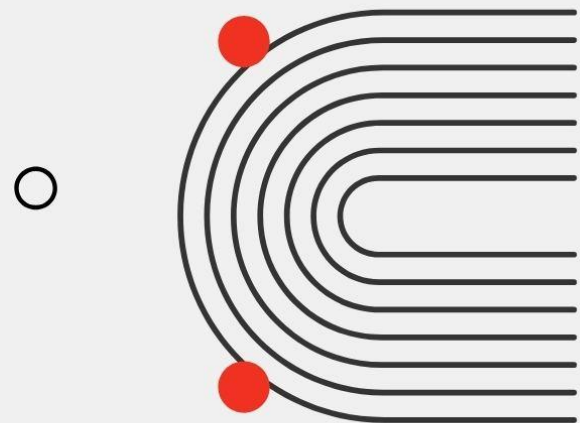


MARTINSVILLE HIGH SCHOOL

# PROGRAM OF STUDIES



UPDATED JANUARY 2024





# Martinsville City Public Schools

Empowering Success One Learner At A Time

The education provided through our local public schools seeks to enable all students to become lifelong learners and responsible, productive members of society. A successful educational process includes not only academic instruction but also student development of marketable job skills and positive behaviors and attitudes towards honesty, hard work, family, environment, modesty, civility, wellness, and country. To these ends, students are expected to observe and demonstrate responsible student conduct and attitudes while at school or at school-related activities, whether or not on campus.

The Martinsville City School Board has developed policies and regulations that help create and sustain a healthy, safe, and effective learning environment for everyone; promote a school atmosphere with a concentrated focus on formal educational studies as well as on educationally-related development of mutual respect, pride, self-esteem, and cohesiveness; reinforce community values and positive regard for authority and discipline; minimize distraction and assist students in readying themselves for employment by advancing their mature transition from the world of school to the world of work.

## *Our Vision*

Empowering Success One Learner at a Time

## *Our Mission*

Martinsville City Public Schools creates a safe and supportive learning environment that engages students in individualized learning experiences.

learning experiences

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## General Information

The information in this guide is designed to help students, parents, and guardians with the selection of courses for ninth through twelfth grades. Students should study this publication and consult with their parents/guardians, school counselors, and teachers in planning their individual program of study. School counselors can help with planning by reviewing and updating graduation plans and Academic Career Plans. School counselors also have up-to-date information available about various training programs, schools, colleges, universities, and employment possibilities.

## PowerSchool Parent Portal

Through their Parent Portal account, parents have access to their students' attendance, grades, and course information. To gain access to the Parent Portal, please contact your child's school to receive your login information. Parent Portal access and additional information may be found on our website, <https://martinsville.powerschool.com/public/home.html>.

## Registration

During registration, students will be given information concerning their graduation plans, Academic Career Plans, and course selection for the coming year. The information in this guide should be used in planning a program of studies. The courses listed will be offered for the school year only if there is sufficient enrollment and available staff. Grade levels listed for courses indicate the grade(s) in which the course is normally taken. All students will be expected to maintain a full-day schedule of classes to meet at least the minimum standards necessary for graduation as mandated by Martinsville City Public Schools and the Virginia State Board of Education.

## Access to Courses

Course descriptions indicate if any prerequisite courses are required to enroll in a class. The ACE Academy, and Governor's School courses require application and admission to the program. Dual enrollment courses require the approval of the principal.

## Counseling

School counselors, together with parents, assist students in developing self-understanding to determine the best use of their abilities. Counselors encourage students to examine educational and career opportunities and to make realistic plans and decisions for the future. Educational and career planning are reviewed with each student annually.

Both individual and group counseling services are available for those students who are experiencing social, emotional, or academic difficulties. Parents are encouraged to meet with counselors if they have concerns about their child's progress and to attend meetings relating to educational planning and the instructional programs offered in the school.

## Academic and Career Plans

All students are required to have an Academic Career Plan beginning in the 7th grade. This plan is a tool for the counselor and parents/guardians to work with the student to set academic and career goals, then map out a multi-year plan to achieve these goals. This plan will be accessible in Major Clarity to both the student and parents to revise and keep updated based on changes in goals and will serve as a guide for students in scheduling courses and planning for life beyond high school.

## Standards of Learning Tests

Students who successfully complete a course and who achieve a passing score on an end-of-course SOL test or a substitute test for that course shall be awarded a verified credit. End-of-course tests that are available are listed in the following chart. All students enrolled in Biology must take the SOL test. Any student entering ninth grade in 2018-2019 and beyond must take at least one math SOL test.

English	Math	Science	Social Studies
<ul style="list-style-type: none"><li>English 11 - Reading</li></ul>	<ul style="list-style-type: none"><li>Algebra I</li><li>Geometry</li><li>Algebra II</li></ul>	<ul style="list-style-type: none"><li>Biology</li><li>Earth Science</li><li>Chemistry</li></ul>	<ul style="list-style-type: none"><li>World History I</li></ul>

## Programs for Students with Disabilities

Special education is an essential part of the total program of public education in our community, sharing with elementary, middle, secondary, and technical education the responsibility for providing instruction, training, and necessary supportive services for all children of Martinsville. The educational interests of children with various types of exceptionalities can best be served when they are accepted as an integral part of the total school program. As the law mandates, the education of disabled students in the “least restrictive environment” is emphasized. Special education, as is true for all education, is based on the fundamental concept of the dignity and worth of the human personality.

The school division’s commitment is to provide an appropriate program for all special needs children.

## English Learners (EL)

At each grade level, EL students engage in instructional activities to increase listening, speaking, reading, and writing skills. While building on their prior knowledge and learning new material, students are provided support services through a cohesive program. Proficiency is determined by the WIDA Screening Assessment and/or the WIDA ACCESS 2.0 Test. Students build Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) through an inclusion model.

## Academic Support Programs

Academic support programs in the subject areas of reading, English, science, history/social sciences, and mathematics are offered for students having trouble with Standards of Learning concepts to individualize the educational experience and ensure the success of all students.

## Repeating a Course

A student may repeat a course to strengthen skills; however, both enrollments will appear on the transcript, but only the higher grade will be included for credit and calculation in GPA.

## Credit Recovery

Credit recovery is available only if a student has failed a course that is needed for graduation. The student must successfully complete 70 hours of coursework to recover standard credit for a course.

## Alternative Education

An alternative education program may be offered for students in grades six through twelve who are not succeeding in the traditional school environment. Placement in the alternative school program is at the discretion of the Superintendent or Designee. A regional alternative school is available for students in grades six through twelve who have experienced trouble with juvenile authorities or have multiple suspensions or an expulsion.

## Course Changes

The student benefits from a well-planned schedule that addresses individual needs and does not require later adjustments that might disrupt the learning process. Commitments for staff, textbooks, and supplies are made based upon the courses selected; therefore, schedule changes are discouraged. If there are extenuating circumstances, requests for schedule changes are carefully reviewed based on the following: (Please see the Request for Course Change on page 43).

- Student has successfully completed the course in summer school.
- A scheduling error has occurred.
- Student has changed career goal as confirmed by a counselor
- Student has been scheduled for a course which is not compatible with abilities.
- Classes may not be added or dropped after the class has been in session for ten (10) school days without the parent or legal guardian's signature and the principal's approval.
- Courses may only be added or dropped, with the written consent of the parent or legal guardian and must be approved by the school principal. If the request is denied to the student, a parent or legal guardian will be notified by the school.

## Driver Education

The classroom driver education course is offered as part of the tenth-grade health education curriculum. When students complete the classroom phase and have secured a learner's permit, they may sign up to take behind-the-wheel driver instruction.

## AVID

AVID stands for Advancement Via Individual Determination and is an in-school college-readiness system for grades K-12 designed to prepare students for college eligibility and success. The core component is the AVID Elective which supports students as they tackle the most rigorous classes. The AVID Elective is taught by a trained AVID teacher and students receive support through a rigorous curriculum and ongoing, structured tutorials. The three main aspects of this program are academic instruction, tutorial support, and motivational activities. AVID Elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans.

School wide achievement results from AVID professional development and the use of AVID methodologies, such as Cornell (focused) note-taking and group collaboration in all classes, which helps create a college-going culture across the school campus. AVID is based on writing as a tool of learning, the inquiry method, collaborative grouping, and academic reading. The AVID strategies help ensure that students possess the higher-level skills they need for college success. Students complete applications in January and are interviewed by a school AVID committee in February.

Criteria for participation in AVID is a GPA of 2.0-3.5, average to high test scores, and a desire and determination to succeed.

Notifications of acceptance into this program are sent in March. Any students who are interested in being in the AVID Elective should speak with their guidance counselors.



## GRADUATION REQUIREMENTS FOR STUDENTS ENTERING NINTH GRADE IN 2018-2019 AND BEYOND

Additional Requirements for Standard and Advanced Diplomas:

- **AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential** - Students shall (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online. Guidance on this requirement is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC20-131\)](#) (Word).
- **First Aid, CPR, and AED Training** - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420](#) (B).
- **Demonstration of the 5 C's** - In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in [Virginia's 5 C's](#): critical thinking, creative thinking, collaboration, communication, and citizenship.

### \*8VAC20-131-110. Standard and verified units of credit.

(For full text: <https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section110/>)

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 unit of credit**" or "**verified credit**" is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

1. Achieves a passing score on a corresponding end-of-course SOL test. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic Standards of Learning course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the board.
2. Achieves a passing score on an additional test, as defined in [8VAC20-131-5](#), as a part of the Virginia Assessment Program.
3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.
  - a. Students who enter the ninth grade for the first time prior to the 2018-2019 school year and do not pass SOL tests in English, mathematics, science, or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board. Credit accommodations for students with disabilities may be used to confer locally awarded verified credits as provided in [8VAC20-131-50](#) B 3.

b. Students who enter the ninth grade for the first time in the 2018-2019 school year or thereafter and do not pass SOL tests in English, mathematics, laboratory science, or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the board. No more than one locally awarded verified credit may be used to satisfy graduation requirements, except as provided in [8VAC20-131-51](#) B 3 for students with disabilities seeking a standard diploma.

4. Meets the criteria for the receipt of a verified credit in English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment, that complies with guidelines adopted by the board. Such students shall not also be required to take the corresponding SOL test in English (writing).

## Advanced Studies Diploma

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	4	1	Courses completed to satisfy this requirement shall include at least three different course selections from among: algebra I, geometry, algebra II, or other mathematics courses above the level of algebra II. The board shall approve courses to satisfy this requirement. An approved <a href="#">computer science</a> course credit earned by students may be considered a mathematics course credit.
Laboratory Science	4	1	Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. An approved <a href="#">computer science</a> course credit earned by students may be considered a science course credit.
History & Social Sciences	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health and Physical Education	2	0	N/A
Fine Arts & Career and Technical Education	1	0	An approved <a href="#">computer science</a> course credit earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	N/A
Electives	3	0	Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the <a href="#">Guidance Document Governing Certain Provisions of the SOA (8VAC-20-131)</a> (Word).
Total Credits	26	5	N/A
As a requirement of Martinsville City Public Schools, Students must also complete a total of 40 hours of service learning over and above their scheduled coursework throughout their four years of high school.			

