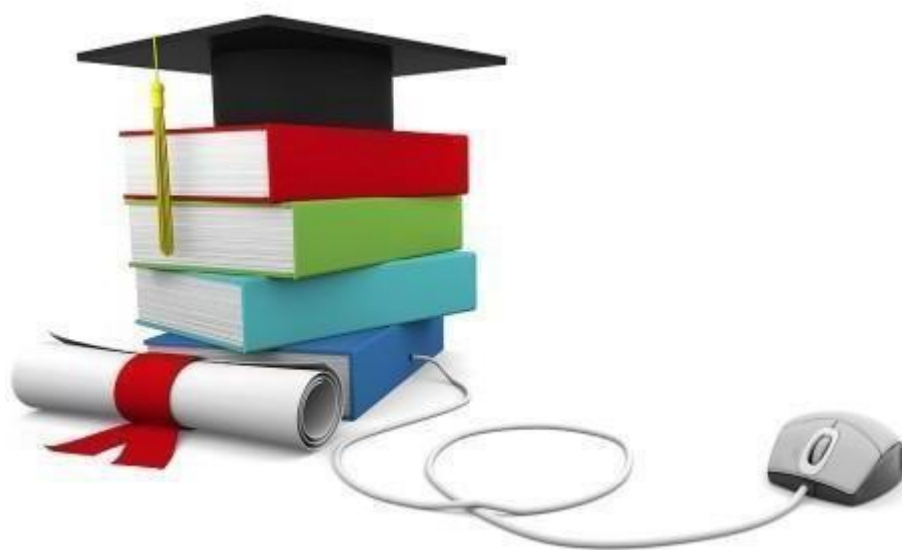


# **Tazewell County Public Schools 2025-2026**



## **High School Program of Studies**

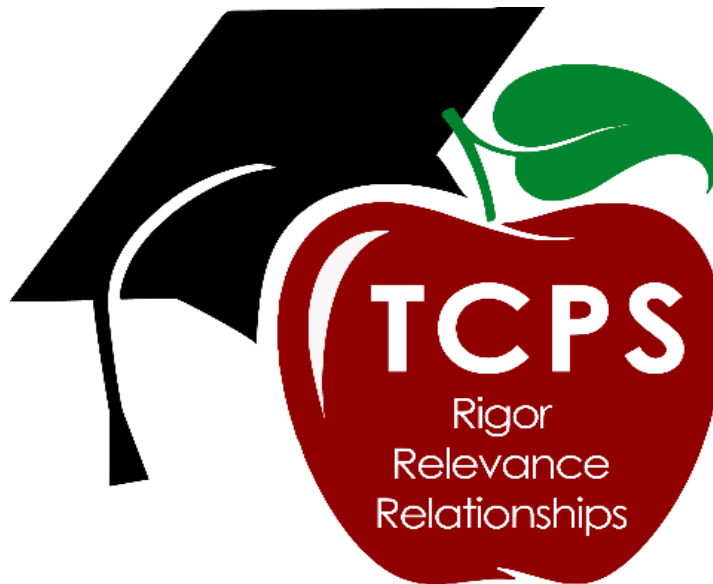
### **Middle and High School Courses and Course Codes**

# **Tazewell County Public Schools**

506 Jeffersonville Street  
Tazewell, VA 24651-0927  
[www.tcpsva.org](http://www.tcpsva.org)

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## **SCHOOL PROGRAM OF STUDIES**

Dear Student and Parent(s):

The *High School Program of Studies* contains valuable information that may be applied to planning a meaningful sequence of high school courses. Students and parents who take full advantage of the course options in academic or technical tracts are afforded the opportunity to design a career path. Successful completion of a career path and meeting specified requirements of the institution which the student applies to may lead to acceptance into higher education, business, agriculture, technology, the industrial field, or the military.

Developing a four-year plan of study can be a daunting task for most students. The attached plan is intended to simplify the design process. It is strongly recommended to utilize the organizational skills, experiences, and knowledge of school counselors, teachers, and principals to assist in developing and maintaining a program of study that targets the specific needs of the individual. Interests should be guided by well-developed goals, awareness of personal ability, and motivational criteria when selecting courses for study. Courses must meet state regulations for earning a Standard, Advanced, or Applied Studies diploma. When adapting, modifying, or upgrading a plan, visit the school counselor's office, and speak with counselors to assist in resolving issues concerning educational, career and technical, or personal decisions.

Please review the information presented in the first pages of the document regarding graduation requirements and student evaluation. Review examples of career specific programs of study, and complete, revise, or update the high school program worksheet.

The educational opportunities offered in high school are designed to develop the skills necessary to live in a changing societal environment in both local, state, national, and global markets. The model, methods, and strategies that are designed to enhance the possibilities for student success in education are collectively achieved through the goal setting and planning designed by a collaboration of all stakeholders - students, parents, instructional staff, administration, Division leadership, and State educational agencies. Achievement and success ultimately lies with the individual student who is willing to - be challenged by a rigorous educational curriculum, strive to acquire an understanding of relevance to the link between cognition and career attainability, establish a web of professional relationships, and realize that success in a desired career path underpins networking, communication, and collaboration skills.

In closing, school personnel are committed to providing optimum educational opportunities that support student achievement, accomplishment of goals, and success in future endeavors. Best wishes on developing a program of studies that will prompt academic or technical achievement and lead to an appropriate career choice.

## **PROGRAM OF STUDIES**

### **Introduction**

The Program of Studies has been written for students and parents. The document yields information regarding course offerings, policies, requirements, and services. Information has been prepared to assist each student in selecting a program of studies that best suits individual needs. Whether a student plans to embark on a career immediately following high school or to complete post-secondary studies, courses offerings are available for both middle and high school students to use in selecting a curriculum that will build a foundation that supports their career aspirations. Arts, healthy life-styles courses, and courses of personal interest are designed to enhance cognitive, emotional, and physical enhancement in the development of a well-rounded individual.

### **General Information**

In selecting a Program of Studies, students should recognize that employment and college admissions opportunities are highly competitive. The quality of the subjects studied and caliber of academic performance will be crucial factors in decisions made by employers and college admissions personnel during the process of selecting qualified individuals for their programs. It is advantageous for students to select a challenging four-year program of studies to enhance their chances of being admitted or recruited to an institution of higher learning - academic or technical.

Located in the back of the booklet is the five-year planning sheet. The sheet should be used by students and parents to formulate a “rough draft” of the desired curriculum, academic, and/or technical track. More detailed planning will occur with School Counselor assistance initially and throughout the student’s secondary experience. As tentative plans unfold, it is incumbent upon students to keep abreast of Virginia’s graduation requirements and program offerings. When entering sixth (6<sup>th</sup>) grade at the Middle school level and the ninth (9<sup>th</sup>) grade at the High school level, students and their parents are encouraged to collaboratively engage with their school counselor when building a plan of study and a career path.

### **Program Planning**

Tazewell County Public Schools offers students of grades six (6) through twelve (12) the following:

- Course sequences at the Middle school level that result in High school credit prior to entering the ninth (9<sup>th</sup>) grade.
- Course sequences at the High school level that incorporate both regular and college preparatory coursework for those students preparing for higher education.
- Career and technical coursework and clusters that prepare students for entry-level positions in business /industry, continuing vocational and/or technical education, and college.
- Studies that combine two or more career and academic learning paths which can lead to credentialing and licensing opportunities in career, technical, and college related fields and professions.

Students and parents are advised to select elective courses carefully. Elective subjects are integral to establishing a well-rounded program of study and for completing designated sequences of courses as

required by State and local school Division requirements. Only under detrimental circumstances may a student alter their schedule after the designated deadline for completing the scheduling of all students. Thus, it is vital that students and parents select a program of study carefully. After a preliminary selection of courses, it may be necessary to make alternate choices should an insufficient number of students request a course, and/or the appropriate teacher, and/or facilities are not available. All course offerings are approved and established by the Tazewell County School Board in conjunction with directives for establishing curriculums from the Virginia Department of Education.

### **Attendance requirements**

There is a strong positive correlation between attendance and academic progress. Parents and students are asked to review the current Tazewell County Schools attendance policy and procedures. This policy can be found in the ***Code of Student Conduct*** and in the ***Tazewell County Public Schools Policy Manual***. Questions concerning this policy can be directed to the appropriate school principal.

### **Graduation requirements – Profile of a Virginia Graduate**

The Profile of a Virginia Graduate describes the knowledge, skills, experiences and attributes that students must attain to be successful in college and/or the work force and to be “life ready.”

In developing the *Profile*, the Board of Education determined that a life-ready Virginia graduate must:

- Achieve and apply appropriate academic and technical knowledge (content knowledge);
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills);
- Build connections and value interactions with others as a responsible and responsive citizen (community engagement and civic responsibility); and
- Align knowledge, skills and personal interests with career opportunities (career exploration).

The 2016 General Assembly subsequently approved House Bill 895 and Senate Bill 336 and directed the Virginia Board of Education to:

- Develop and implement a Profile of a Virginia Graduate identifying the knowledge and skills that students should attain during high school in order to be successful.
- In developing the profile, give due consideration to the “5 C’s”:
  - Critical Thinking.
  - Creative Thinking.
  - Collaboration.
  - Communication.
  - Citizenship.
- Emphasize the development of core skill sets in the early years of high school.
- Establish multiple paths toward college and career readiness for students to follow in the later years of high school, which could include opportunities for internships, externships, and credentialing.

The Programs of Studies presented in this document meet the Virginia Department of Education requirements for academic and career and technical programs of study.

### **Diploma Seals and Recognitions**

When students meet the appropriate criteria for exceptional performance, as determined by the Tazewell County School Board, diploma seals, bars, letters, monetary awards, and special recognitions are awarded accordingly. Categories under consideration generally include character, citizenship, community service, academic performance, talent and skills in the arts, advancement in career and technical education, and exceptional displays of technology skills.

1. The **Governor's Seal** will be 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) or Dual Enrollment Courses.
2. The **Board of Education Seal** will be awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A."
3. The **Career and Technical Education Seal** will be awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses **or** pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association **or** acquire a professional license that career and technical education field from the Commonwealth of Virginia.
4. The **Science, Technology, Engineering, and Mathematics (STEM) Seal** will 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 (CTE) concentration. A concentration is a coherent sequence of two or more state-approved courses as identified in the course listing within the Virginia Department of Education CTE Program Area Guide and the passing of 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.
5. The **Seal for Excellence in Civics Education** is awarded to students who earn either a Standard Diploma or an Advanced Diploma and meet each of the following criteria:
  - Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher.
  - Have good attendance and no disciplinary infractions as determined by the local school board policies.
  - 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 Office Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State, Model General Assembly; or 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.

6. The **Seal for Biliteracy** will be awarded to students who earn a Board of Education-approved diploma and:
  - Pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level.
  - Demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English as demonstrated through an assessment from a list approved by the Superintendent of Public Instruction. American Sign Language qualifies as a language other than English.
7. The **Seal for Excellence in Science and the Environment** is awarded to students who entered 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.

## SEAL OF BILITERACY

### Acceptable Evidence of Proficiency – Revised March 2023

The following general criteria may be used to evaluate evidence of proficiency in languages other than English:

- Pass a foreign language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher; or
- Receive a rating of Intermediate-Mid or higher on a nationally or internationally available assessment of proficiency across language skills based on The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines; or
- Pass a foreign government's approved language exam, or a nation's high school level standardized exam in a language from a country in which the language is taught in school at a level comparable to Intermediate-Mid or higher on the ACTFL proficiency scale; or
- Provide evidence of success at the B1 level or higher on an assessment authorized through the Common European Framework of Reference for Languages (CEFR); or
- Provide evidence of attaining Level 3.0 or higher on the American Sign Language Proficiency Interview (ASLPI); or
- Provide evidence of attaining an Intermediate level or higher rating on the Sign Language Proficiency Interview (SLPI:ASL); or
- If no Advanced Placement examination or other nationally or internationally validated assessment exists, the school Division can certify to the Superintendent that the test meets the rigor of a four-year high school course of study in that foreign language by passing a school division language examination that, at a minimum, assesses speaking, reading, listening, and writing in a language other than English at the Intermediate-Mid proficiency level or higher. **Any school division language examination offered as evidence for awarding the Seal of Biliteracy shall be approved in advance by the Superintendent of Public Instruction's designee for the purpose of determining proficiency in a language other than English.**

**NOTE:** Successful completion of eighth grade subjects count toward promotion from the 8th grade to the 9th grade. **However, 8th grade students may earn units of credit for courses identified as high school credit subjects. Credit earned in these courses will be counted toward the total number of credits needed for graduation.** Students will receive one credit for completing Algebra I, Band (sixth, seventh, and eighth grade sequence), Chorus (sixth, seventh, and eighth grade sequence), Art I, Independent Living, Keyboarding Applications, Spanish 1 (Classroom or Virtual Virginia), Virtual Virginia Latin I, and Virtual Virginia French 1.

