years of age and 8 to 10 hours for teenagers thirteen to eighteen years of age. Additionally, students are often involved in activities outside of the school day that provide a healthy balance to their overall day, such as athletics, the arts, hobbies, and part-time jobs. As it relates to expectations for homework, it is critical that all decisions are made in the context of the entirety of a child's day.

## Homework Type

Including general reading as an at-home academic task, there are five broad types of homework:

1. Reading - This includes regular shared and/or independent reading that may or may not be directly related to school; therefore, it is not always considered formal homework.
2. Completion - This type of homework begins as classwork and helps students keep up to date with day-to-day curricula.
3. Practice - This type of homework increases and/or improves fluency of a skill or process that is not yet fluent.
4. Preparation - This type of homework prepares students for upcoming instruction and assessments.
5. Extension - This type of homework expands and/or refines learning across new contexts, encourages problem solving, and prompts critical thinking.

## Purpose

Effective homework has several purposes. Effective homework:

- prepares for, reinforces, and extends concepts introduced in class.
- introduces new material to be presented by the teacher in an effort to activate prior knowledge.
- assesses student understanding.
- facilitates application of previously learned skills to new situations.
- prompts students to produce creative products.
- provides an important link between school and home.
- develops strong study habits, time management skills, self-direction, self-discipline, self-regulation, and self-reliance.

## Characteristics

Effective homework is characterized in the following ways:

- It is designed to meet specific purposes and goals.
- It is meaningful.

- It is individualized to the greatest extent possible.
- It is assigned only after student understanding of teacher expectations is verified so that successful completion is reasonable.
- It is assigned after a student's access to resources and materials has been considered to the greatest extent possible.
- It is accompanied by clear, constructive, timely teacher feedback.
- It is never used for disciplinary purposes.

### Frequency and Duration

While there is no perfect prescription for the frequency and duration of homework, there is strong evidence that students' age, development, and academic level should be considered whenever homework is designed and assigned. Should students/families find that these duration guidelines are being exceeded every now and then, it may be the result of a student experiencing a struggle with a particular concept or assignment. Open communication among students, families, and the school team is critically important at all times, particularly when challenges like this arise. Our teachers, school counselors, and entire team stand ready to support students who need additional time as they work toward mastery. Should students/families find that these duration guidelines are being exceeded consistently, it is likely to be a symptom of a larger concern. In these cases, students, teachers, school counselors, and families should work together in order to seek a solution.

Some homework is designed to be completed over time, often several days or weeks. These larger assignments require students to manage their time effectively in order to maintain reasonable daily expectations of time. What follows is general guidance related to the frequency and duration of homework:

| <i>Grade/Academic Level</i> | <i>Frequency</i> | <i>Duration</i> | <i>Type</i>                |
|-----------------------------|------------------|-----------------|----------------------------|
| Preschool                   | Daily Average    | 5-15 minutes    | Shared reading             |
| Kindergarten                | Daily Average    | 5-15 minutes    | Shared/independent reading |
|                             | Flexible         | <5 minutes      | Numeracy practice          |
| Grade 1                     | Daily Average    | 10-15 minutes   | Shared/independent reading |
|                             | Flexible         | <10 minutes     | Numeracy practice          |
| Grade 2                     | Daily Average    | 10-20 minutes   | Shared/independent reading |
|                             | Flexible         | <10 minutes     | Numeracy practice          |
| Grade 3                     | Daily Average    | 10-20 minutes   | Shared/independent reading |
|                             | Flexible         | <20 minutes     | Other homework             |
| Grades 4-5                  | Daily Average    | 10-20 minutes   | Shared/independent reading |
|                             | Flexible         | 20-40 minutes   | Other homework             |

|                          |               |               |                     |
|--------------------------|---------------|---------------|---------------------|
| Middle School Coursework | Daily Average | 10-20 minutes | Independent reading |
|                          | Flexible      | 30-60 minutes | Other homework      |
| High School Coursework   | Daily Average | 10-20 minutes | Independent reading |
|                          |               | 30-90 minutes | Other homework      |
| College-Level Coursework | Daily Average | 10-20 minutes | Independent reading |
|                          |               | 90+ minutes   | Other homework      |

These time allocations provide guidance to students, families, and instructional team members. They are not absolutes. Students work at varying paces and require an element of personalization in order to achieve mastery. These time allocations are articulated as cumulative daily averages, not “per course” at the secondary level. It is important to recognize that many secondary students take a mix of courses throughout grades 7 through 12. For example, middle school students are often enrolled in both middle school and high school coursework simultaneously, while high school students are often enrolled in both high school and college-level coursework simultaneously. Finally, with the exception of some college-level courses, homework will not be assigned to students over the Thanksgiving holiday, winter break, or spring break.

Adopted: July 14, 1992  
 Revised: September 10, 1996  
 Revised: July 9, 2002  
 Revised: November 11, 2008  
 Revised: June 10, 2014  
 Revised: December 10, 2019  
 Revised: July 13, 2021  
 Legal Ref: Code of Virginia, 1950, as amended, § 22.1-78.  
 Cross Ref: IB Academic Freedom  
 IGBC Parental Involvement  
 IKA Parental Assistance with Instruction  
*American Academy of Pediatrics*

## Notes

*The Goochland County School Board is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, sexual orientation, gender, gender identity, race, color, national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, military status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists, hereinafter referred to as protected group status, at school or any school sponsored activity. The Board further prohibits harassment against students, employees, or others on the basis of socioeconomic status.*

*The following persons have been designated as the contact regarding compliance issues associated with this sexual harassment and harassment policy:*

- Beth Fowler, Ed.D., Coordinator of Student Advancement, (804) 556-5610, Title IX Officer*
- Demetra Harris, Director of Human Resources, (804) 556-5603, Title IX Officer*
- Jennifer Waggener, Ed.D., Assistant Superintendent of Administration, (804) 556-5605, Compliance Officer*