## Standard Diploma

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	3	1	Courses completed to satisfy this requirement shall include at least two different course selections from among: algebra I, geometry, algebra functions, and data analysis, algebra II, or other mathematics courses approved by the board to satisfy this requirement. An approved <a href="#">computer science</a> course credit earned by students may be considered a mathematics course credit.
Laboratory Science	3	1	<p>Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. An approved <a href="#">computer science</a> course credit earned by students may be considered a science course credit.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
History & Social Sciences	3	1	<p>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
Health and Physical Education	2	0	N/A
World Language, Fine Arts, & Career and Technical Education	2	0	Credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. An approved <a href="#">computer science</a> course credit earned by students may be considered a career and technical course credit.
Economics & Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives. More information is provided in the <a href="#">Guidance Document Governing Certain Provisions of the SOA (8VAC-20-131)</a> (Word).
Total Credits	22	5	N/A

As a requirement of Martinsville City Public Schools, Students must also complete a total of 40 hours of service learning over and above their scheduled coursework throughout their four years of high school.

## Applied Studies Diploma

### **The Applied Studies Diploma is available to all students with an Individualized Education Program.**

The Code of Virginia (8VAC20-131-50 D) states that, “In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Applied Studies Diplomas.” This diploma is available to all students with an IEP. Students with an IEP who pursue a Standard Diploma but do not meet the criteria are still eligible to earn the Applied Studies Diploma.

Students may work on skills outlined in the Curriculum Map while pursuing a standard or Advanced Studies Diploma. The skills outlined may be supplemental to the academic standards and goals set for the student and may contribute to the development of the IEP.

Students working toward or earning an Applied Studies Diploma are required to participate in statewide assessments. The skills in the curriculum map are in no way designed to replace the standards in Virginia’s Standards of Learning or the Virginia Aligned Standards of Learning. Instead, the skills and competencies are designed to enhance instruction and provide guidance for the application of skills.

### **Courses or their equivalent include:**

- Communications I, II, III, IV
- Reading I, II, III, IV
- Math Foundations I, II, III, IV
- General Science I, II, III, IV
- Social Studies I, II, III, IV
- Life Skills I, II, III, IV
- Education for Employment Development I, II, III, IV
- Adaptive Physical Education I, II, III, IV

## Diploma Seal Requirements

**Governor's Seal** – Awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

**Board of Education Seal** – Awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A" beginning with the ninth-grade class of 2006-2007 and beyond.

**Board of Education's Career & Technical Education Seal** – Awarded to students who:

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

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

**Board of Education's Science, Technology, Engineering, and Mathematics (STEM) Seal** - The Board of Education's STEM Seal shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, and

- successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and
- satisfy all requirements for a Career and Technical Education concentration. A *concentration* is a coherent sequence of two or more state-approved courses as identified in the course listing within the [CTE Administrative Planning Guide](#), and
- pass one of the following:
- a Board of Education CTE STEM-H credential examination, or
- an examination approved by the Board that confers a college-level credit in a STEM field.

**Board of Education's Advanced Mathematics & Technology Seal** – Awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and either

- pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association
- OR acquire a professional license in a career and technical education field from the Commonwealth of Virginia
- OR pass an examination approved by the board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

**Board of Education's Excellence in Civics Education Seal** – Awarded to students who meet each of the following four criteria:

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

**Board of Education’s Seal of Biliteracy** - The Board of Education’s Seal of Biliteracy certifies attainment of a high level of proficiency by a graduating high school student in one or more languages, and certifies that the graduate meets the following criteria:

- The Board of Education’s Seal of Biliteracy will be awarded to students who earn either a Board of Education-approved diploma and (i) pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level; and (ii) be proficient at the intermediate-mid level or higher in one or more languages other than English, as demonstrated through an assessment from a list to be approved by the Superintendent of Public Instruction.
- For purposes of this article, "world language" means a language other than English, English as a Foreign Language (administrator approval only) and includes American Sign Language.

### **Board of Education’s Seal for Excellence in Science and the Environment**

**(available only to students who entered ninth grade in 2018-2019 or thereafter)**

The Board of Education’s Seal for Excellence in Science and the Environment is awarded to students who enter the ninth grade for the first time in the 2018-2019 year and thereafter, and meet each of the following criteria:

- Earn either a Standard or Advanced Studies Diploma
- Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of “B” or higher
- Complete laboratory or field-science research and present that research in a formal, juried setting
- Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.

## Early College Scholars Program

The Early College Scholars program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. The result is a more productive senior year and a substantial reduction in college tuition.

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

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

### Virginia Plan for Dual Enrollment between Virginia Public Schools and Community Colleges

In the summer of 2008, a revised collaborative agreement entitled the "Virginia Plan for Dual Enrollment between Virginia Public Schools and "Community Colleges" was signed. This agreement provides a statewide framework for dual enrollment arrangements between Virginia public schools and community colleges.

These arrangements may be made at the local level, meaning, between the representatives of boards of the participating public school and the participating community college authorized to contract such agreements. They may be formed in three distinct ways:

- First, high school students may be enrolled in the regularly scheduled college credit courses with the other students taught at the community college.
- Second, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the high school.
- Third, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the community college.

All dual enrollment courses may be counted toward the 15 college credits required for a student to become an "Early College Scholar." Certain dual enrollment courses may also qualify as part of the Commonwealth College Course Collaborative. This collaborative, involving all Virginia two- and four-year colleges and universities except Virginia Military Institute, provides a set of academic courses that fully transfer as core requirements and degree credits. Early College Scholars Agreement. Participating students sign an Early College Scholars Agreement which is also signed by the student's parents or guardians, principal, and school counselor. Students who meet the terms of the agreement are recognized as Early College Scholars and receive a certificate of recognition from the Governor.



## Dual Enrollment

Students in grades 11 and 12 can take classes and get college credit (dual enrollment) at no expense. MCPS pays for these classes taken through P&HCC. To participate in dual enrollment courses, students must complete an online application from P&HCC. This should be done in early January (or earlier- fall semester) of their sophomore year. The application can be found [here](#) or it can be completed with their Career Coach. Once the application is submitted, the students will receive an ID# online. To dual enroll in a course, students must have a 3.0 GPA to qualify.

\* These Dual Enrollment Classes are contingent upon a student having 3.0 overall GPA, having a junior or senior standing, and acceptance in the course by the college. Course availability is based on the number of credentialed instructors and student enrollment.

Courses that can be dual enrolled:

- Governor's School, ACE courses Math Analysis (PRE-Calculus)
- AP English 11 & 12
- AP US History, US Government AP Calculus
- AP Biology
- \* Motorsports I & II
- \* Nurse Aide Curriculum (CNA)
- \* Motorsports I & II
- \* Criminal Justice Academy I & II
- \* Precision Machining I & II
- \*Welding I &II

*\* CTE Dual Enrollment Classes are contingent upon a student having 2.0 overall GPA, having a junior or senior standing, and acceptance in the course by the college. Course availability is based on the number of credentialed instructors and student enrollment.*

# ACE Academy

ACE Academy (Accelerated College Education) is a partnership between Patrick & Henry Community College and Martinsville City Public Schools. Students admitted to the ACE Academy will earn an Associate’s Degree from Patrick & Henry Community College by taking courses during their junior and senior years of high school. Students will attend Patrick & Henry for two blocks during their senior year. All other courses will be taught at their home school. MHS school counselors will notify all sophomores about this opportunity. Students interested in enrolling should request an application. Admission to the ACE Academy is highly competitive. Selection criteria include GPA, SOL scores, teacher recommendations, and acceptance to Patrick & Henry Community College.

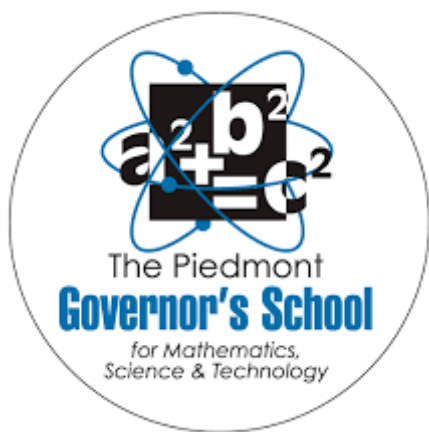
Admission to this program is based on a 3.0 GPA, and submission of a completed application. Martinsville City Public Schools will pay any required tuition costs for our students. \*\*P&HCC courses may vary as their staffing of courses may change.

P&HCC Course	High School	Credits
<b>Junior</b>		
SDV 108: College Survival Skills		1
HIS 121: US History I HIS 122: US History II	AP US/VA History	3 3
ENG 111: College Composition I ENG 112: College Composition II	11th Grade AP English	3 3
BIO 101 General Biology I BIO 102: General Biology II	AP Biology	4 4
ITE 119: Information Literacy		3
CST 110: Intro. To Communication		3
MTH 157: Elementary Statistics		3
HLT 138: Principles of Nutrition		1
MTH 166: Pre-Calculus with Trig	Math Analysis	4
ITE 115: Intro to Computer Applications		3
<b>Senior</b>		
MTH 175 - Calculus of One Variable I MTH 176 - Calculus of One Variable II	AP Calculus	6
ENG 243: Survey of English Literature I ENG 244: Survey of English Literature II	12th Grade AP English	3 3
PLS 211: U.S. Government I PLS 212: U.S. Government II	AP U.S. Government	3 3
ACC 211: Principles of Accounting		3
SDV 199: Supervised Study in Transfer Programs		1
ACC 212: Principles of Accounting		3
REL 231: Religions of the World I		3
SOC 200: Principles of Sociology		3
PED EEE: Fundamentals of Physical Activity		1
<b>TOTAL</b>		<b>66</b>

## How to Apply

Steps to follow:

- Complete the Student Application to ACE (starting on page 51)
- Ask your school counselor to fill out the Student Records form (in this booklet).
- Ask two of your current teachers to fill out a Faculty Recommendation form (in this booklet) and ask that they return it to your guidance counselor. (Choose math, English or history teachers.)
- Attend your division’s testing sessions. Your guidance counselor can give you those dates.



## Piedmont Governor's School for Mathematics, Science, & Technology

The Piedmont Governor's School for Mathematics, Science, and Technology (PGSMST) is another advanced program offered for Martinsville High School juniors and seniors. Students travel to P&HCC to attend advanced math, science, and technology classes with students from Henry County. PGSMST students also participate in a research class that culminates in a formal presentation in their senior year.

The program at PGSMST is a half-day program that provides students with the opportunity to be part of a regional community of intellectual peers while still participating in activities at their base schools. All classes are dual enrollment that may lead to an **Associate's Degree at graduation**.

The criteria for selection include GPA, standardized test scores, teacher recommendations, an essay, and successful completion of prerequisite courses, Algebra II and Biology.

## 2024-2025 Course Descriptions

### Junior Course Descriptions

**College Chemistry (CHM 111-112):** The course explores the fundamental laws, theories, and mathematical concepts of chemistry. Topics will include the structure of matter, states of matter, reactions (types of stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry. There is an emphasis on laboratory experience as a primary means for the development of chemical concepts. Experimental design, gathering data, and the use of statistics to analyze data are studied jointly with the research methodology and design course or senior research application and evaluation. The course will cover the Standards of learning for chemistry. Students will take the Virginia End-of-Course SOL test for the course at their base schools.