## **Standard and Verified Units of Credit**

Students in middle and secondary schools will take all applicable SOL End-of Course tests. Students enrolled as freshmen before July 1, 2018, sophomores before July 1, 2019, juniors before July 1, 2020, and seniors before July 1, 2021 are required to earn Standard Credits and Verified Units of Credit as stipulated by the Virginia Board of Education. Students who achieve a passing score on an SOL End-of-Course test will be awarded a verified unit of credit in accordance with 8 VAC 20-131-110. Middle and secondary schools may consider SOL End-of Course test scores in determining a student's final course grade.

To achieve a standard unit of credit for graduation, a student must be in regular attendance successfully complete the course requirements as stipulated in Tazewell County School Board (TCSB) Policy IGBI, IGBI-R, IKF, IKF-R, and IKFD.

To achieve a verified unit of credit for graduation, a student must be in regular attendance and successfully complete the course requirements as stipulated in TCSB Policy IGBI, IGBI-R, IKF, IKF-R, and IKFD, and, if applicable, pass the SOL End-of-Course test.

In accordance with the Virginia Standards of Quality (SOQ), a student may earn a verified unit of credit for any elective course when core academic SOL course content has been integrated into the course content and the student passes the related SOL End-of-Course test. Course content and test combinations must be approved by the Virginia Board of Education.

### **Locally Awarded Verified Credits**

Effective May 9, 2018, all students are eligible to be considered for locally-awarded verified credits in English, mathematics, science, and history/social science in accordance with the Board of Education's regulations and guidance.

**First-time ninth graders beginning with the 2018-2019** school year will be able to earn no more than **one locally awarded verified credit in English, mathematics, science, and history/social science**. These changes were adopted by the Board of Education through the comprehensive revisions to the SOA that became effective in the 2018-2019 school year.

The criteria for locally-awarded verified credit is summarized below:

- To qualify for locally-awarded verified credits, a student must:
  - Pass the high school course;
  - Score within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice; and
  - Demonstrate achievement in the academic content through an appeal process administered at the local level (see *Guidance Governing the Use of Locally-Awarded*

*Verified Credits* for details).

- Students with credit accommodations are not subject to the limit on the number of locally-awarded verified credits, only if students meet the eligibility requirements for a 504 Plan or Individualized Education Program (IEP) as referenced in TCSB Policy IKFA.
- Local school boards must have policies governing procedures used to award locally-awarded verified credit, including the use of a review panel to consider evidence of the student's achievement (TCSB Policy IKFA).

**For students who entered the ninth grade for the first time in the 2018-2019 academic year and beyond:**

- No more than one locally-awarded verified credit may be awarded.
- Locally-awarded verified credits can be applied toward either a Standard or an Advanced Studies diploma.

**Middle School Standard Verified Credit**

The following email is in response to school division questions regarding middle school students and verified credits as related to the 2017 Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA) that took effect in fall 2018. Under the 2017 SOA, middle school students who are enrolled in course work with an associated end-of-course Standards of Learning (SOL) test will continue to have the opportunity to accrue both standard and verified credits toward their high school graduation requirements. Specifically, from the 2017 SOA (8VAC20-131-51):

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of 8VAC20-131-110.

For example, a middle school student who successfully completes Algebra I in the 8th grade and passes the Algebra I end-of-course SOL test would accrue a standard credit and a verified credit in mathematics. Upon entering high school as a 9th grader, this student will have earned the necessary verified credit in mathematics to meet graduation requirements.

The 2017 SOA (8VAC20-131-30) and Referencing of Federal Accountability Students shall not be required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation, unless such test is necessary in order for the school to meet federal accountability requirements.

In the example of the middle school student described above, the student earned the necessary verified credit in mathematics to meet graduation requirements while enrolled in middle

school; however, to meet Federal accountability requirements, the student must be assessed in mathematics once in high school. As a result, in this example, the student would be administered the Geometry end-of-course SOL test upon completion of the Geometry course in high school.

If you have questions regarding this information, please contact student assessment staff at [student\\_assessment@doe.virginia.gov](mailto:student_assessment@doe.virginia.gov) or (804) 225-2102.

## **AWARDING OF DIPLOMAS**

The Tazewell County School Board awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Virginia Board of Education and meet such other requirements as are prescribed by the Tazewell County School Board (TCSB) and approved by the Virginia Board of Education.

### **STANDARD DIPLOMA: Minimum Course & Credit Requirements**

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives and earn five verified credits (enrolled in ninth grade beginning 2018-2019) by passing Virginia Standards of Learning (SOL) End-of-Course Tests or other assessments approved by the TCSB and Virginia Board of Education.

The “Profile of a Graduate,” that began during the 2018-2019 school-year, requires students seeking a Standard Diploma to complete the following:

- Advanced Placement, Honors, or Career and Technical Education Credential - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- Virtual Course - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.
- Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.
- \*Demonstration of the five Cs - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

*\*Not required for students who entered the ninth (9<sup>th</sup>) grade for the first time 2011-2012 through 2017-2018*

Information Location: <https://www.doe.virginia.gov/parents-students/for-students/graduation/diploma-options/standard-diploma-graduation-requirements>

## Credit Requirements for Graduating with a Standard Diploma

<b>Enrolled in 9<sup>th</sup> Grade Beginning 2018-2019</b>		
<b>Subject</b>	<b>Standard Units of Credit Required</b>	<b>*Verified Credits Required</b>
English	4	2
Mathematics <sup>1</sup>	3	1
Science <sup>2,6</sup>	3	1
History and Social Sciences <sup>3,6</sup>	3	1
Health and Physical Education	2	
Foreign Language, Fine Arts or Career & Technical Education <sup>7</sup>	2	
Economics and Personal Finance	1	
**Electives <sup>4</sup>	4	
-----	-----	-----
Career and Technical Education <sup>8</sup>		
<b>Total<sup>9</sup></b>	<b>22</b>	<b>5</b>

**\*A verified credit is awarded when a course and the corresponding Standards of Learning End-of-Course test are passed.**

### Credit Requirements for Graduating with a Standard Diploma

<sup>1</sup>Include at least two course selections from among Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra and Geometry. The TCSB may approve additional courses to satisfy this requirement.

<sup>2</sup>Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: Earth Science, Ecology, Environmental Science, Biology, Chemistry, or Physics. The TCSB may approve additional courses to satisfy this requirement.

<sup>3</sup>Courses completed to satisfy this requirement shall include World Geography, World, World History II, United States (U.S) and Virginia History, and U.S. and Virginia Government. The TCSB may approve additional courses to satisfy this requirement.

<sup>4</sup>Beginning with the graduating class of 2003, courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality. Beginning with the class of 2021, all students must either earn a career and technical education credential or complete an Advanced Placement, or honors course to graduate.

<sup>5</sup>A student may utilize additional tests for earning a verified credit in computer science, technology, or other areas as prescribed by the Virginia Board of Education in 8 VAC 20-131-110.B

<sup>6</sup>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

<sup>7</sup>For students entering the ninth grade for the first time in 2011-2012 and beyond: Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

<sup>8</sup>Students shall earn a career and technical education credential approved by the Board of Education, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

<sup>9</sup>Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online.

Beginning with first-time ninth-grade students in the 2016–2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (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](#).

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

## Credit Requirements for Graduating with an Advanced Studies Diploma

To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard units of credit by passing required courses and electives and earn at least five verified credits (enrolled in ninth grade beginning 2018-2019) by passing Virginia Standards of Learning (SOL) End-of-Course Tests or other assessments approved by the Virginia Board of Education.

The “Profile of a Graduate,” that began during the 2018-2019 school-year, requires students seeking an Advanced Studies Diploma to complete the following:

- Advanced Placement, Honors, or Career and Technical Education Credential - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- Virtual Course - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.
- Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED) - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-420 B.
- \*Demonstration of the five Cs - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

The school counselor can advise on available courses to fulfill the requirements for an Advanced Studies Diploma.

Information located at: <https://www.doe.virginia.gov/parents-students/for-students/graduation/diploma-options/advanced-studies-diploma-graduation-requirements>



## Credit Requirements for Graduating with an Advanced Studies Diploma

<b>Enrolled in 9<sup>th</sup> Grade Beginning 2018-2019</b>		
<b>Subject</b>	<b>Standard Units of Credit Required</b>	<b>*Verified Credits Required</b>
English	4	2
Mathematics <sup>1</sup>	4	1
Science <sup>2</sup>	4	1
History and Social Sciences <sup>3</sup>	4	1
World Language <sup>4</sup>	3	
Health and Physical Education	2	
Fine Arts or Career & Technical Education <sup>5</sup>	1	
Economics and Personal Finance	1	
**Electives	3	
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<b>Total<sup>7</sup></b>	<b>26</b>	<b>5</b>

**\*A verified credit is awarded when a course and the corresponding Standards of Learning End-of-Course test are passed.**

<sup>1</sup>Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.

<sup>2</sup>Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.

<sup>3</sup>Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.

<sup>4</sup>Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

<sup>5</sup>Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.

<sup>6</sup>A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the board in [8VAC20-131-110](#).

<sup>7</sup>Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.

Beginning with first-time ninth-grade students in the 2016–2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (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](#).

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

### Applied Studies Diploma

## Criteria for Earning the Applied Studies Diploma

**The \*Applied Studies Diploma is available to all students with an Individualized Education Program (IEP).**

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. A decision to work toward the Applied Studies Diploma is a significant decision that will have an impact on the remainder of the student's high school experience as well as their postsecondary life. If the IEP team decides that the student will stop pursuing a standard diploma, a further analysis of the student's skills should be conducted to facilitate a more personalized and comprehensive plan. A decision to work toward the Applied Studies Diploma is essentially choosing to stop pursuing a Standard Diploma. Before making this very important decision, several factors should influence and guide the team when making this decision.

- **Present Level of Performance** – Beyond the student's academic performance, IEP teams should base decisions on the student's performance on goals outlined within the curriculum map.
- **Postsecondary Goals** – The student's postsecondary goals will provide additional guidance to the IEP to facilitate the development of meaningful goals. Additionally, the student's postsecondary goals may require the student to attend college. This postsecondary goal becomes more likely with a standard or advanced studies diploma.
- **Learning Trajectory and Remaining Time in School** – Students require different levels of support and take varied amounts of time to master skills. Previous educational records can provide information regarding the student's skill acquisition rate. The IEP teams should use that information to make decisions regarding the student's course of study and school experiences.
- **Level of External Support** – If the student requires a degree of external support in the form of another individual to assist with completing tasks or activities, it is critical to consider the development and use of alternative forms of support. Visual supports and assistive technology are critical in helping students develop independence. Specialized instruction may be required to teach the student to utilize supports when needed.

\*<https://www.doe.virginia.gov/parents-students/for-students/graduation/diploma-options/applied-studies-diploma>

\*\*<https://www.doe.virginia.gov/home/showpublisheddocument/33525/638052412615770000>

## MIDDLE AND HIGH SCHOOL CREDIT COURSES 2025-2026

Course	Course Code	High School Credit
<b>Math 6</b>	3110	No
<b>Math 7</b>	3111	No
<b>Math 8</b> (not Pre-Algebra 8) Pre-Algebra code is no longer available.	3112	No
<b>*Algebra I</b> Full year w/sem. and end of year exam <b>See note in the last column.</b>	3130	<b>Yes</b>  <b>*NOTE:</b> Algebra I taken at the Middle School level <b>will</b> count as a high school verified credit but <b>will not</b> count in the high school's accountability assessment, therefore students will still need to take an EOC math SOL test in high school.
<b>Band 6</b>	9230	<ul style="list-style-type: none"> <li>• See note below</li> </ul>
<b>Band 7</b>	9231	<ul style="list-style-type: none"> <li>• See note below</li> </ul>
<b>**Band 8</b>  Full year with semester and end of year exams. <b>See note in the last column.</b>	9229	<b>YES</b>  <b>**NOTE:</b> If a student participates in band a full year in 6, 7, and 8. The final grade in Band 8 will be the grade recorded on the high school transcript. Semester and end of year exams will be given in <b>Band 8 only.</b>
<b>Chorus--- Grade 6</b>	9269	<ul style="list-style-type: none"> <li>• See note below</li> </ul>
<b>Chorus--- Grade 7</b>	9270	<ul style="list-style-type: none"> <li>• See note below</li> </ul>
<b>***Chorus ---Grade 8</b> Full year w/sem. and end of year exams.  <b>See note in the last column.</b>	..	<b>YES</b>  <b>***NOTE:</b> If a student participates in chorus a full year in 6, 7, and 8. The final grade in Chorus 8 will be the grade recorded on the high school transcript. Semester and end of year exams will be given in <b>Chorus 8 only.</b>

*(table continues)*

**Middle and High School Credit Courses (*continued*)**

<b>Independent Living</b> Full year with semester and end of year exams.	8219	<b>Yes</b>
<b>Art—Grade 6</b>	9103	No
<b>Art—Grade 7</b>	9105	No
<b>Art—Grade 8</b>	9115	No
<b>Art I</b> Full year w/sem. and end of year exams.	9120	<b>Yes</b>
<b>Digital Applications</b> Full year w/sem. and end of year exams.	6611	<b>Yes</b>
<b>Keyboarding – Middle</b>	6150	No
<b>Reading Grade 6</b>	1106	No
<b>Reading Grade 7</b>	1107	No
<b>English 8</b>	1120	No
<b>Spanish 1—Regular Course</b> Full year with semester and end of year exams.	5510	<b>Yes</b>
<b>Virtual Virginia Latin 1—Regular Course</b> Full year with semester and end of year exams.	5310	<b>Yes</b>
<b>Virtual Virginia French 1—Regular Course</b> Full year with semester and end of year exams.	5110	<b>Yes</b>
<b>Science 6</b>	4105	No
<b>Life Science</b>	4115	No
<b>Physical Science</b>	4125	No

*(table continues)*

**Middle and High School Credit Courses (*continued*)**

<b>US History to (1865) 1877</b>	2353	No
<b>US (1865) 1877 to Present</b>	2354	No
<b>Civics and Economics</b>	2357	No
<b>Health and PE –Grade 6</b>	7111	No
<b>Health and PE—Grade 7</b>	7121	No
<b>Health and PE—Grade 8</b>	7210	No
<b>Adaptive P.E.</b>	91610000	No
<b>Technology Education 7</b>	870	No
<b>Career Interpretation—Phase II</b>	9074	No
<b>Family and Consumer Sciences - Exp. II (18 weeks)</b>	8263	No
<b>SOL Reading 6</b>	650000	No
<b>SOL Reading 7</b>	750000	No
<b>SOL Reading 8</b>	850000	No
<b>SOL Math 6</b>	3670000	No
<b>SOL Math 7</b>	3770000	No
<b>SOL Math 8</b>	3870000	No
<b>SOL Remediation Study Skills is no longer available.</b>	128	No
<b>Exploratory 6</b>	9610000	No
<b>Exploratory 7</b>	82060000	No
<b>Resource 6 (SPED)</b>	2610000	No
<b>Resource 7 (SPED)</b>	2710000	No
<b>Resource 8 (SPED)</b>	2810000	No

Note: Sixth (6<sup>th</sup>) grade students (2017-2018 school year) and each year thereafter will follow the guidelines for chorus and band as stated above.

## **LIMITED ENGLISH PROFICIENT (LEP)**

All students identified as Limited English Proficient (LEP) will participate in the Virginia Standards of Learning (SOL) testing program. A school-based committee will convene and make determinations regarding the participation level of LEP students. LEP students who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL Reading test in grades 3-8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for End-of- Course Reading. LEP students in grades 3-8 may exercise a one-time exemption for the Virginia Studies and Economics SOL test. LEP students may Not be exempted for the SOL Mathematics tests. LEP students may Not be exempted from the SOL Science tests. LEP students may exercise a one-time exemption from the Grade 8 SOL Writing test. No exemption is available for the End-of-Course Writing test. The reasons for exemptions and the ramification(s) of exemptions should be documented in the student's LEP Student Assessment Participation Plan and conveyed to the LEP student's parent(s) or guardian(s) and p. 3, Guidelines for English Learner Participation in the Virginia Assessment Program at

<https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/english-learner-education>

## **SPECIAL DIPLOMAS AND CERTIFICATES**

- In accordance with the requirements of the Standards of Quality (SOQ), 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 **Special Diplomas**.
- In accordance with the requirements of the SOQ, students who complete prescribed programs of studies defined by the TCSB and do not qualify for diplomas shall be awarded **Certificates of Program Completion**.
- In accordance with the provisions of the compulsory attendance law and 8 VAC 20-360-10, et. Seq., *Regulations Governing General Education Development Certificates (GED)*, students who do not qualify for diplomas may earn a **High School Equivalency Credential**.
- At a student's request, the local school board shall communicate or otherwise make known to institutions of higher education, potential employers, or other applicable third parties, in a manner that the local school board deems appropriate, that a student has attained the state's academic expectations by earning a Virginia diploma and that the value of such a diploma is not affected in any way by the accreditation status of the student's school.

## **VERIFIED CREDIT AND CAREER AND TECHNICAL EDUCATION (CTE) FIELD**

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 may use the results as a **verified credit**. The examination and competency must also result in the confirmation of a certification, occupational competency credential from a recognized industry, a trade, professional association, or acquire a professional license in a career and technical education field from the Commonwealth of Virginia. The certification, competency credential, or license will substitute for a science, history, or social science verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

### **The Path to Industry Certification: High School Industry Credentialing**

A credential is defined as a:

- Complete industry certification program, e.g., Certified Nursing Assistant (CNA).
- Pathway examination that leads to a completed industry certification, e.g., automotive technician examinations from ASE.
- State-issued professional license, e.g., Cosmetology.
- Occupational competency examination, e.g., skill assessments from the National Occupational Competency Institute (NOCTI).

To meet board criteria as a student-selected verified credit, the course must be:

- Taught by an educator with an industry certification or licensure from an accredited institution.
- Designed to prepare students for an occupation or occupational area.
- Knowledge-based; however, the credential may contain a performance-based component.
- In a CTE field that confers a credential from a recognized industry, trade or professional association or entity.
- Administered on a multi-state or international basis.
- Standardized and graded independent of the school in which the test is given.

To encourage more students to work toward a selected industry credential or state license while pursuing a high school diploma, the **Path to Industry Certification: High School Industry Credentialing** program was developed. Students who earn a credential by passing a certification or licensure examination may earn up to two verified credits to meet graduation requirements. In addition to providing the opportunity to earn verified credits, this initiative provides the following benefits:

- Added value to a transcript for higher education purposes.
- Opportunity for obtaining an entry-level position in the technical job market.
- Evidence that the student has completed advanced educational preparation and verification of CTE business and industry competencies and workplace readiness



skills (WRS).

- Increased job opportunities for advancement in a chosen career path.
- Enhanced self-esteem for students through achieving national occupational competency standards recognized by business and industry.

## **CERTIFICATE OF PROGRAM COMPLETION REQUIREMENTS**

### **Applied Studies Diploma (Special Diploma)**

Available to students with disabilities who complete requirements of their IEP and who do not meet the requirements for other diplomas.

### **Certificate of Program Completion**

Available to students who complete prescribed programs of studies defined by the local School Board but who do not qualify for diplomas.

### **Enrollment Requirements**

All students are required to maintain a **full schedule of classes** that includes courses totaling at least 5.5 hours of instruction except when the student:

- Is in a work-study cooperative program.
- Has been granted permission by the superintendent, as stated in the school board policy at the request of the principal, to take fewer than 5.5 hours of instruction.
- Has an IEP that specifies fewer than 5.5 hours of instruction.
- Is on homebound instruction.
- Is on homebased instruction.
- Is enrolled in approved college classes.

### **Counselor Procedures and Services**

- Each student will review his/her program of studies with a guidance counselor each year.
- Each student shall take all applicable Virginia Standards of Learning (SOL) End-of-Course Tests. Students who fail or have difficulty passing an SOL test will receive remediation assistance. Counselors will provide information on locally awarded verified credits.
- School counselors at each school, elementary through high school, promote career opportunities that are offered to all students and emphasize the importance of developing marketable skills.
- School counselors assist students yearly in developing an academic and career tract using the MajorClarity program. The program is designed to afford students the opportunity to experience various careers with quick and easy access to a one-of-a-kind virtual activity supported by video content. Students can customize academic plans of study based on their career interests with a school counselor who will keep them on track throughout secondary and post-secondary education.

## **GRADE LEVEL CLASSIFICATION**

High School and Middle School students will be classified according to units of credit earned in their respective program of studies.

<b>Promotion to Grade Level</b>		<b>Number of Credits Needed to Advance to the Next Grade Level</b>
8	Successful completion of seventh grade studies.	
9	Successful completion of eighth grade studies that include five (5) classes - three of which must be in English, mathematics, science, or social studies.	6
10	Successful completion of six units of credit in the ninth-grade level of studies.	6
11	Successful completion of six units of credit in the 10 <sup>th</sup> grade level of studies.	6
12	Successful completion of six units of credit in the 11 <sup>th</sup> grade level of studies (can meet all graduation requirements).	*6
Graduate	Successful completion of 22 units of credit at the end of the 12 <sup>th</sup> year.	(At least 22)

\*English 12 and Government are required to be taken in the twelfth grade year per Tazewell County Public School Policy.

### **Transfer Students**

Students transferring to a TCPS high school will be required to meet all requirements for a diploma as outlined by the Virginia Board of Education and the TCSB. Each student's prior record will be evaluated to determine the number and content of additional credits required for graduation. A student transferring from a state where a sequence of courses is different from Virginia's requirements shall be placed at a level best reflecting their earned units of credit, regulations for promotions and graduation requirements as established by the School Board.

**TAZEWELL COUNTY PUBLIC SCHOOLS GRADING SYSTEM**  
**SECONDARY AND MIDDLE SCHOOL STUDENTS**

Secondary and Middle Schools will use the following grading system for all classes except Advanced Placement courses and courses that have been designated to have an add-on value of 0.5.

Grade	Descriptor	Numeric Average	Quality Points
A	Excellent	93-100	4.00
B	Very Good	85-92	3.00
C	Satisfactory	77-84	2.00
D	Poor/Minimally Acceptable	70-76	1.00
F	Failure	Below 70	0.00
I	Incomplete	--	--

**GRADING SCALE FOR ALTERNATE COURSES**

The grading scale for courses taken through A. Linwood Holton Governor's School, Virginia Community College dual credit and dual enrollment courses, Virtual Virginia Advanced Placement courses, Advanced Placement courses, and Special Programs will be as follows for the students of Tazewell County Public Schools who participate:

**A = 90-100**

**B = 80-89**

**C = 70-79**

**D = 60-69**

**F = Below 60**

**GRADE POINT AVERAGE AND CLASS RANK**

Virginia Board of Education regulations require that courses taken below the ninth-grade level that are identified as ninth grade or above, plus all other courses classified as ninth through twelfth grade, be included in determination of the required grade point average for the Board of Education seal and/or the Governor's seal. Courses taken during the second semester of the senior year shall be included.

All enrolled students will be tentatively ranked at the end of the first semester of the senior year. Final rank in class will be determined at the end of the second semester of the senior year.

Only students completing all requirements at the end of the second semester for graduation will be eligible for the academic honors of Valedictorian or Salutatorian. To be eligible as Valedictorian or Salutatorian, a student must have completed the last four (4) consecutive semesters in Tazewell County Public Schools.

Students who complete graduation requirements in summer school will retain their previously determined class rank.

**Grading System for Weighted Grades – Students Who Entered the Ninth (9th) Grade in the 2020-2021 School-year and will Graduate at the end of the 2023-2024 School-year**

All state approved Advanced Placement (AP), A. Linwood Holton Governor's School, Virtual Virginia, and Virginia Community College Dual Enrollment courses shall be weighted as follows:

A = 5.0

B = 4.0

C = 3.0

D = 2.0

Weighted grade courses are courses in which the scope and sequence of the content is more rigorous and require significantly more work as compared to regular classes. Therefore, students who meet the requirements for these courses will be graded as follows:

After the calculation of the Grade Point Average (GPA), based on a 4.0 scale, an assigned numeric value for weighted courses is added to the GPA:

Standard: A = 4.0

Advanced Placement, Virtual Virginia Advanced Placement, A. Linwood Holton Governor's School, and Virginia Community College Dual Enrollment: A = 5.0

GRADE	DESCRIPTOR	Numeric Constant Values for *Advanced Placement Courses, Virtual Virginia Advanced Placement Courses, A. Linwood Holton Governor's School, Southwest Virginia Education Training Network, and Virginia Community College Dual Enrollment
A	Excellent	5.00
B	Very Good	4.00
C	Satisfactory	3.00
D	Poor/Minimally Acceptable	2.00
F	Failure	--
I	Incomplete	--

\*Course availability at each high school is based upon student interest and request. All Advanced Placement (AP) courses are not taught at all high schools. Students may take AP courses through the Virtual Virginia online program or other Tazewell County School Board accepted programs from which AP classes

are offered.

### Grade Point Average/Rank in Class Guidelines

Rank in class shall be determined by assigning a constant numerical value to the letter grade.