**Precalculus with Trigonometry (MTH 167) (Prerequisite: Algebra II):** This course presents topics in power, polynomial, rational, exponential, and logarithmic functions, systems of equations, trigonometry, trigonometric applications, including Law of Sines and Cosines, and an introduction to conics.

**Calculus I (MTH 263) (Prerequisite: MTH 167):** Calculus I presents concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals and applications of integration.

**Statistical Reasoning (MTH 155)** – Presents elementary statistical methods and concepts including visual data presentation, descriptive statistics, probability, estimation, hypothesis testing, correlation, and linear regression. Emphasis is placed on the development of statistical thinking, simulation, and the use of statistical software.

**Cyber Security (ITEC 145):** This course covers the various threats in the cyber world in terms of security. Topics covered include ethics, what encompasses the backbone of the internet, securing an identity, and catching criminals.

**Forensic Science:** This course is designed to introduce students to the various disciplines involved in forensic science and their application to the examination of differing types of evidence.

**Technical Report Writing (Research 11) (ENG 131):** The course is an introduction to the research process which includes research design, sampling techniques, elementary statistical analysis, library research, scientific writing, presentation skills, and development of multimedia presentations. All students will complete the preliminary report of an original research project. Students design the study, collect and analyze data, and report results.

## Senior Course Descriptions

**College Physics (PHY 201-202) (Prerequisite: Advanced Algebra with Trigonometry):** The course is an advanced curriculum that stresses development of problem solving, thinking and laboratory skills. The content covers mechanics, thermodynamics, wave phenomena, electricity and magnetism, and selected topics in modern physics. Classroom activities include collecting and analyzing data in a computer-based lab and introducing students to application of theoretical concepts. Experimental design, gathering data, and the use of statistics to analyze data are studied jointly with the research methodology and design course or senior research application and evaluation.

**College Biology (BIO 101-102) (Prerequisite: College Chemistry):** A college-level introduction focusing on the fundamental characteristics of living matter from the molecular level to the ecological community level. Introduces the diversity of living organisms, their structure, function, and evolution. Topics covered include major concepts in molecular and cellular biology, microbiology, biochemistry, genetics, botany, physiology, and ecology.

**Human Anatomy (BIO 231-232) (Co-requisite: College Biology):** This course integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology.

**Calculus I (MTH 263) (Prerequisite: Precalculus with Trigonometry):** Calculus I presents concepts of limits, derivatives, differentiation of various types of functions, and use of differentiation rules, application of differentiation, antiderivatives, integrals, and applications of integration.

**Calculus II (MTH 274) (Prerequisite: Calculus I):** Calculus II covers the study of calculus of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration, and power series along with applications. Designed for mathematical, physical, and engineering science programs.

**Statistics I (MTH 245) (Prerequisite: Precalculus with Trigonometry):** This course presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression.

**Statistics II (MTH 246) (Prerequisite: Statistics I):** Statistics II continues the study of estimation and hypothesis testing with emphasis on advanced regressions topics, experimental design, analysis of variance, chi-square tests, and non-parametric methods.

**Senior Research Application and Evaluation (Research 12) (Prerequisite: Research Methodology and Design):** This course provides students with the opportunity to explore an area of personal interest that promotes the mission of the school. Students take an active part in formulating the problems and the methods by which the problems are investigated. Appropriate investigative techniques are utilized to produce or analyze raw data and/or produce original interpretations rather than rely exclusively on the conclusions of others. When completing projects, students select from a wide range of alternative products and communicate their results to real, rather than a contrived audience in a professionally appropriate manner. Students actively participate during their junior year in planning their senior research experience.

### **How to Apply**

- Complete the application for Patrick & Henry Community College [www.patrickhenry.edu](http://www.patrickhenry.edu)
- Complete the student online application form at <http://application.pgsmst.com/>
- Ask three teachers (math, science, & teacher of student choice) to complete online recommendations
- Attend the day of testing for Governor's School at MHS.

# Career and Technical Education

## The Path to Industry Certification

The VDOE has developed the Path to Industry Certification: High School Industry Credentialing program to encourage more students to work toward a selected industry credential or state license while pursuing a high school diploma. Students who earn a credential by passing a certification or licensure examination may earn up to two student-selected verified credits to meet graduation requirements. Students entering ninth grade and working toward a Standard Diploma will have an industry certification as a part of their graduation requirements. In addition to providing the opportunity to earn student-selected verified credits, this initiative provides the following benefits:

In addition to providing student-selected verified credit(s) and adding value to a student's résumé for obtaining entry-level positions in today's technical job market, credentials provide the following benefits to students:

- added value to a transcript for higher education purposes or obtaining an entry-level position in the technical job market
- evidence that the student has completed advanced educational preparation by verifying competency in career and technical education skill areas in demand by business and industry;
- increased job opportunities for advancement in a chosen career path; and
- enhanced self-esteem for students through achieving national occupational competency standards recognized by business and industry
- 

A credential is defined as:

- State-Issued Professional License, required for entry into a specific occupation as determined by a Virginia state licensing agency (Licensed Practical Nurse (LPN), Cosmetology);
- Full Industry Certification, from a recognized industry, trade, or professional association validating essential skills of a particular occupation (A+ CompTIA, Microsoft Certified Professional (MCP);
- Pathway Industry Certification, which may consist of entry-level exams as a component of a suite of exams in an industry certification program leading toward full certification (Automotive Service Excellence, (ASE), Microsoft Office Specialist (MOS); or
- Occupational competency assessment, a national standardized assessment of skills/knowledge in a specific career and/or technical area, (NOCTI).

**Martinsville High School – Career and Technical Education High School**  
**Career Clusters with Related Courses**

Arts, Audio/Video Technology & Communications	Business Management and Administration	Finance	Health Sciences	Information Technology
Design, Multimedia, and Web Technologies	Business Law Computer Information Systems Computer Information Systems, Advanced Principles of Business and Marketing Entrepreneurship I Entrepreneurship II	Business Management Principles of Business and Marketing Economics and Personal Finance	Introduction to Health and Medical Sciences Medical Terminology Health Sports Medicine Nurse Aide Curriculum *	Computer Information Systems Computer Information Systems Advanced Information Technology (IT) Fundamentals
Law, Public Safety, Corrections & Security	Marketing Sales & Service	Science Technology, Engineering and Mathematics	Transportation, Distribution, and Logistics	Manufacturing
Criminal Justice Academy I * Criminal Justice Academy II *	Principles of Business and Marketing Entrepreneurship I Entrepreneurship II	Precision Machining I* Precision Machining II*	Motorsports I * Motorsports II*	Welding I * Welding II*

**\*Taught by Patrick & Henry Community College**

## Summary of Certifications

All Career and Technical Education programs offer opportunities to earn a State Board of Education approved industry certification and/or a professional license issued by the Commonwealth of Virginia. Passing an industry-approved examination verifies that students have the knowledge and skill levels for higher education and career opportunities after high school. The list below identifies the certifications offered at Martinsville High School and Patrick Henry Community College.

<b>Business Management and Administration</b>	<b>Certification</b>
Business Management	Virginia Workplace Readiness Skills
Computer Information Systems	Microsoft Office Specialist
Entrepreneurship Education	Virginia Workplace Readiness
<b>Finance</b>	<b>Certification</b>
Economics & Personal Finance	W!SE Financial Literacy
<b>Health Sciences</b>	<b>Certification</b>
Introduction to Health and Medical Sciences Medical Terminology Health Sports Medicine Nurse Aide Curriculum *	American Red Cross First Aid and CPR National Health Science Exam (NCHSE) Nurse Aide Written Exam AND Skills Exam*
<b>Information Technology</b>	<b>Certification</b>
Computer Information Systems Computer Information Systems Advanced Design, Multimedia, and Web Technologies Information Technology (IT) Fundamentals	Microsoft Office Specialist Virginia Workplace Readiness Adobe Certified Associate
<b>Marketing Sales &amp; Service</b>	<b>Certification</b>
Principles of Business & Marketing	Virginia Workplace Readiness Skills
Entrepreneurship I & II	Virginia Workplace Readiness Skills
<b>Science Technology, Engineering and Mathematics</b>	<b>Certification</b>
Precision Machining	NIMS Certification
<b>Trade &amp; Industrial Education</b>	<b>Certification</b>
Motorsports I & II	ASE Student Certification

**\*Industry Certification offerings are subject to change. Any updates will be posted to the MCPS website.**



# Career Connections

Career Connections is Martinsville City Public Schools’ dual enrollment Career and Technical Education Program. Through our partnerships with Patrick & Henry Community College, students can complete coursework at the college level to earn industry certifications in their chosen career pathway. Enrollment in Dual Enrollment Classes is contingent upon a student having 2.0 overall GPA, having a junior or senior standing, and acceptance in the course by the college. Course availability is based on the number of credentialed instructors and student enrollment.

## How to apply:

- Meet the P&HCC Career Coach, located at Martinsville High School, to complete the P&HCC Application Form here: [https://www.apply.vccs.edu/Home/Sign\\_In/Logon.aspx](https://www.apply.vccs.edu/Home/Sign_In/Logon.aspx)

Health Sciences P&HCC Course	P&HCC Credits	Term
Nurse Aide Curriculum	6 *7 w/ CPR Certification	Semester-long
Law, Public Safety, Corrections & Security P&HCC Course	P&HCC Credits	Term
Criminal Justice Academy I	12	Year-long
Criminal Justice Academy II	12	Year-long
Science Technology, Engineering and Mathematics P&HCC Course	P&HCC Credits	Term
Precision Machining I	12	Year-long
Precision Machining II	12	Year-long
Transportation, Distribution, and Logistics P&HCC Course	P&HCC Credits	Term
Motor Sports I	12	Year-long
Motor Sports II	12	Year-long
Manufacturing	PP&HCC Credits	Term
Welding I	12	Year-long
Welding II	12	Year-long

# MHS Programs of Study

## Course Descriptions

### Business Management and Administration

#### Business Law

Grades 10-12

*Prerequisites: None*

*1 credit*

Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens. Students gain practical knowledge and life skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, and careers in the legal profession. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

#### Business Management

Grades 10-12

*Prerequisites: None*

*1 credit*

Students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations. Quality concepts, project management, problem-solving, and ethical decision-making are an integral part of the course. Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships, cooperative education, and/or the Future Business Leaders of America (FBLA). **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

#### Entrepreneurship I

Grades 9-12

*Prerequisites: None*

*1 credit*

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. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

#### Entrepreneurship II

Grades 10-12

*Prerequisites: Entrepreneurship I*

*1 credit*

This course is designed for students who wish to concentrate on advanced strategies for entrepreneurship, building upon concepts introduced in Entrepreneurship (9093). The focus of the course is on the development of a business plan and small business management. Students will establish, market, and maintain a business.