Standard Courses – No Add-on	Add On
A = 4.0	A = 5.0
B = 3.0	B = 4.0
C = 2.0	C = 3.0
D = 1.0	D = 2.0
F = 0.0	F = 0.0

### Grade Point Average (GPA) Calculation

Student	Standard Courses	Add-on Courses	Total
Bob	22 As	3 As	25 As
	22 X 4.0 = 88.0	3 X 5.0 = 15.0	103.0

Example Grade Point Calculation:

$$88.0 + 15.0 = 103.0$$

Number of classes taken equals 25

$$103.0 \div 25 = 4.12$$

Rounded = 4.12

4.120 = Official GPA

- Only final grades for each course attempted shall be used in the computation of the final grade point average.
- Courses repeated will be recorded on the transcript in compliance with the *Regulations Governing Secondary Transcripts, Standards for Accrediting Virginia Public Schools, and Guidelines for the Management of the Student's Scholastic Record in Virginia Public Schools*. When calculating a seniors grade point average, the final grade for a course that was repeated is averaged with the final grade that was recorded for the course when it was initially taken.
- If a combination of circumstances should produce a ranking which the school principal deems to be unfair, he/she may act to correct the injustice, with School Board approval. Such action would rarely be necessary.
- In computation of rank in class, all final ranks shall be calculated at four decimal places and rounded to the nearest **three decimal places**. (See example below.) Rank, except for ties, will reflect the number of students at and above any given rank.

Student	GPA	GPA	Rank in Class
A	3.8624	3.862	1
B	3.8452	3.845	2
C	3.8454	3.845	2
D	3.8067	3.807	4
E	3.8068	3.807	4
F	3.7732	3.773	6

- Students with a GPA of 3.5 and above will be awarded academic letters and bars.
- "Valedictorian" and "Salutatorian" designations for honoring graduates will continue to be used and will be supplemented by a system which recognizes students who achieve grade point averages that fall within or exceed the following ranges:

Honor	GPA
Summa Cum Laude	Greater than 4.000
Magna Cum Laude	3.750 to 3.999
Cum Laude	3.500 to 3.749

The final designation of honor graduates shall be presented to the Division Superintendent for review.

## **PROGRAM OF STUDIES FOR STUDENTS WITH A** **COLLEGE PREPARATORY CONCENTRATION**

Tazewell County Public Schools affords students the opportunity to participate in advanced course work that includes A. Linwood Holton Governor's School, Virginia Community College dual credit and dual enrollment courses, Virtual Virginia Advanced Placement courses, Advanced Placement courses, and Special Programs. A description of each program is provided.

The college preparatory courses that are offered to the students of Tazewell County Public Schools meet coursework entrance requirements for colleges and universities. The courses are challenging and students and parents may expect that there will be a significant amount of reading requirements, writing assignments, and homework.

Students may choose a college-preparatory program of classes that does not include taking a foreign language. However, students must take three years of one foreign language or two years of two foreign languages to be an Advanced Academic Studies Program completer.

Electives must be selected carefully so that the program of studies will serve as a recommendation for entering college. At least one elective must be either a fine or a practical art. Of the four (4) electives required for a Standard Diploma and three (3) electives required for an Advanced Studies Diploma, all students who enrolled in ninth (9<sup>th</sup>) grade in a Virginia public high school in 2018-2019 are required to complete two sequential electives as required by the Standards of Quality. Students who choose to take a sequence of vocational-technical courses as electives may also qualify as a program completer with a vocational-technical education concentration.

### **A. \*LINWOOD HOLTON GOVERNOR'S SCHOOL**

The A. Linwood Holton is a virtual Governor's School with administrative offices and instructional staff located in Abingdon, Virginia. The students who have been accepted in this unique program receive instruction over the Internet, Fiber Optic classroom, and various other modes of delivery. Students in this Governor's School are from Region VII Superintendent's area. Classes are two periods in length and offered at the home high school. Enrollment in Governor's School is by application only.

\*Admission Requirements: [http://www.hgs.k12.va.us/STORE\\_hgs/AdmissionsCriteria.pdf](http://www.hgs.k12.va.us/STORE_hgs/AdmissionsCriteria.pdf)



# LINWOOD HOLTON GOVERNOR'S SCHOOL COURSES 2025-2026

## Synchronous Course Schedule

### Fall Semester 2025

<b>Block I</b>	8:20-9:50 a.m.	General Biology I (BIO 101)*
		General Chemistry I (CHM 111)*
		History of Western Civilization (HIS 101/102)
		Human Anatomy & Physiology (Bio -141)*
		Physical Geology (GOL 105) hybrid class
<b>Block II</b>	10:00-11:30 a.m.	General Biology I (CHM 101)*
		History of Western Civilization (HIS 101/102)
		Human Anatomy & Physiology (Bio 141)*
		Introductory Chemistry (CHM 101)
<b>Block IIIA</b>	11:30-12:45 p.m.	Probability and Statistics (Math 154)*
		General Chemistry I (CHM111)*
		General Biology I (BIO 101)*
		History of Western Civilization (HIS 101/HIS 102)
<b>Block IIIB</b>	12:00-1:30 p.m.	Human Anatomy & Physiology I (BIO 141)*
		General Chemistry I (CHM111)*
<b>Block IV</b>	12:45-2:00 p.m.	General Chemistry I (CHM111)*

\*Course continues into the spring semester

### Spring Semester 2025

<b>Block I</b>	8:20-9:50 a.m.	General Biology II(BIO 102)**
		General Chemistry II (CHM 112)**
		History of Western Civilization (HIS 101/102)
		Human Anatomy & Physiology II (Bio 142)**
		Historical Geology (GOL 106) hybrid class
<b>Block II</b>	10:00-11:30 a.m.	General Biology II (BIO 102)**
		History of Western Civilization (HIS 101/HIS 102)
		Human Anatomy & Physiology II (BIO 142)**
		Introductory Chemistry (CHM 101)
		Probability & Statistics (MTH 245)**
<b>Block IIIA</b>	11:30-12:45 p.m.	General Chemistry II (CHM 112)**
		General Biology II (BIO 102)**
		History of Western Civilization (HIS 101/HIS 102)
		Human Anatomy & Physiology II (BIO 142)**
<b>Block IV</b>	12:45-2:00 p.m.	General Chemistry II (CHM 112)**

\*\*Course continued from fall semester: with the exception of Probability & Statistics (MTS 154/ MTH 245), student must have taken fall semester part I to take spring semester part II.

[https://www.hgs.k12.va.us/2025-2026\\_CourseSchedule.htm](https://www.hgs.k12.va.us/2025-2026_CourseSchedule.htm)

2025-2026 A. Linwood Holton Governor's School Application:

<http://www.hgs.k12.va.us/Application.htm>

Notes:

- ✓ May 10 is the deadline for priority applications for classes with enrollment restrictions. However, they will continue to be taken through the summer.
- ✓ Human Anatomy & Physiology, Biology, Chemistry, Physics, and Environmental Science students will commit to attending 1-2 days per semester of lab activities at the Southwest Virginia Higher Education Center or other identified site in our region. All science classes except Physics and DE are lab sciences.
- ✓ We reserve the right to reduce a section if the enrollment is not sufficient.

# LINWOOD HOLTON GOVERNOR'S SCHOOL COURSES 2025-2026

## Asynchronous Course Schedule

Year-Long Courses (Paced for 50- Minute Class Schedule)	Fall Semester 2025 (Paced for 90 Minute daily class schedule)	Spring Semester 2026 (Paced for 90 Minute daily class schedule)
Advanced Multimedia (ITE 170/270)	Advanced Multimedia (ITE 170/270)	Advanced Multimedia (ITE 170/270)
Appalachian Studies: The History and Environment (ENV 121 and HIS 205 credit)	Appalachian History (HIS 205)	American Literature (ENG 246)
History of World Civilization (HIS 111/112)	Life Science (BIO 106)	Appalachian History (HIS 205)
Latin I <b>(High School Credit Only)</b>	College Composition I&II (ENG 111/112)	Creative Writing (ENG 211)
Latin II <b>(High School Credit Only)</b>	Cyber Security (ITE 105/ITN 101)	Cyber Security (ITE 105/ITN 101)
Latin III <b>(High School Credit Only)</b>	Environmental Science I (ENV 121)	Environmental Science II (ENV 122)
	History of World Civilization (HIS 111/112)	History of the World Civilization (HIS 111/112)
	Life Science (BIO 106)	Medical Terminology (HLT 143)
	Medical Terminology (HLT 143)	Honors Physics <b>(High School Credit Only)</b>
	Honors Chemistry <b>(High School Credit Only)</b>	Honors Chemistry <b>(High School Credit Only)</b>
	Honors Physics <b>(High School Credit Only)</b>	Honors Physics <b>(High School Credit Only)</b>
	Latin I <b>(High School Credit Only)</b>	Latin I <b>(High School Credit Only)</b>
	Latin II <b>(High School Credit Only)</b>	Latin II <b>(High School Credit Only)</b>
	Latin III <b>(High School Credit Only)</b>	Latin III <b>(High School Credit Only)</b>
ENROLLMENT CAPS		
Synchronous Courses		
Anatomy & Physiology	25 students / section	
Biology	25 students / section	
Chemistry	25 students / section	
Western Civilization	30 students / section	
Asynchronous Courses - Minimum of five students for a section to be offered.		
Advanced Multimedia	30 students	
Creative Writing	20 students	
Medical Terminology	25 students	
World Civilization	30 students	
English 111/112	20 students/section	
English 246	20 students/section	

**Course Materials:** [http://www.hgs.k12.va.us/Courses\\_Page.htm#CoursePages](http://www.hgs.k12.va.us/Courses_Page.htm#CoursePages)

# GOVERNING PRINCIPLES FOR DUAL ENROLLMENT BETWEEN VIRGINIA'S PUBLIC SCHOOLS AND THE VIRGINIA COMMUNITY COLLEGE SYSTEM

## INTRODUCTION

The *Governing Principles for Dual Enrollment between Virginia Public Schools and the Virginia Community College System* exist to provide a state-wide framework for successful, quality dual enrollment partnerships between public schools and community colleges. As such the Principles encourage rigorous educational pursuits; promote a wider range of course options for high school students; and advance access to and success in higher education and the workplace. In addition,

because dual enrollment allows high school students to meet the requirements for high school graduation while simultaneously earning college credit, time is saved and the duplication of facilities and equipment is avoided, both of which have a positive economic impact on the Commonwealth of Virginia.

The benefits of dual enrollment programs are well-known. Dual enrollment programs expose high school students to rigorous coursework and prepare them for the academic and behavioral expectations of colleges and universities. High school students participating in dual enrollment programs have increased motivation and engage deeply with their learning, promoting a smoother college transition and increased chances of long-term academic success. Students who have participated in a dual enrollment program have higher high school graduation and college enrollment rates. When in college, these students have higher persistence and retention rates as well as higher GPAs. The acquisition of dual enrollment credits decreases the time required to complete a college degree resulting in significant cost savings.

These Governing Principles align with the Code of Virginia, which recognizes community colleges as the primary providers of college education for high school students in the Commonwealth; with State Council for Higher Education for Virginia (SCHEV) policy; with Virginia Department of Education (VDOE) policy; and with all policies, standards and requirements set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Dual Enrollment faculty and students shall be bound by these Governing Principles.

For the purpose of this document, dual enrollment refers to community college coursework taken by high school students under the aegis of an agreement between a public school or public school division and a VCCS college wherein a student takes college-level coursework that counts towards high school graduation and is designed to result in earned college credits. High school students may elect to pursue one of several dual enrollment pathways. Students may take dual enrollment courses to enhance the rigor of their high school coursework but without deliberately seeking a post-secondary credential. Qualified students may choose a pathway that provides the opportunity to complete a certificate or an associate of arts or an associate of science degree and take courses that will transfer to post-secondary colleges and universities. Students may choose to enroll in a career technical educational pathway that provides the opportunity to complete a certificate or an associate in applied science degree during or after high school that leads to entry into the workforce. In all cases the community college shall maintain institutional control of the courses and ensure curricular integrity.

These pathways represent working partnerships between community colleges and the public school divisions and shall be developed at the local level between the public school division and the individual community colleges authorized to contract such agreements. All such agreements, the plans for implementation, and the specific dual enrollment options and pathways provided to students shall comply with these Governing Principles and, as dictated by the Code of Virginia, be submitted by the institutions to the Chancellor of the Virginia Community College System and the Superintendent of Public Instruction annually.