#### Principles of Business & Marketing

Grades 9-10

*Prerequisites: None*

*1 credit*

This course offers students insight into the processes affecting the flow of goods and services from the producer to the consumer. Course content ranges considerably as general marketing principles such as purchasing, distribution, and sales are covered; however, a major emphasis is often placed on kinds of markets; market identification; product planning, packaging, and pricing; and business management. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

## Career Connections

### Education for Employment I, II, III – Development Grades 9 -11

**Prerequisites:** None

**1 credit**

Education for Employment I teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught ethical behaviors and career research, job acquisition, workplace communication, self-awareness, self-advocacy, customer service, and life skills. This course offers students integrated labor market needs through an applied employment education format.

### Education for Employment IV – Development Grade 12

**Prerequisites:** None

**1 credit**

Education for Employment II continues to teach students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students are taught to apply ethical behaviors and career-research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills. This course offers practical learning opportunities for students to enter the work force with acquired workplace readiness skills and knowledge and to create economic opportunity.

## Economics and Personal Finance

### Economics and Personal Finance Grades 9-12 (Graduation Requirement)

**Prerequisites:** None

**1 credit**

All students need a strong foundation in economics and personal finance to function effectively as consumers, workers, savers, investors, entrepreneurs, and active citizens. This course will help students develop thinking skills that include analyzing real-world situations, economic reasoning, decision making, and problem solving by interpreting the daily news, understanding how interdependent the world's economies are, and anticipate how regional, national, and global events will impact their lives. Students will learn that their own human capital (knowledge and skills) is their most valuable resource and that investing in education and training improves the likelihood of their future economic success. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination. This course is taught online with a teacher facilitator in the class to provide support. The successful completion of this class meets the graduation requirement for Economics and Personal Finance as well as an online cour**

# English

## English 9 Grade 9

**Prerequisites:** English 8

**1 credit**

The ninth-grade student will make planned and oral presentations independently and in small groups. Knowledge of the impact that formative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue the development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary texts. Increased requirements for research and reporting in all subjects will be supported by print, electronic databases, online resources, and other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable sources of information. Writing will encompass narrative, expository, and persuasive forms for a variety of purposes and audiences. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will add writing pieces to a portfolio, and in the junior year local evaluators will decide if the student qualifies for writing credit according to rubrics from the Virginia Department of Education.

## English 10 Grade 10

**Prerequisites:** English 9

**1 credit**

The tenth-grade student will become a skilled communicator in small-group learning activities. The student will examine, analyze, and produce media messages. The student will continue the development of vocabulary, with attention to connotations, idioms, allusions, and the evolution of language. The student will read and analyze literary texts from a variety of eras and cultures. Attention will be given to the analysis of non-fiction texts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language. Students will add writing pieces to a portfolio, and in the junior year, local evaluators will decide if the student qualifies for writing credit according to rubrics from the Virginia Department of Education.

## English 11 Grade 11(SOL Reading Test)

**Prerequisites:** English 10

**1 credit**

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of the history and culture. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive compositions by locating, evaluating, synthesizing, and citing applicable information with careful attention to organization and accuracy. Students take the end-of-course SOL test in reading and complete their state writing portfolio.

## Non-Dual Enrollment AP English 11- Language and Composition Grade 11(SOL Reading Test)

**Prerequisites:** English 10

**1 credit**

The AP course in English language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students take the end-of-course SOL test in reading and complete their state writing portfolio. Students in this course may take the AP Language and Composition exam from which the student may obtain college credit if they make a "qualifying" score.

## Dual Enrollment AP English 11- Language and Composition Grade 11(SOL Reading Test)

***Prerequisites: A 3.0 GPA and completed application to P&HCC***

The AP course in English language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students take the end-of-course SOL test in reading and complete their state writing portfolio. Students in this course may take the AP Language and Composition exam; however, successful completion of the course will earn college credit through P&HCC.

## English 12

### Grade 12

***Prerequisites: English 11***

***1 credit***

The twelfth-grade student will use organizational skills, audience awareness, appropriate vocabulary and grammar, and both verbal and nonverbal presentation skills to plan and deliver an effective 5-to-10-minute oral presentation. The student will analyze British literature and literature of other cultures, with attention to the many classic works which may be studied. Writing will include the production of informational and expository papers, which are organized logically and contain clear and accurate ideas. The student will also produce a well-documented major research paper, using a standard method of documentation. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking. A student may retake the reading SOL test and complete the state writing portfolio if these tasks are not complete.

## AP English Literature 12 Grade 12

***Prerequisites: AP English 11***

***1 credit***

Advanced Placement Literature and composition is an extensive preparation course in which students will analyze prose and poetic texts from the point of view of the writer as well as the reader to determine how literature affects its readers and in what ways. In addition, the student will examine the style and structure of the text, including the writer's diction, imagery, use of detail, language, syntax, and attempt to determine the effect of a particular style and structure on the overall meaning of the work. Vocabulary study is also important. Writing well about literature is the key component of the class. The anticipated result of this course is to students will be prepared for the Advanced Placement examination in English Literature and Composition, as well as for college and the workplace. This course is designed to provide students with learning experiences equivalent to the introductory year of a college literature and composition course. This course follows the curricular requirements set forth in the AP English Course Description. **Students in this course are encouraged to take the AP Literature exam from which the student may obtain college credit for a "qualifying" score.**

## Non-Dual Enrollment AP English 12- Language and Composition

### Grade 12

***Prerequisites: English 11***

***1 credit***

The AP course in English language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students take the end-of-course SOL test in reading and complete their state writing portfolio. Students in this course may take the AP Language and Composition exam from which the student may obtain college credit if they make a "qualifying" score.

## Dual Enrollment AP English Literature 12

### Grade 12

***Prerequisites: A 3.0 GPA and completed application to P&HCC***

***1 credit***

Advanced Placement Literature and composition is an extensive preparation course in which students will analyze prose and poetic texts from the point of view of the writer as well as the reader to determine how literature affects its readers and in what ways. In addition, the student will examine the style and structure of the text, including the writer's diction, imagery, use of detail, language, syntax, and attempt to determine the effect of a particular style and structure on the overall meaning of the work. Vocabulary study is also important. Writing well about literature is the key component of the class. The anticipated result of this course is to students will be prepared for the Advanced Placement examination in

English Literature and Composition, as well as for college and the workplace. This course is designed to provide students with learning experiences equivalent to the introductory year of a college literature and composition course. This course follows the curricular requirements set forth in the AP English Course Description. **Students in this course may take the AP Language and Composition exam; however, successful completion of the course will earn college credit through P&HCC.**

## **Communications I, II, III, IV**

### **Grades 9-12**

#### ***Prerequisites: None***

Writing instruction emphasizes both comprehension and formulation of written information to seek postsecondary opportunities including skills related to document creation and various forms of text communication.

## **Reading I, II, III, IV**

### **Grades 9-12**

#### ***Prerequisites: None***

Reading instruction assists students in developing skills needed for decoding and comprehending essential information leading to literacy. Competencies outline skills required to search, comprehend, and use a variety of texts, including job applications, payroll forms, transportation schedules, maps, tables, and drug or food labels.

# **Fine Arts**

## **Art I**

### **Grade 9**

#### ***Prerequisites: None***

***1 credit***

Students taking this course develop an understanding and appreciation for the visual arts using a thematic approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics. By learning to recognize visual arts content, concepts, and skills to create, discuss, and understand original works of art, the students will create a portfolio documenting their accomplishments and select representative work to take to the next level of study.

## **Art II**

### **Grades 10-12**

#### ***Prerequisites: Art I***

***1 credit***

Students taking this course extend and refine abilities to investigate and respond to the visual arts using a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society. Students will refine their previously selected works.

## **Art III**

### **Grades 10-12**

#### ***Prerequisites: Art I & Art II***

***1 credit***

The Art III standards continue the emphasis on the development of abilities to organize and analyze visual arts content, concepts, and skills in creating works of art. The focus on art history, critical evaluation, and aesthetics is increased and includes cultural and stylistic issues and creative problem-solving. Studying at this level affords students the opportunity to develop a personal direction in the production of their works of art or further their academic study in the visual arts. Selected works of art and other products will be added to the portfolio and carried forward to the next level of study.

## **Art IV**

### **Grades 10-12**

#### ***Prerequisites: Art I, Art II, Art III***

***1 credit***

The Art IV standards are designed to 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, and the student-directed approach at this level richly enhances personal expressive abilities. Visual Communication and production, cultural context and art history, judgment and criticism, and aesthetics remain the foundation areas of the standards, and an advanced level of performance in each is expected. The students will maintain a portfolio, and the culminating portfolio must give evidence of quality, concentration, and breadth of work produced throughout the high school art program.

## **Music Appreciation**

### **Grades 9-12**

***Prerequisites: None***

***1 credit***

Music History/Appreciation courses survey different musical styles and periods with the intent of increasing students' understanding of music and its importance in relation to the human experience. Music History/Appreciation courses may focus on how various styles of music apply musical elements to create an expressive or aesthetic impact. Students also have the ability for informal music performance and creation within the classroom.

## **Band**

### **Grades 9-10**

***Prerequisites:***

***1 credit***

Students taking this course have achieved competency in beginning music skills will begin to use more articulations and bowings, perform scales and music in more difficult key signatures, demonstrate shifting and vibrato, and perform music at an intermediate level of difficulty. Ensemble skills will become more developed as students participate in band and orchestral settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods. Students are encouraged but not required to participate in the Martinsville High School Marching Band.

## **Marching Band/Concert Band**

### **Grades 11-12**

***Prerequisites: Band 9 or 10***

***1 credit***

Students taking this course will participate regularly in an orchestra or band setting. Technical and expressive skills will increase in difficulty as the student demonstrates a variety of articulations, bowings, positions, alternate fingerings, and vibrato while playing the required scales, arpeggios, and rudiments in more complex rhythmic patterns. Percussion students will become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Advanced instrumental students will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. Students will discuss relationships between music concepts and other disciplines, and be involved in discussing various cultures, styles, composers, and historical periods. **(At the beginning of each seminar concert dates and performance information will be provided).**

## **Contemporary/Jazz Band**

### **Grades 11-12**

***Prerequisites: Audition***

***1 credit***

Students in the MHS Jazz Band are selected by audition and are able to perform at the Advanced Level having built upon the previous skill levels of musical instruction. The MHS Jazz Band meets during the school day and traditionally performs between 15 and 25 concerts throughout the year. Music in Jazz styles from swing, bebop, cool, and fusion are represented in the repertoire. Latin, rock and popular genres are studied and performed in a big band format. **(At the beginning of each seminar concert dates and performance information will be provided).**

# **World Language**

## **English as a Foreign Language I**

***Prerequisites:: Students whose native language is not English and have been in the country less than 12 months, placed with administrator approval only***

***1 credit***

Students that take this course begin by developing communicative competence in English and expand their understanding of the American culture. To develop students' communicative competence, emphasis is placed on use of English in the

classroom and on the use of authentic materials to learn about the culture and communicate in real-life contexts about topics that are meaningful to them. Grammar is integrated into the instruction with an emphasis on General American English and the structures needed in which students are required to function in reading, writing and speaking English.