## **STUDENT ELIGIBILITY AND ADMISSION REQUIREMENTS**

The Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131), adopted by the Virginia Board of Education, governs and encourages student participation in dual enrollment arrangements under the following specified conditions:

- Written approval of the high school principal prior to participation in dual enrollment must be obtained;
- The college must accept the high school student for admission to the course or courses; and
- The course or courses must be offered by the college for degree credits (no remedial courses will be offered).

Colleges may offer admission to public and private high school juniors and seniors and home school students studying at the high school junior and senior levels, provided they are college ready according to VCCS policy. Because admitting freshmen and sophomores is considered exceptional, the collegeready status of each prospective freshman and sophomore student will be treated on a case-by-case basis. Formal approval by the college president is required for admitting a ninth or tenth grade high school student. Home school students must provide a copy of a home school agreement approved by the school district or a letter from the local school board or a copy of the letter filed by the parent or legal guardian declaring home school for religious exemption. Documentation of parental permission is required for all dual enrollment students.

All dual enrollment students must demonstrate readiness for college through placement testing or appropriate scores on the SAT, ACT, or PSAT. Students enrolling in a dual enrollment course must meet all college course pre-requisites. The community college shall assume responsibility, either on campus or at another location approved by the college, for administrative oversight of placement testing and registering students.

Dual enrollment students must be registered by the end of the add/drop period established for each course; exceptions must be approved by the Vice Chancellor for Academic Services and Research. Dual enrolled courses taught at the high school may not include non-dual enrolled students without the documented approval of the community college president.

## **STUDENT SUPPORT SERVICES**

In order to support the dual enrolled student's collegial experience, the community college shall provide dual enrollment students access to appropriate student support programs, academic support services, and activities including access and user privileges to adequate library collections and services and any other learning information or resources.

## **DUAL ENROLLMENT FACULTY**

### **Selection of Faculty**

Faculty shall be selected by the participating community college and shall meet the faculty qualification guidelines established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the State Board for Community Colleges policies. When determining faculty qualifications, an institution considers the highest earned degree in the discipline and related work. The following guidelines shall be used:

- Faculty members teaching associate degree courses designed for transfer to a baccalaureate degree have earned a doctorate or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching discipline.
- Faculty members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor's degree in the teaching discipline or associate's degree in the teaching field with demonstrated competencies in the teaching discipline and two years of occupational experience.
- Faculty members teaching non-associate's degree occupational programs have earned a high school diploma

or equivalent, associate or equivalent in the teaching field preferred, and five years of current occupational experience as defined by the State Board for Community Colleges.

### **Faculty Responsibility**

Dual enrollment faculty shall conform to all college and departmental responsibilities, policies, and procedures related to dual enrollment courses. The faculty member shall:

- Prepare and disseminate a college-approved course syllabus that include all required information for the college course, including the college's grading scale;
- Adhere to the required number of instructional/contact hours for the course;
- Adhere to established college academic/instructional calendars for enrollment and grade submission;
- Use college-approved instructional materials;
- Incorporate all student learning outcomes and assessment of student learning outcomes into instruction;
- Participate in student evaluation of instructional effectiveness;
- Submit final course grades; and
- Participate in required meetings and professional development opportunities.

### **CURRICULUM STANDARDS**

Dual enrollment courses shall be offered for college credit with the same departmental designations, course descriptions, numbers, titles, and credits as those listed in the VCCS Master Course File. All dual enrollment courses shall be equivalent to the pedagogical, theoretical, and philosophical orientation of the community college department and contain the same student learning outcomes, components of the syllabi, level and rigor of content, assessment and evaluation of student learning outcomes, and instructional effectiveness.

### **EVALUATION**

An effective dual enrollment program requires collaboration between public schools and community colleges to evaluate student learning outcomes, program learning outcomes, instructional effectiveness, and longitudinal outcomes. This evaluative process shall be coordinated by the community college with support from the public school to implement and collect information and data in a timely manner. The following guiding principles establish expectations for the community colleges and public schools regarding the evaluation of the dual enrollment program.

#### **Student Learning Outcomes**

In order to ensure that dual enrollment courses taught at the high school meet the curricular depth and breadth of courses taught on community college campuses, all dual enrollment courses shall have the same student learning outcomes as those courses taught on campus. In addition student learning outcomes in all dual enrollment courses shall be assessed using common assessment measures identified and approved by the college and utilized in courses taught on campus. All course learning outcomes shall be communicated to students.

#### **Program Learning Outcomes**

Where applicable, the community college's assessment of program learning outcomes shall include dual enrollment students. Instructional Effectiveness The community college shall conduct evaluations of dual enrollment instructors using college guidelines established for all adjunct or full-time faculty. High school faculty or adjunct faculty employed by the community college teaching a dual enrollment course shall be evaluated in accordance with the college's adjunct faculty evaluation process. Full-time community college faculty teaching a dual enrollment course shall be evaluated in accordance with the college's full-time faculty evaluation process.

Part of the evaluation of instructional effectiveness shall include student evaluation of faculty effectiveness.

Student evaluation of faculty effectiveness shall be conducted each semester for each course offered in the dual enrollment program and use the same instruments used for all adjunct or fulltime faculty. Results of the student evaluations of teaching effectiveness shall be compiled and shared with the academic dean or designee, the faculty member, and the designated public school representative.

### **Evaluation of Longitudinal Outcomes**

Community colleges and public schools divisions shall work together to provide tracking data on the performance of dual enrollment students, including credits completed, college courses attempted and completed, cumulative GPA, high school graduation data, and any other data agreed upon. The specific data elements will be reported by the community college on a regular basis.

### **Continuous Improvement**

In order to ensure the quality and effectiveness of the dual enrollment program, the community college will specify and evaluate dual enrollment programmatic outcomes and identify changes intended to result in continuous improvement.

### **FINANCIAL ISSUES**

Public school divisions and community colleges should provide the opportunity for students to participate in dual enrollment at little or no cost to them or their families. Virginia Community College System (VCCS) policy requires that full tuition and fees be paid to community colleges for each student in every dual enrollment course. However, a college may reimburse a public school division a portion of tuition in recognition of the school division's contribution of resources toward student participation in the dual enrollment program:

- In accordance with the VCCS Dual Enrollment Financial Model, community colleges will reimburse school divisions when dual enrollment courses are offered in the high school and are taught by a qualified high school faculty member. The minimum amount of tuition that will be reimbursed is 60% of tuition charged. The reimbursement rate can be increased up to 100% of the tuition charged based on specific options negotiated by the community college and public school division. Total reimbursement may not exceed 100% of the tuition charged. School divisions may not charge dual enrollment students or their families more than the actual cost of the tuition and fees charged. Reimbursement rates and justifications shall be documented in the annual dual enrollment contract between the community college and the school division.
- When dual enrollment courses are not taught by high school faculty members, the community college may, in order to reduce the net cost to students, reimburse the school division a portion of tuition in recognition of agreed-to contributions of resources provided by the school division.

Neither the school division nor the community college will be penalized in its state appropriation for implementing dual enrollment programs. Public schools shall receive average daily membership (ADM) credit for their students participating in these programs, and the community college shall receive fulltime equivalent (FTE) credits for high school students participating in dual enrollment.

In accordance with VCCS policy, tuition shall be charged at the Virginia in-state rate for any high school student not otherwise qualified for in-state tuition who is enrolled in courses specifically designed as part of the high school curriculum in a community college for which the student may, upon successful completion, receive high school and community college credit pursuant to a dual enrollment agreement between the high school and the community college. In addition, a capital fee shall not be charged to any out-of-state dual enrolled student.

## **DUAL CREDIT COURSES**

Dual credit courses are offered by the network of community colleges throughout Southwest Virginia that include Virginia Highlands Community College (VHCC), Mountain Empire Community College (MECC), Southwest Virginia Community College (SWCC), and Wytheville Community College (WCC). Regionally, SWCC is the primary provider of dual enrollment courses for Tazewell County Public Schools students. Students who successfully complete the requirements for a dual credit course will receive both a unit of high school credit and college credit. Students who enroll in dual credit courses must meet all admission requirements.

Students should understand that taking a dual credit course means that they must fulfill both high school and college requirements. Therefore, they can expect these courses to be academically challenging, requiring more rigorous assignments over shorter periods of time than are expected in non-dual credit courses. The student must be self-motivated and self-disciplined in their approach to an exceptional academic rigor that requires exceptional study skills and learning habits that will be challenged in the absence of direct instruction.

Dual credit courses offered in the high schools of Tazewell County may differ. The courses offered depend on teacher availability and qualifications. Students interested in dual credit courses should see a school counselor or principal for further information.

The Virginia Department of Education has permitted Tazewell County Public Schools and Southwest Virginia Community College to develop a pathway for participating students to complete an Associate's degree or a one-year Uniform Certificate of General Studies (General Education Certificate) concurrently with their high school diploma. Credit awarded for applicable dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher may be applied toward attainment of the afore mentioned certifications.

### **The Early College Scholars**

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

#### **To Qualify for The Early College Scholars Program**

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

Early College Scholars are supported by Virtual Virginia and the Commonwealth College Course Collaborative. Virtual Virginia provides statewide access to college-level courses while the Commonwealth College Course Collaborative defines the subjects high school students can complete and receive college degree credit from participating public and private colleges and universities.



**Southwest Virginia Community Colleges (SWCC and WCC) Uniform Certificate of  
General Studies Certificate 2025-2026**

[https://catalog.tcc.edu/preview\\_program.php?catoid=10&poid=1968&returnto=410](https://catalog.tcc.edu/preview_program.php?catoid=10&poid=1968&returnto=410)

**Purpose**

Program Code: 695

The Uniform Certificate of General Studies (UCGS) is designed for students who plan to transfer to a four-year public college or university in Virginia. When completed, the UCGS will satisfy lower-division general education requirements at all four-year public colleges and universities in Virginia, as well as many private colleges/universities.

**Admission Requirements**

To satisfy the UCGS, students are required to complete the appropriate number of courses in each block as described below. Students should select courses in general education that best align with the major requirements at the four-year Virginia college or university in which they plan to transfer. A grade of "C" or better is required in all coursework for students to earn the UCGS, and only courses completed after May 2020 apply to the UCGS. For more information, visit General Education Transfer Credit Agreement - Passport and UCGS | Transfer Virginia.

**\*Uniform Certificate of General Studies, Certificate**

BLOCK I	COURSES
(Written Communication) - Select ENG 111 plus ONE other course.	CST 110 - Introduction to Human Communication ENG 111 - College Composition I ENG 112 - College Composition II ENG 113 - Technical-Professional Writing
BLOCK II	ART
(Humanities/Art/Literature) - Select TWO courses chosen from different categories.  NOTE: For Block II, the two courses selected cannot be from the same category.	ART 100 - Art Appreciation ART 101 - History of Art: Prehistoric to Gothic ART 102 - History of Art: Renaissance to Modern CST 130 - Introduction to the Theatre CST 151 - Film Appreciation I MUS 121 - Music in Society MUS 221 - History of Western Music Prior to 1750 MUS 222 - History of Western Music 1750 to Present

*(Table continues)*

**Uniform Certificate of General Studies, Certificate (table continued)**

BLOCK II	HUMANITIES
	HUM 201 - Early Humanities HUM 202 - Modern Humanities HUM 220 - Introduction to African-American Studies HUM 256 - Comparative Mythology HUM 259 - The Greek and Roman Tradition PHI 111 - Logic I PHI 220 - Ethics REL 230 - Religions of the World
	LITERATURE ENG 250 - Children's Literature ENG 258 - African American Literature
BLOCK III	COURSES
(Social and Behavioral Sciences) - Select ONE course.	ECO 150 - Economic Essentials: Theory and Applications ECO 201 - Principles of Macroeconomics ECO 202 - Principles of Microeconomics GEO 210 - People and the Land: Introduction to Cultural Geography GEO 220 - World Regional Geography PLS 135 - U.S. Government and Politics PLS 140 - Introduction to Comparative Politics PLS 241 - Introduction to International Relations PSY 200 - Principles of Psychology SOC 200 - Introduction to Sociology SOC 211 - Cultural Anthropology SOC 268 - Social Problems
BLOCK IV	COURSES
(Natural Sciences) - Select ONE course.	BIO 101 - General Biology I BIO 102 - General Biology II BIO 106 - Life Science CHM 101 - Introductory Chemistry CHM 111 - General Chemistry I CHM 112 - General Chemistry II ENV 121 - General Environmental Science I ENV 122 - General Environmental Science II GOL 105 - Physical Geology GOL 106 - Historical Geology GOL 110 - Earth Systems: An Environmental Geology Perspective PHY 100 - Elements of Physics PHY 201 - General College Physics I PHY 202 - General College Physics II PHY 241 - University Physics I PHY 242 - University Physics II

**(table continues)**

**Uniform Certificate of General Studies, Certificate (*table continued*)**

BLOCK V	QUANTITATIVE/ STATISTICS PATHWAY
(Mathematics) - Select ONE course.	MTH 154 - Quantitative Reasoning MTH 155 - Statistical Reasoning MTH 245 - Statistics I
	CALCULUS PATHWAY
	MTH 161 – Pre Calculus I MTH 162 – Pre Calculus II MTH 167 – Pre Calculus with Trigonometry MTH 261 - Applied Calculus I MTH 263 - Calculus I MTH 264 - Calculus II
BLOCK VI	HISTORY
(History) - Select ONE course.	HIS 101 - History of Western Civilization Pre - 1600 CE HIS 102 - History of Western Civilization Post - 1600 CE HIS 111 - World Civilization Pre - 1500 CE HIS 112 - World Civilization Post - 1500 CE HIS 121 - United States History to 1877 HIS 122 - United States History since 1865
BLOCK VII	COURSES
<p>(Specialized GE Requirements) - Select TWO courses.</p> <p>NOTE: For Block VII, Student may complete courses from Blocks I-VI above or any additional course below. Students should align their Block VII course selection with their intended transfer destination's specific general education or programmatic requirements.</p>	ASL 101 - Beginning American Sign Language I ASL 102 - Beginning American Sign Language II ASL 201 - Intermediate American Sign Language I ASL 202 - Intermediate American Sign Language II ART 121 - Foundations of Drawing ART 131 - Two-Dimensional Design ART 132 - Three Dimensional Design ART 223 - Life Drawing CSC 110 - Principles of Computer Science CST 100 - Principles of Public Speaking CST 110 - Introduction to Human Communication FRE 101 - Beginning French I FRE 102 - Beginning French II FRE 203 - Intermediate French I FRE 204 - Intermediate French II GER 101 - Beginning German I GER 102 - Beginning German II GER 201 - Intermediate German I GER 202 - Intermediate German II RUS 101 - Beginning Russian I RUS 102 - Beginning Russian II RUS 201 - Intermediate Russian I RUS 202 - Intermediate Russian II SPA 101 - Beginning Spanish I SPA 102 - Beginning Spanish II SPA 203 - Intermediate Spanish I SPA 204 - Intermediate Spanish II ITE 152 - Introduction to Digital and Information Literacy and Computer Applications

\*Virginia colleges and universities accepting The UCGS: Bridgewater College, Eastern Mennonite University, Mary Baldwin University, Marymount University, Shenandoah University, Sweet Briar College, Virginia Wesleyan University.

NOTE: Students should consult a faculty advisor or counselor to choose courses appropriate to their educational goals or intended major and transfer institution.

**Southwest Virginia Community College**  
**(SWCC) General Studies Transfer Path 2025-2026**

<https://sw.edu/general-studies-transfer-path/>

More job opportunities, increase your salary, and do what you love.

Choose from a variety of programs and certificates:

**PROGRAMS OF STUDY**

Associate of Arts & Sciences

Agribusiness

Appalachian Studies

Fine Arts

General Studies

Music

Psychology

Career Studies Certificate

Advanced Studies Certificate in Music Agribusiness

Appalachian Studies

## VIRTUAL VIRGINIA K-12

The Virginia Department of Education offers Virtual Advanced Placement (AP) School. The Virtual AP School provides a variety of college level and foreign language courses using distance learning technologies.

Virtual AP information includes course schedules and availability of financial assistance to low income, needy students on the Virginia Department of Education web site. Students participating in advanced placement classes are encouraged to take the advanced placement exam.

The Virtual AP School provides a variety of college-level and foreign language courses, using distance learning technologies. The school was designed to provide educational opportunities to schools that may have too few students to justify hiring a full-time teacher or for students with scheduling conflicts.

### Course Fees 2025-2026

#### Virginia Public School Students

No tuition is charged for Virginia public school students who enroll in standard core, world language, and elective courses during the regular school year. Virginia public school students participating in the Early College Scholars (ECS) program may also take Advanced Placement courses tuition-free.

### Withdrawal Policy and Fees

All students who withdraw from courses after 21 calendar days will be charged a \$75 withdrawal fee. **No tuition will be refunded after 60 calendar days.** Any tuition or withdrawal fees are the responsibility of the enrolling party. (School divisions will receive an invoice for tuition and fees for any students within their division.) Students are considered withdrawn from a course when they are removed from the Virtual Virginia registration system by the local school or by VVA administration. If the student is administratively withdrawn after the 21 calendar days have passed, the withdrawal fee will apply.

### Billing FAQs

#### **Q. Who is responsible for paying course and withdrawal fees?**

A. Virginia school divisions are responsible for payment of any course and withdrawal fees (after 20 days) for public school students enrolled in Virtual Virginia in their division. Private schools will be responsible for any course and withdrawal fees for students enrolled in Virtual Virginia within their school. Homeschool parents are responsible for payment of course and withdrawal fees for home school students. The enrolling party is responsible for the payment of any course or withdrawal fees for out-of-state students.

#### **Q. What is the due date for payment of Virtual Virginia course and withdrawal fees?**

A. Payment for course and withdrawal fees is due to the Virginia Department of Education within 30 days of the date of invoice.

*For questions concerning Virtual Virginia enrollment fees and refunds, contact the VVA Main Office at [main.office@virtualva.org](mailto:main.office@virtualva.org).*

## **Summer Session Enrollment**

Virtual Virginia is offers online courses including core, world language, and elective courses during Summer Sessions. Enrollment for Summer Sessions traditionally begin in **April** and end in **June**.

Tazewell County Public School students who choose to participate are registered through the Virtual Virginia registration system Genius by their school counselor. A tuition payment is due per course, regardless of a student's Early College Scholar status, and must be made with an electronic debit, credit, or prepaid card. Virtual Virginia accepts VISA, MasterCard, or Discover. **There will be no refunds if a course is dropped after the course drop deadline date.** If a course is dropped prior to the drop deadline date, a full refund can be requested.

To enroll in a Virtual Virginia course, the local school must agree to award the assigned credit for the course. If the course includes a relevant end-of-course assessment, the local school will administer the assessment and award verified credit. Credit is posted to the student's transcript by the student's middle or high school.

Homeschooled students may also register for Virtual Virginia summer session courses. The home school instructor of record (who may be the parent/guardian) may enroll the student and the parent/guardian is responsible for payment of all fees associated with the course.

In order to be offered, all Summer Sessions are subject to minimum enrollments.

The Virtual Virginia Technology Support Help Desk is available during the Summer Session from 8 a.m. to 4 p.m., Monday through Friday. The Technology Support Help Desk can be reached by email at [support@virtualhelpdesk.org](mailto:support@virtualhelpdesk.org) or by phone at 866-650-0027.

If you have general questions, or concerns about Virtual Virginia, please call our Main Office at 866-650-0025.

### **Virtual Virginia 2024-2025 Courses**

#### **Elementary Instruction - GRADES K–5**

<https://virtualvirginia.org/elementary/>

Students participate in instructional activities in core academic subjects and supplemental lessons in special subjects:

- Core Academics
  - Math
  - Reading
  - Science
  - Social Studies
  - STEM
  - Writing
- Special Subjects
  - Art

- Chinese
- Computer Science
- Dance
- French
- Health & PE
- Music
- Spanish

The local enrolling school retains autonomy to provide additional specials, student services, screeners/diagnostic exams, and SOL assessments per the school/division policies. Students enrolled in VVA courses retain membership in the enrolling division; they apply for free- or reduced-price meals through their enrolled school division's application and approval process and are served via local processes that vary by division.

### **Middle and High School Instruction (Grades 6-12)**

<https://virtualvirginia.org/course/>

Virtual Virginia offers more than 120 online courses taught by Virginia-certified teachers for high school and middle school learners (grades 6–12). Students may select not only their online courses, but also the meeting times for their daily synchronous instruction.

#### **Virtual Virginia Online Course Catalog**

Learn more about Virtual Virginia's online course offerings for grades 6–12, including course descriptions, prerequisites, required texts and materials, and more. All courses are taught by Virtual Virginia instructors.

#### **Grade Level (Number of Courses)**

High School 9–12 (105)

Middle School 6–8 (52)

#### **Subject**

Career & Technical Education  
(CTE) (12) Computer Science (10)  
English (14)  
Fine Arts  
(6)  
Health &  
PE (5)  
History & Social Studies  
(24) Mathematics (13)  
Science (17)  
World Languages (32)

#### **Terms Offered**

Fall Block (34)  
Fall Semester (9)  
Fall Semester - Dual  
Enrollment (6) Full Year (113)  
Spring Block (34)  
Spring Semester (9)  
Summer Session (63)  
Summer Session (Credit Recovery) (28)

### **Course Type**

Advanced  
Placement  
Credit  
Recovery Dual  
Enrollment  
NCAA-Eligible  
QM-  
Certifi  
ed  
1Credit  
t (113)  
0.5Credit (14)

### **Academic Terms Offered**

The following definitions apply to the academic terms in which each Virtual Virginia course (grades 6–12) is offered.

- **Full Year**
  - Each 1-credit course is offered in two 18-week halves, worth 0.5 credit each
  - Full Year, Semester 1: First 18 weeks (fall)
  - Full Year, Semester 2: Second 18 weeks (spring)
- **Fall Block**
  - Each 1-credit course is offered in two 9-week halves, worth 0.5 credit each
  - Fall Block, Semester 1: First 9 weeks (early fall)
  - Fall Block, Semester 2: Second 9 weeks (late fall)
- **Spring Block**
  - Each 1-credit course is offered in two 9-week halves, worth 0.5 credit each
  - Spring Block, Semester 1: First 9 weeks (early spring)
  - Spring Block, Semester 2: Second 9 weeks (late spring)
- **Fall Semester**
  - Each 0.5-credit course is offered in a single 18-week course during the fall
- **Spring Semester**
  - Each 0.5-credit course is offered in a single 18-week course during the spring
- **Fall Semester (Dual Enrollment)**
  - Each dual enrollment course is offered in a single 18-week course during the fall



- **Spring Semester (Dual Enrollment)**
  - Each dual enrollment course is offered in a single 18-week course during the spring
- **Summer Session**
  - Each 1-credit course is offered in a single 6-week course during the summer
  - Each 0.5-credit course also is offered in a single 6-week course during the summer
- **Summer Session (Credit Recovery)**
  - Each 1-credit Credit Recovery course is offered in a single 6-week course during the summer

Virginia Virtual provides the Virginia-certified teacher of record, access to the VVA learning management system (LMS) with core asynchronous content, and high-quality synchronous instruction. Multiple cohort start dates are available to support differing school calendars.

*\* Course is available to middle school students who have met prerequisite requirements.*

### **Standards of Learning (SOL) Tests**

A student enrolled in Virtual Virginia courses that have SOL tests must take the test through their local school.

### **Summer Session Technology Requirements**

Students working outside the local school setting must be aware of the need to access equipment that meets the minimum requirements as specified by Virtual Virginia. These requirements are compiled into the Virtual Virginia Technology Handbook and are organized into general course requirements and technical requirements specific to individual courses.

### **Mentors for Summer Session**

Please note that while mentor assignments are still required for Summer Session students, the school can designate a parent to be the mentor at their discretion. Parents serving as mentors must be entered into the Genius registration system by the school counselor prior to registration.