## **English as a Foreign Language II**

***Prerequisites: English as a Foreign Language I***

***1 credit***

Students that take this course begin to develop communicative competence in English and expand their understanding of the American culture. To develop students' communicative competence, emphasis is placed on use of English in the classroom and on the use of authentic materials to learn to communicate through reading and writing. Grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function.

## **French I**

***Prerequisites: None***

***1 credit***

Students that take this course begin to develop communicative competence in French and expand their understanding of the culture(s) of French-speaking countries. To develop students' communicative competence, emphasis is placed on use of French in the classroom and on the use of authentic materials to learn about the culture and communicate in real-life contexts about topics that are meaningful to them. Grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Technology is used as a means of accessing authentic information in French and provides students the opportunity to interact with native French speakers.

## **French II**

***Prerequisites: French I***

***1 credit***

Students taking this course will continue to develop their communicative competence by interacting orally and in writing with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the French language, by 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 well as on use of authentic materials to learn about francophone cultures.

## **French III**

***Prerequisites: French I & French II***

***1 credit***

Students taking this course will continue to develop their communicative competence by interacting orally and in writing with other French speakers, understanding oral and written messages in French, 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 French and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and can 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.

## **French IV**

***Prerequisites: French I, French II, French III***

***1 credit***

Students taking this course will continue to develop their communicative competence by interacting orally and in writing with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They can exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written French texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on assorted topics. Students use French to access information in other subject areas and to compare cultural elements found in francophone countries with those found in their own.

## **Spanish I**

***Prerequisites: None***

***1 credit***

Students that take this course begin to develop communicative competence in Spanish and expand their understanding of the culture(s) of Spanish-speaking countries. To develop students' communicative competence, emphasis is placed on use of Spanish in the classroom and on the use of authentic materials to learn about the culture and communicate in real-life



contexts about topics that are meaningful to them. Grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Technology is used as a means of accessing authentic information in Spanish and provides students the opportunity to interact with native Spanish speakers.

## Spanish II

***Prerequisites: Spanish I***

***1 credit***

In Spanish II, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the Spanish 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 the use of Spanish in the classroom as well as on the use of authentic materials to learn about Spanish-speaking cultures.

## Spanish III

***Prerequisites: Spanish I & Spanish II***

***1 credit***

In Spanish III, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, 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 Spanish and moving from concrete to more abstract concepts. They comprehend the main ideas of the 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 Spanish topics related to historical and contemporary events and issues.

## Spanish IV

***Prerequisites: Spanish I, Spanish II, Spanish III***

***1 credit***

In Spanish IV students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to contemporary and historical 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 with those found in their own.

## Spanish V

***Prerequisites: Spanish I, Spanish II, Spanish III, Spanish IV***

***1 credit***

In Spanish V students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They can exchange and support opinions on a variety of topics related to contemporary and historical 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 with those found in their own.

## Credits for Demonstrated Proficiency

Credits may be granted for demonstrated proficiency in a language other than English to students who achieve a minimum score on an approved assessment using the following score to credit ratios:

Qualifying Score	Number of Credits
Novice High	One (1) credit
Intermediate Low	Two (2) credits
Intermediate Mid	Three (3) credits

## English as a Second Language

ESL introduces students to the basic structures of the English language through the skills of reading, writing, speaking, and listening. Students develop literacy skills through a variety of reading and writing activities. Students learn strategies to support their development as active and critical readers and will explore a variety of text types, including both fiction and nonfiction. Students also create original compositions of varying lengths, styles, and types to support their growth as writers in core content and elective study areas.

<b>English as a Second Language I</b>	<i>1 credit</i>
<b>English as a Second Language II</b>	<i>1 credit</i>
<b>English as a Second Language III</b>	<i>1 credit</i>
<b>English as a Second Language IV</b>	<i>1 credit</i>

## Health and Physical Education

### Health & Physical Education

#### Grade 9

**Prerequisites:** *None*

*1 credit*

Health and Fitness courses combine the topics of Health Education courses (nutrition, Stress management, Substance Abuse Prevention, Disease Prevention, First Aid, etc.) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits. Students are required to dress daily for physical education.

#### Health & Physical Education 10/Driver's Ed. Grade 10

**Prerequisites:** *Complete Grade 9 Health & Physical Education*

*1 credit*

Physical Education/ Health/ Drivers Education courses combine a range of activities and topics involving physical skills, human health issues, and safe driving. The physical Education portion of these courses draws on team, individual, dual, recreational, and/or conditioning activities. Students are required to dress daily for physical education. The Human Health portion typically covers issues such as nutrition, stress management, drug/alcohol abuse prevention, and first aid. The Driver's Education portion usually includes legal obligations and responsibilities, rules of the road and traffic procedures, safe driving strategies, and related topics.

### Advanced Strength and Conditioning

#### Grades 11-12

**Prerequisites:** *None*

*1 credit*

The strength and conditioning course helps students develop knowledge and skills with free weights and universal stations, while emphasizing safety and proper body positioning. Students will also become familiar with cardiovascular conditioning and Human Anatomy.

### Adaptive Physical Education I, II, III, IV

#### Grades 9-12

**Prerequisites:** *None*

This course includes opportunities for students to demonstrate the ability to use basic skills, strategies, and tactics during physical activities. Students will apply basic movement concepts and principles while developing a personal understanding of their physical abilities as they aim to improve. Students will apply their understanding of personal fitness to lifelong participation in physical activity and demonstrate independence in making choices, respecting others, avoiding conflict, and resolving problems appropriately. Students will develop an understanding of fair play and ethical behavior when engaging in physical activities.

# Health and Medical Sciences

## Introduction to Health and Medical Sciences Grades 9-12

**Prerequisites:** *None*

**1 credit**

Exploration of Health Care Occupations courses exposes students to the variety of opportunities available within the health care industry (e.g., such as nursing, therapy, dental care, administrative services, and lab technology). This course provides experience in several of these occupational clusters, along with information and knowledge related to the health care industry. Students will have the opportunity to earn American Red Cross CPR and First Aid Certification. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

## Medical Terminology

**Grades 10-12**

**Prerequisites:** *Introduction to Health & Medical Sciences*

**1 credit**

Students taking this course learn how to identify medical terms by analyzing their components. This course emphasizes defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions. Students will have the opportunity to earn the American Red Cross CPR and First Aid Certifications. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

## Sports Medicine I & II

**Grades 10-12**

**Prerequisites:** *Introduction to Health & Medical Sciences*

**1 credit**

In this course, students earn a certification in First Aid, cardiopulmonary resuscitation (CPR), and automatic external defibrillator (AED). The course introduces students to topics such as human anatomy and physiology, nutrition, medical terminology, injuries and illnesses, and legal and ethical issues in sports medicine. Students will learn and demonstrate emergency care, taping and wrapping of injuries, and apply other hands-on skills for treating injury. Students also examine prospective careers in the sports medicine field. Upon successful completion of this course, students are eligible to take Sports Medicine II and pursue industry certification as a personal trainer. Students will have the opportunity to earn the American Red Cross CPR and First Aid Certifications. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

## Nurse Aide Curriculum (P&HCC)

**Grade 12**

**Prerequisites:** *Fill out Application and have a 2.0 gpa*

**1 credit**

**(Semester Long Course)**

The purpose of this program is that it prepares a student *for* entry level practice in the health care field to provide patient care in a variety of health service facilities. Students who successfully complete the appropriate courses may be eligible for employment in hospitals, skilled/residential nursing facilities, home care, physician offices, or other health related facilities. After successful completion of the nurse aide courses, students will be eligible to apply to take the certification test for Certified Nurse Aide in Virginia. The program prepares completers to demonstrate skillful delivery of patient care at the nurse aide level of preparation. *(For more information see your school counselor and an overview in on page 51)*

# Information Technology

## Computer Information Systems

**Grade 9-12**

**Prerequisites:** *None*

**1 credit**

Students apply problem-solving skills to real-life situations through word processing, spreadsheets, database, and multimedia presentation software and through integrated activities. Students work individually and in groups to explore computer concepts, operating systems, telecommunications, and networking principles. **Students will have the**

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opportunity to take the Workplace Readiness Skills Certification examination as well as Microsoft Office Specialist (MOS) Certification exam.

### Information Technology (IT) Fundamentals

Grades 9-10

*Prerequisites: None*

*1 credit*

Information Technology (IT) Fundamentals introduces the essential technical and professional skills required for students to pursue programs leading to professional careers and IT certifications. Students investigate career opportunities and technologies in four major IT areas: Information Services and Support, Network Systems, Programming and Software Development, and Interactive Media. Students will evaluate the impact of IT on other career clusters. The focus of the IT Fundamentals course is the introduction of skills related to information technology basics, Internet fundamentals, network systems, computer maintenance/upgrading/troubleshooting, computer applications, programming, graphics, Web page design, and interactive media. Students explore ethical issues related to computers and Internet technology and develop teamwork and communication skills that will enhance their employability.

### Advanced Computer Information Systems

Grades 10-12

*Prerequisites: Computer Information Systems*

*1 credit*

Students apply problem-solving skills to real-life situations through advanced integrated software applications including multimedia presentations, programming (such as Visual Basic and HTML), web page design, telecommunications, and the impact of new and emerging technologies in each of these areas. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination as well as Microsoft Office Specialist (MOS) Certification exam.**

### Design, Multimedia, and Web Technologies

Grades 10-12

*Prerequisites: None*

*1 credit*

Students develop proficiency in using desktop publishing software to create a variety of business publications. Students work with sophisticated hardware and software to develop multimedia presentations. **Students will have the opportunity to take the Workplace Readiness Skills Certification and Adobe Certified Professional examination.**

## Marketing Sales and Service

### Entrepreneurship Education I

Grades 9-12

*Prerequisites: None*

*1 credit*

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. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

### Entrepreneurship Education II

Grades 10-12

*Prerequisites: Entrepreneurship Education I*

*1 credit*

This course is designed for students who wish to concentrate on advanced strategies for entrepreneurship, building upon concepts introduced in Entrepreneurship I. The focus of the course is on the development of a business plan and small business management. Students will establish, market, and maintain a business. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

### Principles of Business & Marketing

Grades 9-10

*Prerequisites: None*

*1 credit*

This course offers students insight into the processes affecting the flow of goods and services from the producer to the consumer. Course content ranges considerably as general marketing principles such as purchasing, distribution, and sales are covered; however, a major emphasis is often placed on kinds of markets; market identification; product planning, packaging, and pricing; and business management. **Students will have the opportunity to take the Workplace Readiness Skills Certification examination.**

## Law, Public Safety, Corrections & Security P&HCC Course

### Criminal Justice Academy I

Grades 11-12

**Prerequisites:** *None*

**1 credit**

This program is designed to provide fundamental skills of the criminal justice profession in local, state, and federal criminal justice systems. Presents an overview of the United States criminal justice system; introduces the major system components--law enforcement, judiciary, and corrections. The program will also survey the fundamentals of criminal investigation procedures and techniques. Examines crime scene search, collecting, handling and preserving of evidence.

### Criminal Justice Academy II

Grades 11-12

**Prerequisites:** *Criminal Justice Academy I*

**1 credit**

This program will examine ethical dilemmas pertaining to the criminal justice system, including those in policing, courts and corrections. Focuses on some of the specific ethical choices that must be made by the criminal justice professional. This course also teaches the principles of organization and administration of law enforcement agencies. Studies the management of line operations, staff and auxiliary services, investigative and juvenile units. Introduces the concept of data processing; examines policies, procedures, rules, and regulations pertaining to crime prevention. Surveys concepts of protection of life and property, detection of offenses, and apprehension of offend

## Mathematics

### Algebra I

Grades 9-12 (SOL Test)

**Prerequisites:** *None*

**1 credit**

The students taking this course will use algebra as a tool for representing and solving a variety of practical problems including using tables and graphs to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. Students will use concrete materials to make connections and discover relationships between algebra and arithmetic, geometry, and probability and statistics. Graphing calculators, computers, and other appropriate technology tools will be used to assist in solving and verifying solutions to equations and inequalities and making connections to other subject areas. **Students will take the end-of-course SOL test to earn a verified credit**

### Algebra II

Grade 9-12 (SOL Test)

**Prerequisites:** *Algebra I*

**1 credit**

Students taking this course will study advanced algebraic concepts such as “families of functions,” equations, inequalities, systems of equations and inequalities, polynomials, rational and radical equations, complex numbers, and sequences and series through practical applications and modeling. Graphing utilities (graphing calculators or computer graphing simulators), computers, spreadsheets, and other appropriate technology tools will be used in generating a “family of graphs” using a transformational approach to graphing functions. Depending on previous coursework, **students may take the end-of-course SOL test**

### Algebra, Functions & Data Analysis

Grades 9-12

**Prerequisites:** *Algebra I*

**1 credit**

Students taking this course will study functions and their behaviors, systems of inequalities, probability,

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experimental design and implementation, and analysis of data by using technology such as graphing calculator and/or computer software. Students will use the language and symbols of mathematics to interpret/analyze data from real life situations to solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations generated by practical applications arising from science, business, and finance. ***This course cannot be used as a substitute for Algebra II.***

## **Geometry**

### **Grades 9-12 (SOL Test)**

***Prerequisites: Algebra, Algebra II***

***1 credit***

Students taking this course will study properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. They will learn two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Methods of justification will include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, algebraic methods, and verbal arguments. A gradual development of formal proof will be encouraged. Inductive and intuitive approaches to proof as well as deductive axiomatic methods should be used.

Calculators, computers, graphing utilities (graphing calculators or computer graphing simulators), dynamic geometry software, and other appropriate technology tools will be used to assist in modeling and solving the geometric concepts. Depending on previous coursework, **students may take the end-of-course SOL test.**

## **Probability and Statistics**

### **Grades 9-12**

***Prerequisites: Algebra, Algebra II, Geometry***

***1 credit***

Students taking this course will study basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. Graphing utilities facilitate visualizing, analyzing, and understanding algebraic and statistical behaviors and provide a powerful tool for solving and verifying solutions.

## **Math Analysis (PRE-Calculus)**

### **Grades 10-12**

***Prerequisites: Algebra I, Algebra II, Geometry***

***1 credit***

Students taking this course will study algebraic and transcendental functions, parametric and polar equations, sequences and series, and vectors. Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through modeling and aid in the investigation of functions and their inverses. They also provide a powerful tool for solving and verifying solutions to equations and inequalities. The content of this course serves as appropriate preparation for a calculus course.

## **Dual Enrollment Math Analysis (PRE-Calculus)**

### **Grades 9-12**

***Prerequisites: Algebra I, Algebra II, Geometry; / English and math and completed application to P&HCC***

***1 credit***

Students taking this course will study algebraic and transcendental functions, parametric and polar equations, sequences and series, and vectors. Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through modeling and aid in the investigation of functions and their inverses. They also provide a powerful tool for solving and verifying solutions to equations and inequalities. The content of this course serves as appropriate preparation for a calculus course.

## **AP Calculus**

### **Grades 11-12**

***Prerequisites: Algebra I, Algebra II, Geometry, & Math Analysis***

***1 credit***

Students should have demonstrated mastery of material from courses that are the equivalent of four full years of high school mathematics before attempting calculus. Students taking this AP Calculus course will study algebra,

trigonometry, analytic geometry, and the theory of elementary functions: derivatives of algebraic functions, transcendental functions; the definite integral and improper integrals, and concepts related to integration, and logarithms using application and formal proof. The purpose of the AP Calculus course is to prepare the student for advanced placement in college calculus. **Students in this course are encouraged to take the AP exam from which the student may obtain college credit if they make a “qualifying” score.**

## Trigonometry

### Grades 10-12

**Prerequisites:** *Algebra I, Algebra II, Geometry*

**1 credit**

Students taking this course will study trigonometric definitions, applications, graphing, solving trigonometric equations and inequalities. The students will use connections between right triangle ratios, trigonometric functions, and circular functions by application and modeling of concepts. Oral and written communication, as well as realistic modeling will also be used to express the language of mathematics, logic of procedure, and interpretation of results. Graphing calculators, computers, and other appropriate technology tools will be used to aid in the investigation of trigonometric functions and their inverses throughout the course of study.

## AP Statistics

### Grade 12

**Prerequisites:** *Algebra I, Algebra II, Geometry*

**1 credit**

This 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:

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

**Students in this course are encouraged to take the AP exam from which the student may obtain college credit if they make a “qualifying” score.**

## Math Foundations I, II, III, IV

### Grades 9-12

**Prerequisites:** *None*

Math instruction emphasizes functional math concepts needed for successful employment and independent living. Content standards include basic math skills such as numerical operations, decimals, and fractions; geometric concepts; and calculator and computer skills. Students are taught to use a calculator for more complex mathematical operations. Also included are the skills required for personal management tasks such as budgeting and banking; managing a household and independent living; and basic employment math operations, such as measurement and time management.

# Manufacturing

## Welding I (P&HCC)

### Grades 11-12

**Prerequisites:** *None*

**1 credit**

**(Year-Long Course)**

Students will be introduced to history of welding processes. Covers types of equipment, and assembly of units. Stresses welding procedures such as fusion, non-fusion, and cutting oxyacetylene. Introduces arc welding and plasma arc cutting. Emphasizes procedures in the use of tools and equipment. Teaches operation of AC and DC power sources, welding polarities, heats and electrodes for use in joining various metal alloys by the arc welding process. Deals with running beads, butt, and fillet welds in all positions. Emphasizes safety procedures. Introduces semi-

automatic welding processes with emphasis on practical application. Includes the study of filler wires, fluxes, and gases.

### **Welding II (P&HCC)**

**Grades 11-12**

**Prerequisites:** *Welding I*

**1 credit**  
**(Year-Long Course)**

This course teaches advanced welding students how to fine-tune their craft and to perform welds in various positions, using multiple welding processes. Welding is required by a wide variety of industries anywhere fusible materials and high heat are needed to manufacture, repair, or alter products. Teaches metal arc welding processes including the welding of pressure piping in the horizontal, vertical, and horizontal-fixed positions in accordance with section IX of the ASME code. Introduces practical operations in the use of tungsten arc welding and equipment. Studies equipment operation setup, safety, and practice of Gas Tungsten Arc Welding (GTAW), Tungsten Inert Gas (TIG).

## **Science**

### **Earth Science**

**Grades 9-12 (SOL Test)**

**Prerequisites:** *None*

**1 credit**

Earth Science is the study of the Earth's composition, structure, processes and history; its atmosphere, fresh water, and oceans; and its environment in space. It emphasizes historical contributions in the development of scientific thought about Earth and space. Earth Science stresses the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze and report data; and science skills in systematic investigation. Problem solving and decision making are integral parts of the course, especially as they relate to the costs and benefits of utilizing the Earth's resources. Major topics of study include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe. Depending on previous coursework, **students may take the end-of-course SOL test**

### **Earth Science –Pre-AP**

**Grades 9-12 (SOL Test)**

**Prerequisites:** *None*

**1 credit**

Advanced Earth Science is the study of the Earth's composition structure, processes, and history. Topics of discussion will include geology, astronomy, oceanography, meteorology. Earth's patterns, cycles, and the interrelationships in Earth/Space systems will be investigated in this inquiry-based course. Depending on previous coursework, **students may take the end-of-course SOL test**

### **Biology**

**Grades 9-12 (SOL Test)**

**Prerequisites:** *None*

**1 credit**

Biology is designed to provide students with a detailed understanding of living systems. Emphasis is placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information and acquire and use scientific literature. The history of biological thought and the evidence that supports it are explored and provide the foundation of investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. Depending on previous coursework, **students may take the end-of-course SOL test**

### **AP Biology**

**Grades 11-12**

**Prerequisites:** *Biology Pre-AP, Algebra II and Chemistry I*

**1 credit**

Advanced Placement Biology is the equivalent of an introductory Biology course in college. The survey course



includes the study of sub-cellular parts and cell processes, the chemistry of life, genetics, evolution, and both form and function in example organisms of all 5 kingdoms of living things. **Students in this course are encouraged to take the AP exam from which the student may obtain college credit if they receive a “qualifying” score.**

## Dual Enrollment AP Biology

### Grades 11-12

**Prerequisites: Biology Pre-AP, Algebra II and Chemistry I**

**1 credit**

Advanced Placement Biology is the equivalent of an introductory Biology course in college. The survey course includes the study of sub-cellular parts and cell processes, the chemistry of life, genetics, evolution, and both form and function in example organisms of all 5 kingdoms of living things. **Students in this course may take the AP exam; however, successful completion of the course will earn college credit through P&HCC.**

## Environmental Science (Ecology)

### Grades 9

**1 credit**

Environmental Science courses examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals and humans, this course may cover the following subjects: photosynthesis, recycling, and regeneration, ecosystems, population, and growth studies, pollution, and conservation of natural resources.

## Physics

### Grades 11-12

**Prerequisites: Algebra I & Algebra II**

**1 credit**

Physics emphasizes a complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra, inferential statistics, and trigonometry, is important, but conceptual understanding of physical systems remains a primary concern. Students build on basic physical science principles by exploring in depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered include force and motion, kinetic molecular theory, energy transformation, wave phenomena and the electromagnetic spectrum, light, electricity, fields and non-Newtonian physics. The course stresses the practical application of physics in other areas of science and technology and how physics affects our world.