*Course is available to middle school students who have met prerequisite requirements. Virtual Virginia courses meet the NCAA eligibility requirements except for the following:*

- **9151 AP Art History**
- **7300 Health and PE 9**
- **7400 Health and PE 10**
- **6121 Personal Finance (0.5 Credit); note: the 1-credit Economics and Personal Finance course is approved.**

*All other courses are approved. A full list of approved courses is available at [ncaa.org](http://ncaa.org).*

### **VIRTUAL VIRGINIA ADVANCED PLACEMENT (AP) COURSE DESCRIPTIONS AND WORLD LANGUAGES**

Enrollment and fees information, textbooks and resources list, additions and changes to textbook and resources list, and course descriptions that include field of study, material covered, student expectations, related requirements, prerequisites, and required text(s) and materials can be located online at <https://www.virtualvirginia.org/programs/courses>

Virginia Virtual Academy  
Typical Course Assignments by Grade Level

*Course offerings may vary based on school staffing and a review of report card and/or transcript. Course materials will be available in various formats, including physical and/or digital. For more information, please contact your K12-powered school. If you're not a current K12 family, please call 1.866.968.7512 with any questions. For a complete listing of all K12 courses and to view our national catalog, please visit:*

Elementary: <https://www.k12.com/elementary-school-courses.html>  
Middle School: <https://www.k12.com/virtual-school-offerings/middle-school.html>  
High School: <https://www.k12.com/virtual-school-offerings/high-school.html>

**Typical Course Assignments by Grade Level K-8**

Grade Level	Course Code	Course Title
<b>K</b>	CALMS5686	Art K Summit VA
	CALMS3496	Handwriting - ELA Blue Summit
	CALMS4073	Language Skills - ELA Blue Summit VA
	CALMS4074	Literature and Comprehension - ELA Blue Summit VA
	CALMS3532	Math+ Blue Summit
	CALMS6098	Online Learning K-5 21-22
	CALMS5702	PE K Summit VA
	CALMS3530	Phonics - ELA Blue Summit
	CALMS5746	Science K Summit VA
	CALMS4528	Social Studies K Summit VA
	CALMS3881	Stride ELA K
	CALMS3882	Stride Math K
	SA1F1	Supplemental Activities (Attendance)
Grade	Course Code	Course Title
<b>1</b>	CALMS5687	Art 1 Summit VA
	CALMS4075	Handwriting & Writing Skills - ELA Green Summit VA
	CALMS4077	Literature & Comprehension - ELA Green Summit VA
	CALMS3540	Math+ Green Summit
	CALMS6098	Online Learning K-5 21-22
	CALMS5704	PE 1 Summit VA
	CALMS3531	Phonics & Spelling - ELA Green Summit
	CALMS5803	Science 1 Summit VA
	CALMS4522	Social Studies 1 Summit VA
	CALMS3865	Stride ELA 1
	CALMS3870	Stride Math 1
	SA1F1	Supplemental Activities (Attendance)
	CALMS3536	Vocabulary - ELA Green Summit

**Typical Course Assignments by Grade Level K-8 (continued)**

Grade	Course Code	Course Title
2	CALMS5688	Art 2 Summit VA
	CALMS4079	Handwriting - ELA Orange Summit
	CALMS3529	Literature & Composition - ELA Orange Summit VA
	CALMS6098	Math+ Orange Summit
	CALMS5706	Online Learning K-5 21-22
	CALMS5808	PE 2 Summit VA
	CALMS4524	Social Studies 2 Summit VA
	CALMS3494	Spelling - ELA Orange Summit
	CALMS3866	Stride ELA 1
	CALMS3871	Stride Math 2
	SA1F1	Supplemental Activities (Attendance)
	CALMS3544	Vocabulary - ELA Orange Summit
	CALMS4078	Writing Skills - ELA Orange Summit VA
Grade	Course Code	Course Title
3	CALMS5689	Art 3 Summit VA
	CALMS5535	ELA 3 Summit VA
	CALMS5692	Health 3 Summit ED VA
	CALMS5568	Math 3 Summit VA
	CALMS6098	Online Learning K-5 21-22
	PEXF1	Physical Education without Lessons (Attendance)
	CALMS5809	Science 3 Summit VA
	CALMS4561	Social Studies 3 Summit VA
	CALMS3867	Stride ELA 3
	CALMS3872	Stride Math 3
	SA1F1	Supplemental Activities (Attendance)
Grade	Course Code	Course Title
4	CALMS5699	Art 4 Summit VA
	CALMS4864	ELA 4 Summit VA
	CALMS5693	Health 4 Summit ED
	CALMS4862	Math 4 Summit VA
	CALMS6098	Online Learning K-5 21-22
	PEXF1	Physical Education without Lessons (Attendance)
	CALMS5798	Science 4 Summit VA

**(Table continues)**

**Typical Course Assignments by Grade Level K-8 (*continued*)**

	CALMS3868	Stride ELA 4
	CALMS3873	Stride Math 4
	SA1F1	Supplemental Activities (Attendance)
	CALMS5216	Virginia Studies Summit
Grade	Course Code	Course Title
5	CALMS5700	Early American Art Summit VA
	CALMS2629	Early American History Summit
	CALMS4865	ELA 5 Summit VA
	CALMS5608	Health 5 Summit ED
	CALMS4863	Math 5 Summit VA
	CALMS6098	Online Learning K-5 21-22
	PEXF1	Physical Education without Lessons (Attendance)
	CALMS5799	Science 5 Summit VA
	CALMS3869	Stride ELA 5
	CALMS3874	Stride Math 5
	SA1F1	Supplemental Activities (Attendance)
Grade	Course Code	Course Title
6	D-ART-06AE1VA-K	ART06A Summit Intermediate American Art II VA
	D-ART-06BE1VA-K	ART06B Summit Intermediate American Art II VA
	D-ENG-06AE3VA-KN	ENG06AE3 Summit Language Arts 6 VA
	D-ENG-06BE3VA-KN	ENG06BE3 Summit Language Arts 6 VA
	D-HLT-06E1VA-KN	HLT06 Summit Health 6 VA
	D-HST-06AV1-K	HST06A Summit American History Since 1865
	D-HST-06BV1-K	HST06B Summit American History Since 1865
	D-MTH-06AV1VA-K	MTH06A Summit Math 6 VA
	D-MTH-06BV1VA-K	MTH06B Summit Math 6 VA
	D-ORN-010E5-K	ORN010E5 Online Learning: Middle and High School
	D-OTH-06AV1-K	OTH06A Summit Physical Education 6
	D-OTH-06BV1-K	OTH06B Summit Physical Education 6
	D-SCI-06AE1VA-K	SCI06A Summit Earth Science VA
	D-SCI-06BE1VA-K	SCI06B Summit Earth Science VA
	SA1F1	Supplemental Activities (Attendance)

**(table continues)**

**Typical Course Assignments by Grade Level K-8 (continued)**

Grade	Course Code	Course Title
7	D-ENG-07AE3VA-KN	ENG07AE3 Summit Language Arts 7 VA
	D-ENG-07BE3VA-KN	ENG07BE3 Summit Language Arts 7 VA
	D-HLT-07E2VA-K	HLT07E2 Summit Health VA
	D-MTH-07AV1VA-K	MTH07A Summit Math 7 VA
	D-MTH-07BV1VA-K	MTH07B Summit Math 7 VA
	D-ORN-010E5-K	ORN010E5 Online Learning: Middle and High School
	D-OTH-07V1VA-K	OTH07 Summit Physical Education 7 VA
	D-SCI-07AE1VA-K	SCI07A Summit Life Science VA
	D-SCI-07BE1VA-K	SCI07B Summit Life Science VA
	D-SOC-07AV1-K	SOC07A Summit Intermediate Civics and Economics
	D-SOC-07BV1-K	SOC07B Summit Intermediate Civics and Economics
	SA1F1	Supplemental Activities (Attendance)

Grade	Course Code	Course Title
8	D-ENG-08BE3VA-KN	ENG08AE3 Summit Language Arts 8 VA
	D-ENG-08BE3VA-KN	ENG08BE3 Summit Language Arts 8 VA
	D-HLT-08E2VA-K	HLT08E2 Summit Health VA
	D-HST-103AV3-K	HST103A Summit World History
	D-HST-103BV3-K	HST103B Summit World History
	D-MTH-08AV1VA-K	MTH08A Summit Math 8 VA
	D-MTH-08BV1VA-K	MTH08B Summit Math 8 VA
	D-ORN-010E5-K	ORN010E5 Online Learning: Middle and High School
	D-OTH-08AV1-K	OTH08A Summit Physical Education 8
	D-OTH-08BV1-K	OTH08B Summit Physical Education 8
	D-SCI-08AE3VA-K	SCI08AE3 Summit Physical Science VA
	D-SCI-08BE1VA-K	SCI08B Summit Physical Science VA
	SA1F1	Supplemental Activities (Attendance)

**(table continues)**

**Typical Course Assignments by Grade Level 9-12 (continued)**

Subject	Course Code	Course Title
High School	D-ART-020AE1VA-K	ART020A Summit Music Appreciation VA
High School	D-ART-020BE1VA-K	ART020B Summit Music Appreciation VA
High School	D-ART-040E1VA-K	ART040 Summit Art Appreciation VA
High School	D-ART-500AE2-CEN	ART500AE2 AP(R) Art History
High School	D-ART-500BE2-CEN	ART500BE2 AP(R) Art History
High School	D-BUS-024AV1VA-CEN	BUS024A-CEN Principles of Business & Marketing VA
High School	D-BUS-024BV1VA-CEN	BUS024B-CEN Principles of Business & Marketing VA
High School	D-ENG-010V2-K	ENG010 Journalism
High School	D-ENG-020V2-K	ENG020 Summit Public Speaking
High School	D-ENG-030AV2-AVT	ENG030A-AVT Summit Creative Writing
High School	D-ENG-030BV2-AVT	ENG030B-AVT Summit Creative Writing
High School	D-ENG-108AE2VA-KN	ENG108AE2 Summit English 9 VA
High School	D-ENG-108BE2VA-KN	ENG108BE2 Summit English 9 VA
High School	D-ENG-109AV1VA-K	ENG109A Summit English 9 Honors VA
High School	D-ENG-109BV1VA-K	ENG109B Summit English 9 Honors VA
High School	D-ENG-208AE2VA-KN	ENG208AE2 Summit English 10 VA
High School	D-ENG-208BE2VA-KN	ENG208BE2 Summit English 10 VA
High School	D-ENG-209AV1VA-K	ENG209A Summit English 10 Honors VA
High School	D-ENG-209BV1VA-K	ENG209B Summit English 10 Honors VA
High School	D-ENG-303AV1VA-K	ENG303A American Literature VA
High School	D-ENG-303BV1VA-K	ENG303B American Literature VA
High School	D-ENG-304AV1VA-K	ENG304A Honors American Literature VA
High School	D-ENG-304BV1VA-K	ENG304B Honors American Literature VA
High School	D-ENG-403AV1VA-K	ENG403A British and World Literature VA
High School	D-ENG-403BV1VA-K	ENG403B British and World Literature VA
High School	D-ENG-404AV1VA-K	ENG404A Honors British and World Literature VA
High School	D-ENG-404BV1VA-K	ENG404B Honors British and World Literature VA
High School	D-ENG-500AE4-CEN	ENG500AE4 AP(R) English Language and Composition
High School	D-ENG-500BE4-CEN	ENG500BE4 AP(R) English Language and Composition
High School	D-ENG-510AE4-CEN	ENG510AE4 AP(R) English Literature and Composition
High School	D-ENG-510BE4-CEN	ENG510BE4 AP(R) English Literature and Composition
High School	D-HST-020V2-AVT	HST020-AVT Psychology
High School	D-HST-060V1-DYN	HST060-DYN Sociology I

**(table continues)**

**Typical Course Assignments by Grade Level 9-12 (continued)**

Subject	Course Code	Course Title
High School	D-HST-061V1-DYN	HST061-DYN Sociology II
High School	D-HST-090AV1VA-K	HST090A Summit World Geography VA
High School	D-HST-090BV1VA-K	HST090B Summit World Geography VA
High School	D-HST-103AV3-K	HST103A Summit World History
High School	D-HST-103BV3-K	HST103B Summit World History
High School	D-HST-203AV1VA-K	HST203A Modern World Studies VA
High School	D-HST-203BV1VA-K	HST203B Modern World Studies VA
High School	D-HST-303AV2-K	HST303A Summit US History
High School	D-HST-303BV2-K	HST303B Summit US History
High School	D-HST-304AV2-K	HST304A Summit Honors US History
High School	D-HST-304BV2-K	HST304B Summit Honors US History
High School	D-HST-403AV2VA-K	HST403A Summit US Government and Politics VA
High School	D-HST-403BV2VA-K	HST403B Summit US Government and Politics VA
High School	D-HST-413AV1VA-K	HST413A Economics and Personal Finance VA
High School	D-HST-413BV1VA-K	HST413B Economics and Personal Finance VA
High School	D-HST-500AV3-A	HST500A AP(R) US History
High School	D-HST-500BV3-A	HST500B AP(R) US History
High School	D-HST-510V2-CEN	HST510-CEN AP(R) US Government and Politics
High School	D-HST-540E3-CEN	HST540E3 AP(R) Psychology
High School	D-MTH-128AV2VA-K	MTH128A Summit Algebra 1 VA
High School	D-MTH-128BV2VA-K	MTH128B Summit Algebra 1 VA
High School	D-MTH-129AV2VA-K	MTH129A Summit Algebra 1 Honors VA
High School	D-MTH-129BV2VA-K	MTH129B Summit Algebra 1 Honors VA
High School	D-MTH-208AV2VA-K	MTH208A Summit Geometry VA
High School	D-MTH-208BV2VA-K	MTH208B Summit Geometry VA
High School	D-MTH-209AV2VA-K	MTH209A Summit Geometry Honors VA
High School	D-MTH-209BV2VA-K	MTH209B Summit Geometry Honors VA
High School	D-MTH-308AV2VA-K	MTH308A Summit Algebra 2 VA
High School	D-MTH-308BV2VA-K	MTH308B Summit Algebra 2 VA
High School	D-MTH-309AV2VA-K	MTH309A Summit Algebra 2 Honors VA
High School	D-MTH-309BV2VA-K	MTH309B Summit Algebra 2 Honors VA
High School	D-MTH-310AV1VA-K	MTH310A Summit ALG, Functions & Data Analysis VA
High School	D-MTH-310BV1VA-K	MTH310B Summit ALG, Functions & Data Analysis VA
High School	D-MTH-403AV1VA-K	MTH403A Math Analysis VA