## AP Physics

### Grade: 12

**Prerequisites: Algebra II**

**1 credit**

Students taking this course will attain a depth of understanding of the following fundamentals of physics:

1. *Physics knowledge* — Basic knowledge of the discipline of physics, including phenomenology, theories and techniques, concepts and general principles
2. *Problem solving* — Ability to ask physical questions and to obtain solutions to physical questions by use of qualitative and quantitative reasoning and by experimental investigation
3. *Student attributes* — Fostering of important student attributes, including appreciation of the physical world and the discipline of physics, curiosity, creativity and reasoned skepticism
4. *Connections* — Understanding connections of physics to other disciplines and to societal issues

**Students in this course are encouraged to take the AP exam from which the student may obtain college credit if they receive a “qualifying” score.**

## Chemistry

## Grades 10-12 (SOL Test)

**Prerequisites: Algebra II**

**1 credit**

Chemistry is designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated using laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology is employed in experimental and analytical investigations, and concepts are illustrated with practical applications. Technology including graphing calculators and computers will be employed where feasible. Students will understand and use safety precautions with chemicals and equipment. Chemistry emphasizes **the qualitative and quantitative study of substances and the changes that occur in them. Students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively. Students take the Chemistry end-of-course SOL test.**

## AP Chemistry

**Grades 11-12**

**Prerequisites: Pre-AP Chemistry, Algebra II**

**1 credit**

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. Students taking this course will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time. **Students in this course are encouraged to take the AP exam from which the student may obtain college credit if they receive a “qualifying” score.**

## Anatomy & Physiology

**Grades 11-12**

**Prerequisites: Biology**

**1 credit**

Students in this course will study human anatomy and physiology, including in-depth studies of all the human systems and their functions. Topics may include dissection of the fetal pig, ecology, genetics, and cytology.

## General Science I, II, III, IV

**Grades 9-12**

**Prerequisites: None**

Science instruction is utilized to teach students to make informed decisions considering utilizing a process for decision making, the use of scientific reasoning and logic, respect for living things, and personal responsibility. Students will learn to apply scientific concepts to everyday experiences including identifying the settings and supports necessary for their own success. Scientific dispositions including curiosity, demand for verification, attention to accuracy, precision, and patience and persistence underscore instruction. Students will utilize technology in a variety of settings to access and present information. Students will explore science-related careers and interests.

# Science, Technology, Engineering, and Math

**Engineering Explorations I**

**Grades 9-11**

***Prerequisites: None***

***1 credit***

In Engineering Explorations, I, students examine technology and engineering fundamentals in relation to solving real-world problems. Students investigate engineering history, including major engineering achievements, and they examine the principal engineering specialty fields and their related careers. Students practice engineering fundamentals, using mathematical and scientific concepts, and they apply the engineering design process through participation in hands-on engineering projects. Students communicate project-related information through team-based presentations, proposals, and technical reports.

### **Engineering Analysis and Applications II**

**Grades 10-12**

***Prerequisites: Engineering Explorations I***

***1 credit***

The Engineering Analysis and Applications II course will allow students to apply the engineering design process to areas of the designed world, explore ethics in a technological world, and examine systems in civil, mechanical, electrical, and chemical engineering. Students will participate in STEM-based, hands-on projects as they communicate information through team-based presentations, proposals, and technical reports.

### **Precisions Machining I (P&HCC)**

**Grades 11-12**

***Prerequisites: None***

***1 credit***

The Precision Machine program will prepare and equip students for work in machine shop environments through the use of **project-based learning**. **This program will introduce safety procedures, bench work, hand tools, precision measuring** instruments, drill presses, cut-off saws, engine lathes, manual surface grinders, and milling machines. Also introducing practical heat treatment of directly hardenable steels commonly used in machine shops.

### **Precisions Machining II (P&HCC)**

**Grades 11-12**

***Prerequisites: Precisions Machining I***

***1 credit***

Students will understand the correct use of and reading of precision measuring tools, reading and understanding blue prints, as well as job planning. The students will learn how to operate and maintain band saws, manual lathes, knee mills, as well as an introduction to CNC lathe programming and operation.

# Social Studies

## Virginia and United States History Grade 9

**Prerequisites:** *None*

**1 credit**

The standards for Virginia and United States History include the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. Students should use historical and geographical analysis skills to explore in-depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs. **Students who are not passing the course will take the end-of-course SOL test. Students who are passing the course will complete performance tasks to demonstrate mastery of the course standards.**

## Pre-AP Virginia and United States History Grade 9

**Prerequisites:** *None*

**1 credit**

The focus of this course is on the major themes, events, and ideas that shaped the history of the United States. Students will probe, in-depth, the dynamics of American political and diplomatic decision-making, national and sectional interests, and a variety of personalities and social movements related to the development of the United States. The use of art, music, architecture, religion, philosophy, and geography will be examined to determine the characteristics of cultures. Students will write thoughtful and factually supported papers on historical topics. **Students who are not passing the course will take the end-of-course SOL test. Students who are passing the course will complete performance tasks to demonstrate mastery of the course standards.**

## World History and Geography to 1500 AD (*WORLD HISTORY I*) Grade 10

**Prerequisites:** *None*

**1 credit**

Students who take this course will explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. Historical understanding requires students to have knowledge of dates, names, places, events, and ideas and engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substances from the era or society being studied.

**Students take the end-of-course SOL test.**

## Pre-AP World History and Geography to 1500 A.D. (*World History I*) Grade 10

**Prerequisites:** *None*

**1 credit**

The origins of civilization and its development in the Western and the non-Western worlds to the year 1500 are the focus of this course. Students will utilize the skills of historical research, analysis, and interpretation of both primary and secondary sources to examine topics in history including River Valley Civilizations, Ancient Greece, Ancient Rome, Ancient India, Ancient China, Ancient Japan, Ancient Africa, Islamic Civilizations, the Americas, and Medieval Europe. A significant amount of analytical writing is incorporated into this course. **Students take the end-of-course SOL test.**

## World History and Geography: 1500 AD (CE) to the Present (*World History II*) Grade 11

**Prerequisites:** *World History I*

**1 credit**

These standards enable students to examine history and geography from 1500 AD (CE) to the present, with emphasis on Western Europe. Geographic influences on history will continue to be explored but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social

and political changes. Noteworthy people and events of the nineteenth and twentieth century will be emphasized for their strong connections to contemporary issues.

## **AP World History and Geography: 1500 AD (CE) to the Present (*World History II*)**

### **Grade 11**

***Prerequisites: World History I***

***1 credit***

The origins of civilization and its development in the Western and the non-Western worlds from the year 1500 to the present are the focus of this course. Students will utilize the skills of historical research, analysis, and interpretation of both primary and secondary sources to examine topics in history including Renaissance, Reformation, Scientific Revolution, Exploration, Enlightenment, Absolution, Revolution, Imperialism, World Wars, and independence movements. A significant amount of analytical writing is incorporated into this course.

## **Virginia and United States Government**

### **Grade 12**

***Prerequisites: World History I & World History II, US History***

***1 credit***

Students taking this course will examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the operation of the United States market economy. Students will identify personal character traits that facilitate thoughtful and effective participation in the civic and economic life of an increasingly diverse democratic society. Students will practice civic skills as they extend their understanding of the essential knowledge required for responsible citizenship in Virginia and the United States.

## **AP United States Government SCED04157 24450000**

### **Grade 12**

***Prerequisites: World History I & World History II, US History***

***1 credit***

The framework of this course includes units on developmental theories of government, law and the justice system, and current domestic and foreign policy. Students will probe, in depth, the principles and practices of American government at national, state, and local levels. Students will be required to differentiate among the operations of each level of government, providing challenging assignments in Reading, analysis, synthesis, writing, and speaking.

**Students in this course are encouraged to take the AP exam from which the student may obtain college credit if they receive a “qualifying” score.**

## **Dual Enrollment AP United States Government**

### **Grade 12**

***Prerequisites: World History I & World History II, US History; 3.0 GPA /***

***1 credit***

***English and completed application to P&HCC***

The framework of this course includes units on developmental theories of government, law and the justice system, and current domestic and foreign policy. Students will probe, in depth, the principles and practices of American government, at national, state, and local levels. Students will be required to differentiate among the operations of each level of government, providing challenging assignments in reading, analysis, synthesis, writing, and speaking.

**Students in this course may take the AP US Government exam; however, successful completion of the course will earn college credit through P&HCC.**

## **Psychology**

### **Grades 11-12**

***Prerequisites: None, must have completed social studies coursework required for graduation***

***1 credit***

This course introduces students to the scientific study of behavior and mental processes of humans. Topics that may be explored include research methods, biological basis of behavior, psychological disorders and their treatment, sensation and perception, states of consciousness, memory, thinking, language, learning, intelligence, motivation, emotion, personality, human development and social psychology.

## **Sociology**

### **Grades 11-12**

**Prerequisites: None, must have completed social studies coursework required for graduation** **1 credit**

During this course of study, students will develop an understanding and be able to apply sociological concepts and perspectives concerning human groups that include attention to socialization, culture, organization, stratification, and societies. Some major areas of study include criminology, poverty, urbanization, demography, mental health, marriage, and families. Consideration of fundamental concepts and research methodology will also be given.

### **Social Studies I, II, III, IV**

**Grades 9-12**

**Prerequisites: None**

Social studies instruction will help students develop the knowledge, skills, and values that will enable them to become effective citizens” (NCSS Task Force on Revitalizing Citizenship Education, 2001, p. 319). History, geography, civics and economics are incorporated into this domain. Skills to be developed and applied include ones related to community orientation, mobility, basic geography, governmental concepts, and the individual's role as a citizen. Instruction in consumer responsibilities will prepare the student to demonstrate basic principles of prudent personal management, including paying taxes and saving for a planned, secure future.

### **Life Skills I, II, III, IV**

**Grades 9-12**

**Prerequisites: None**

Life Skills includes teaching students about their disability and understanding their strengths and needs, identifying personal goals, knowing their legal rights and responsibilities, and communicating these to others. The ability to self-advocate is important for students to learn to be successful at all stages of their lives. Life Skills also addresses self-management, hygiene and grooming, goal setting, leisure, community participation, planning (meals, social and work appointments, multi-step tasks and projects), travel and mobility, and household maintenance.

## **Transportation, Distribution, and Logistics**

### **Motorsports Technology I (P&HCC)**

**Grades: 11-12**

**Prerequisites: None**

**1 credit**

Motorsports Technology I provides a foundation in the principles of racecar fabrication and all facets of the racing industry. Technical aspects of the course include skill development in vehicle assembly using specialty tools and welding. Students explore the motorsports technology industry and identify careers in the field, and learn about Occupational Safety and Health Act (OSHA) standards pertaining to the automotive field. **This Career and Technical Education (CTE) course must maintain a maximum pupil-to-teacher ratio of 20 students to one teacher, due to safety regulations. This course is taught in conjunction with Automotive Technology I – student must register for both courses in the fall semester.**

### **Motorsports Technology II (P&HCC)**

**Grades: 11- 12**

**Prerequisites: Automotive Technology I, Motorsports Technology I**

**1 credit**

Motorsports Technology II further develops students' skills in racecar fabrication as they explore the motorsports technology industry. Students gain experience in chassis preparation, vehicle assembly, and engine assembly and disassembly. Additional focus areas include racing protocol and regulatory compliance in the motorsports field. **This Career and Technical Education (CTE) course must maintain a maximum pupil-to-teacher ratio of 20 students to one teacher, due to safety regulations. This course is a double block course in the spring semester taught as part of a sequence with Motorsports I and Automotive Technology I.**

# Request for Course Change Form

**\*\*\*\*\*IMPORTANT NOTICE TO PARENTS AND STUDENTS\*\*\*\*\***

**YOUR signature on this form confirms your acknowledgment of and compliance with the following policies:**

1. In order to request a course/schedule change after the designated registration window has passed, this form must be completed in its entirety.
2. Requests will only be considered if there is legitimate educational rationale and/or an individual extenuating circumstance. Changes are also dependent upon space availability and achieving balanced class sizes. Turning in this form does not guarantee that a change will be made.
3. Classes may not be added or dropped after the class has been in session for ten (10) school days without parent or legal guardian's signature and the principal's approval. Courses may only be added or dropped, with the written consent of the parent or legal guardian and must be approved by the school principal. If the request is denied, the student will be notified by the school.

## Adding/Dropping Classes

Semester/Year:  Fall \_\_\_\_\_  Spring \_\_\_\_\_

Student Name: Click or tap here to enter text. Grade: Choose an item. Counselor: Choose an item.

### Course to Add:

Click or tap here to enter text.

Click or tap here to enter text.

### Course to Drop:

Click or tap here to enter text.

Click or tap here to enter text.

### Reason for Request:

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Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Contact Number: \_\_\_\_\_

### For Office use Only

Approved      Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Denied

Date Received: \_\_\_\_\_ Date Change: \_\_\_\_\_ By: \_\_\_\_\_

## Reporting Form for Community Service

The VA State Board of Education approved a change in graduation requirements for all MCPS students to include service learning beginning with the class of 2010. Seniors are expected to complete a minimum of 40 hours of service-learning experience that is integrated into the academic course curriculum, in grades 9 through 12, to receive a high school diploma. This requirement ensures the academic preparedness of our graduating seniors.

Each senior must provide documentation of their 40 hours of service learning by completing the bottom portion of this form and returning it to the guidance office.

### Types of Service-Learning Available:

- 4-H Programs
- Civic & Community Event
- Habitat for Humanity
- Food Bank
- HOSA, FBLA, and Key Club activities
- Church Functions
- SPCA Volunteer
- Scouts
- Assisting with Sporting Events After School (including Race Track)
- Mission Trips
- Blood Drive
- Pancake Day
- Volunteer Coach
- Hospital, Nursing Home Volunteer
- Salvation Army (Bell ringer, Food Kitchen, etc.)
- Relay for Life or other March of Dimes activities

*(Select the activity that you feel best matches your service. If you think that none of the activities on the list match your service, contact someone in guidance for assistance.)*

Name \_\_\_\_\_ Year of Graduation \_\_\_\_\_

Place or Activity of Service \_\_\_\_\_

Number of Hours Completed \_\_\_\_\_ Date(s) of Completion \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_ Phone \_\_\_\_\_

**For Office Use Only:** \_\_\_\_\_ Verified by Administration \_\_\_\_\_ Date Verified



## ACE Academy Application Packet

The **ACE (Accelerated College Education) Academy** is designed for highly motivated students in 11<sup>th</sup> and 12<sup>th</sup> grade who wish to earn an Associate's Degree in General Studies from Patrick Henry Community College at the same time they graduate from Martinsville High School. Some classes are taught by P&HCC professors while others are taught by MHS teachers. Admission to this program is based on GPA, teacher recommendations, and a willingness to work at a faster, more challenging college-level pace.

Some classes are held on the P&HCC campus while others take place at the high school. At the time of successful completion, an ACE Academy student will have earned 60 hours of college credit. The tuition fees for these classes are paid by Martinsville City Schools.

### How to Apply

Steps to follow:

- Complete the **Student Application** page in this packet. Return it to Mrs. Kristen Scott, school counselor, no later than **February 1st**.
- Ask Mrs. Scott to fill out the **Student Records** form found in this packet.
- Ask two of your **current teachers** to fill out a **Faculty Recommendation** form (in this packet) and ask that they return it to Ms. Kristen Scott, school counselor. (Choose a **current math, English, science or history teacher**.)

**ACE (Accelerated College Education) Academy**

**Student Application**

Name of applicant: \_\_\_\_\_  
Last First Middle

Name of Parent(s)/Guardian(s)  
\_\_\_\_\_

Home Address  
\_\_\_\_\_  
Street City Zip

Home phone number ( ) \_\_\_\_\_ Work phone ( ) \_\_\_\_\_

E mail address  
\_\_\_\_\_

Names of the Two Teachers Completing Recommendations (current English, math or history teachers): 1. \_\_\_\_\_ 2. \_\_\_\_\_

**TO BE COMPLETED BY APPLICANT**

The decision to apply to the ACE Academy is my own and I want to participate fully in the program. I have read in its entirety the application procedures, including the application forms. I also understand that this is a rigorous program of college courses and if accepted I will do the work that is required at this advanced level.

\_\_\_\_\_  
Date  
Signature of Applicant

**TO BE COMPLETED BY PARENT/GUARDIAN**

I, the parent/guardian of the above named student, am aware of and in full support of the student's application to the ACE Academy and give my permission for the student's academic records to be reviewed by the division's selection committee. I have read in its entirety the application procedures, including the application forms, and am aware of the appeals process for my school division. I am also aware that classes are offered in partnership with Patrick Henry Community College.

\_\_\_\_\_  
Date  
Signature of Parent/Guardian

# STUDENT RECORDS FORM

## I. THIS PORTION TO BE COMPLETED BY THE STUDENT

Name \_\_\_\_\_  
Last First Middle

Grade Level \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

Name of Parent(s)/ Guardian(s) \_\_\_\_\_

Address \_\_\_\_\_  
Street City Zip

Home Phone ( ) \_\_\_\_\_ Work Phone ( ) \_\_\_\_\_

E-mail address: \_\_\_\_\_

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## II. THIS PORTION TO BE COMPLETED BY MRS SCOTT

Student's Unweighted GPA: \_\_\_\_\_

PSAT scores: Critical Reading \_\_\_\_\_ Math \_\_\_\_\_

Signature of School Counselor \_\_\_\_\_

## Faculty Recommendation: ACE Academy

**Directions for Student:** Complete the designated portions of this form. Be sure to allow at least a week for the teacher to complete the recommendation. Remember to ask **two of your current teachers** to fill out a recommendation form for you. Choose English, math, science, or history teachers.

To be completed by student:

Student Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

**Directions for teacher:** The above-mentioned student is applying to the ACE Academy, a rigorous advanced program in which the student can earn an Associate's Degree from P&HCC while attending MHS. Your honest assessment of this student is appreciated.

Please rate the candidate in the following categories by circling the appropriate number based on the following scale:

**1= not observed    2= needs improvement    3= average    4= above average    5= excellent**

The student:

Shows desire and curiosity for learning	1	2	3	4	5
Is self-disciplined when faced with challenges	1	2	3	4	5
Demonstrates outstanding study skills and work habits	1	2	3	4	5
Has the aptitude and potential for study in college courses	1	2	3	4	5
Shows strong dedication	1	2	3	4	5
Has an exceptional work ethic	1	2	3	4	5
<b>Circle one of the below:</b>					
Do not recommend					0
Recommend with some reservations					1
Recommend					3
Highly recommend					5

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Subject area: \_\_\_\_\_

**Please return this form to Kristen Scott in the guidance office no later than February 5th.**

**Thanks!**

## Certified Nurse Aide Course Criteria

### Overview

The purpose of this program is to prepare a student for entry-level practice in the healthcare field to provide patient care in various health service facilities. Students who successfully complete the appropriate courses may be eligible for employment in hospitals, skilled/residential nursing facilities, home care, physician offices, or other health-related facilities. After successful completion of the nurse aide courses, students will be eligible to apply to take the certification test for Certified Nurse Aide in Virginia. The program prepares completers to demonstrate skillful delivery of patient care at the nurse aide level of preparation.

Through our partnerships with Patrick & Henry Community College, students can complete coursework at the college level to earn industry certifications in their chosen career pathways. Enrollment in Dual Enrollment Classes is contingent upon a student meeting the P&HCC requirements for acceptance in the course as well as the MCPS criteria listed below. Slots are limited, and seniors meeting all of the requirements and criteria will be prioritized. Other students meeting the requirements and criteria will be placed on a waiting list.

#### Additional MCPS Criteria:



- Register for Classes in the Spring
- Have a 2.0 GPA
- Previously have taken a Health and Sciences Course \*
- No Chronic Absenteeism (*no more than 10% of the days in session*)
- Limited to No Disciplinary Infractions
- Passing Score of 75% Workplace Readiness Assessment \*

\*- not required

Upon meeting the criteria, followed by an interview with the Coordinator of CTE, Junior School Counselor, and P&HCC Career Coach, the following tasks and documentation is required for participation in the Patrick and Henry Community College Certified Nurse Aide Program:



- Meet the P&HCC Career Coach, located at Martinsville High School, to complete the P&HCC Application Form here: [https://www.apply.vccs.edu/Home/Sign\\_In/Logon.aspx](https://www.apply.vccs.edu/Home/Sign_In/Logon.aspx)
- Proof of Physical Examination \*
- Proof of Negative 10-panel drug screen\*
- Proof of TB Skin test\*
- Copy of your VA Immunization record – (Need permission to acquire records from School Nurse)
- COVID Vaccine (Required by Medical Facilities in which clinical hours take place)
- Background Check (Ordered by P&HCC)
- Present for Clinical Hours
- Excused absence for the division is not treated the same while participating in this program. If the students participate in field trips and other activities in lieu of clinical, they will be short clinical hours. The Virginia State Board mandates the hours needed so Patrick and Henry Community College or Martinsville City Public Schools cannot have flexibility with reducing the requirements.

\*- MCPS will cover payment of the required testing only at the office of Martinsville Urgent Care.

# SEMI INTERSHIP PROGRAM OVERVIEW



## MARTINSVILLE HIGH SCHOOL SEMI INTERSHIP PROGRAM OVERVIEW

### PROGRAM OVERVIEW

Martinsville High School is providing Work-Based Learning experiences for **S**tudents to **E**xplore **M**eaningful and **I**mpactful (SEMI) career training through Internships. Please scan the QR Code to complete the application.

Students will be participating in a non-paid internship. Students cannot work at an after-school job in place of an internship. Students will also participate in internships off-campus. The only internship that will be done by students at Martinsville High School is as an IT Technician.

The list of internships below are available. Please complete the application and follow the instructions to apply for those positions. Also, placement is not guaranteed; there will be an interview process.

- IT Technician with Martinsville City Schools
- Culinary Intern with Martinsville City Schools
- Dentistry with Jones & Deshon Orthodontics
- Entrepreneurship with Shatera Roberts
- Real Estate Intern with Tekela Redd

If you have contacted a business to complete your internship, please provide their information in the application so they can be contacted.

***Please note: We do not recommend that students intern at their present place of employment or with an immediate family member.***

If you have any additional questions please contact Shauna Hines, Coordinator of STEAM, CTE, and Fine Arts.

**SHAUNA HINES**  
Coordinator of  
STEAM, CTE & Fines Arts

📍 746 Indian Trail | Martinsville, VA 24112  
📞 276-403-4777 (work)  
📱 919-880-9355 (cell)  
✉ shines@martinsville.k12.va.us  
🌐 <https://www.martinsville.k12.va.us>

**M** Martinsville City  
Public Schools  
Empowering Success One Learner At A Time