**(table continues)**

**Typical Course Assignments by Grade Level 9-12 (continued)**

Subject	Course Code	Course Title
High School	D-MTH-403BV1VA-K	MTH403B Math Analysis VA
High School	D-MTH-500AE3-A	MTH500AE3 AP(R) Calculus AB
High School	D-MTH-500BE3-A	MTH500BE3 AP(R) Calculus AB
High School	D-ORN-010E5-K	ORN010E5 Online Learning: Middle and High School
High School	D-ORN-100V1-K	ORN100 Finding Your Path I
High School	D-ORN-200V1-K	ORN200 Finding Your Path II
High School	D-ORN-300V1-K	ORN300 Finding Your Path III
High School	D-ORN-400V1-K	ORN400 Finding Your Path IV
High School	D-OTH-010V2VA-K	OTH011 Summit Personal Health 9 VA
High School	D-OTH-021V1-K	OTH021 Summit Personal Fitness I
High School	D-OTH-021E1VA-KN	OTH021 Summit Personal Health 10 VA
High School	D-OTH-022V1-K	OTH022 Summit Personal Fitness II
High School	D-OTH-039V1-DYN	OTH039-DYN Criminology
High School	D-OTH-223AV1VA-CEN	OTH223A-CEN Engineering Explorations I VA
High School	D-OTH-223BV1VA-CEN	OTH223B-CEN Engineering Explorations I VA
High School	D-SCI-030E2-K	SCI030E2 Forensic Science
High School	D-SCI-113AE3VA-K	SCI113AE3 Summit Earth Science VA
High School	D-SCI-113BE3VA-K	SCI113BE3 Summit Earth Science VA
High School	D-SCI-203AE3VA-K	SCI203AE3 Summit Biology VA
High School	D-SCI-203BE3VA-K	SCI203BE3 Summit Biology VA
High School	D-SCI-303AXE3VA-K	SCI303AXE3 Summit Chemistry VA
High School	D-SCI-303BXE3VA-K	SCI303BXE3 Summit Chemistry VA
High School	D-SCI-403AXE3VA-K	SCI403AXE3 Summit Physics VA
High School	D-SCI-403BXE3VA-K	SCI403BXE3 Summit Physics VA
High School	D-SCI-530AE4-CEN	SCI530AE4 AP(R) Environmental Science
High School	D-SCI-530BE4-CEN	SCI530BE4 AP(R) Environmental Science
High School	D-TCH-036V1-K	TCH036 Computer Science
High School	D-TCH-040V2-K	TCH040 Web Design
High School	D-TCH-071V1-DYN	TCH071-DYN Game Design 1
High School	D-TCH-541AV1VA-CEN	TCH541A-CEN Computer Network Software Ops VA
High School	D-TCH-541BV1VA-CEN	TCH541B-CEN Computer Network Software Ops VA
High School	D-WLG-100AV1-M	WLG100A Spanish I

***(table continues)***



**Typical Course Assignments by Grade Level 9-12 (continued)**

Subject	Course Code	Course Title
High School	D-WLG-100BV1-M	WLG100B Spanish I
High School	D-WLG-110AV1-M	WLG110A French I
High School	D-WLG-110BV1-M	WLG110B French I
High School	D-WLG-200AV1-M	WLG200A Spanish II
High School	D-WLG-200BV1-M	WLG200B Spanish II
High School	D-WLG-210AV1-M	WLG210A French II
High School	D-WLG-210BV1-M	WLG210B French II
High School	D-WLG-300AV1-M	WLG300A Spanish III
High School	D-WLG-300BV1-M	WLG300B Spanish III
High School	D-WLG-310AV1-M	WLG310A French III
High School	D-WLG-310BV1-M	WLG310B French III

**Career and Technical Education (CTE) Electives:**

- **Engineering Explorations (OTH223-CEN Engineering Explorations I VA)**
- **Principles of Business Marketing (BUS024-CEN Principles of Business Marketing VA)**
- **Computer Network Software Operations (TCH541-CEN Computer Network Software Ops VA)**

**Fine Art Elective:**

- **Art Appreciation**
- **Music Appreciation**
- **AP Art History**

# Region VII RTUAL Academy

## ABOUT

Eighteen school divisions in Region VII teamed up to create the Region VII Virtual Academy (R7VA). R7VA is an innovative solution for those seeking quality remote instruction without losing the connectedness to their school division of residence.

Students in participating divisions have the opportunity to learn in a cooperative, virtual environment that eliminates the need for division teachers to dual teach both in-person and virtually. The R7VA is governed by a Virtual Board consisting of a Board member from each participating division and operational administration includes an Executive Steering Committee (Advisory Council) made up of Superintendents (or their Designee from member divisions) and an Executive Director.

## MULTIDIVISIONAL ONLINE PROVIDERS (MOP)

The *Code of Virginia* allows school divisions to offer online instruction to students using a private organization, educational institution or nonprofit virtual school organization that meets Board of Education approval criteria to operate as a MOP. Click [here](#) to learn more.

R7VA partnered with these virtual providers and Virtual Virginia to provide instruction.

## Welcome Letter

A welcome letter has been developed to administer to families choosing to learn virtually. It can be accessed [here](#).

## Website

[www.r7va.org](http://www.r7va.org)

This website has links for division-specific information, student login pages, FAQs, information about virtual Board meetings, and etc.

## REGISTRATION

Interested families can register by contacting the local school or by applying on the R7VA website.

## **ENROLLMENT**

Students will continue to be enrolled with the school division of residence. Pending [eligibility requirements](#) are met, approved students will complete coursework with an online provider as determined by the school division. Courses are then selected by the local school counselor. Upon completion of course selection, the provider coordinates with the school to import data into the division's Student Information System (SIS).

## **ATTENDANCE**

Students will be marked present until otherwise notified. The Executive Director receives bi-weekly attendance reports from each of the providers and serves as the primary contact for attendance concerns enrolled in R7VA.

## **SPECIAL PROGRAMS**

Students in special programs (IEP, 504, Gifted, etc.) remain on the caseload at the school level to provide fluidity of transition between in-person and virtual and assurance of state requirements (unless otherwise approved). While each provider offers a varied level of support for these students, it is the primary responsibility of the student's home school to ensure regulations, laws, and policies are upheld. Virtual teachers will work with schools to meet classroom accommodations.

## **COURSES**

Available VA-approved courses can be accessed on the R7VA website.

## **GRADES AND REPORTING**

### **Grades**

Grades will be given by virtual teachers and logged in the provider's SIS. Grades will be shared with the school divisions as needed for report cards, progress monitoring, and state reporting.

### **Contacting Teachers**

All virtual teachers can be contacted via email. Email [kkazmi@cip.education](mailto:kkazmi@cip.education) to obtain teacher contact information.

## **FREQUENTLY ASKED QUESTIONS**

### **Can students switch back and forth between in-person and virtual?**

State law states that students may return to in-person learning at any time. The decision for a student to go from in-person to virtual is determined at the division level. In the event a student is not meeting expectations in the virtual environment, they will be required to return to in-person.

### **What do Standard of Learning (SOL) Assessments look like in the virtual environment?**

SOLs will be administered at the student's school of residence. Schools will need to communicate the day and time of the assessment to the virtual families. School of residence will assume results for virtual students. Diagnostic tests (such as PALs) will follow these same guidelines. At this time, VDOE does not plan on using Remote Progress testing for the 21-22 school year.

Additionally, students in grades 3-8 will also need to come into the building for Reading and Math Growth Assessments given at the beginning of the year.

The website also contains a **FREQUENTLY ASKED QUESTIONS** tab.

### **PARTICIPATING DIVISIONS**

[Region VII Virtual Academy](#)

Click for interactive map of participating divisions.

## **HIGH SCHOOL COURSE OFFERINGS WITH COURSE DESCRIPTIONS BY DEPARTMENT**

## **JROTC**

### **Air Force JROTC I (AF7913)**

**Grade Level: 8-12    Credit: 1 High School Elective**

**Credit: 2 possible College Credits from Adams State College**

**Prerequisites: None**

Students are introduced to the Air Force JROTC program with instruction focusing on aerospace science, including aviation history, principles of aircraft flight and navigation, development of aerospace power, aerospace vehicles, rocketry, space and technology programs, and the aerospace industry. Students explore Air Force traditions, customs and courtesies, character, and the foundations of U.S citizenship. Leadership education develops leadership skills, acquaints students with the practical applications of life skills, and includes a drill and ceremonies component. Instruction in personal wellness and health and fitness encourages cadets to lead healthy, active lifestyles into adulthood. If the Cadet continues in the JROTC program additional opportunities will be made available including Summer Leadership School, drill competitions and visits to Senior ROTC units at various colleges. The goal of JROTC is to "Build Better Citizens for America" and to prepare students for life after high school. Our primary mission is to help our Cadets complete high school and to assist those who are qualified in obtaining Department of Defense Senior ROTC Scholarships

### **Air Force JROTC II (AF7916)**

**Grade Level: 9-12    Credit: 1 High School Elective**

**Credit: 2 Possible College Credits from Adams State College**

**Prerequisites: Air Force JROTC I (AF7913)**

Students explore the Air Force JROTC program with instruction focusing on aerospace science including flight conditions affecting flight, flight's effects on the human body, analyses of flight navigation, and purposes of aerial navigation aids. The course focuses on Air Force traditions, customs and courtesies, effective communication skills, and the influences of varying global cultures, religions, and ethnicities in the development of nations. Leadership education develops leadership skills, acquaints students with the practical applications of life skills, and includes a drill and ceremonies component. Personal wellness studies encourage cadets to lead healthy, active lifestyles into adulthood.

### **Air Force JROTC III (AF7918)**

**Grade Level: 10-12    Credit: 1 High School Science**

**Credit: 2 Possible College Credits from Adams State College**

**Prerequisites: Air Force JROTC I (AF7913)**

Students explore the Air Force JROTC program, with instruction focusing on aerospace science, including astronomy, space exploration, the history and development of aerospace vehicles and rocketry. Aerospace science acquaints students with the elements of aerospace and the aerospace environment and introduces them to the history and development of air power. Leadership education develops leadership skills, acquaints students with the practical applications of life skills, and includes a drill and ceremonies component. Instruction on effective communication and management techniques, human relations skills, and postsecondary education and career opportunities is also included. Personal wellness studies encourage cadets to lead healthy, active lifestyles into adulthood.

**Air Force JROTC IV (AF7918)****Grade Level: 10-12    Credit: 1 High School Elective****Credit: 3 Possible College Credits through Adams State College Prerequisites: Air Force JROTC I (AF7913)**

Students explore the Air Force JROTC program, with instruction focusing on aerospace science, including astronomy, space exploration, the history and development of aerospace vehicles and rocketry. Aerospace science acquaints students with the elements of aerospace and the aerospace environment and introduces them to the history and development of air power. Leadership education develops leadership skills, acquaints students with the practical applications of life skills, and includes a drill and ceremonies component. Instruction on effective communication and management techniques, human relations skills, and postsecondary education and career opportunities is also included. Personal wellness studies encourage cadets to lead healthy, active lifestyles into adulthood.

## **AGRICULTURE DEPARTMENT**

### **Foundations of Agriculture, Food, and Natural Resources (8006)**

**Grade Level: 9-12    Credit 1    Prerequisites: None**

This is an introductory course and is the foundation course in agriculture. Approximately one-half of the course is devoted to agriculture mechanics with emphasis placed on skill development in basic metals, tool fitting, cold metal, introductory arc welding, introductory acetylene welding, and woodworking with hand tools. The remainder of the course emphasizes the development of competencies in plant sciences, animal sciences, resource conservation, and leadership. Members are introduced to the Future Farmers of America, which is an integral part of agriculture education.

### **Introduction to Animal Systems (8008)**

**Grade Level: 10-12    Credit 1    Prerequisites: Agriculture I**

This occupational preparation course is devoted to agricultural mechanics with emphasis placed on skill development in arc welding, gas cutting and brazing, small engines, power woodworking, and project planning and construction. Instruction is provided in animal science, forestry resource conservation, leadership training, and rural and urban living.

### **Agricultural Production Technology (8010)**

**Grade Level: 11, 12    Credit 1    Prerequisites: Agriculture II**

In this course, emphasis is placed on individual projects that are often coordinated with supervised agricultural experience programs (SAEP's). Major emphasis is placed on attainment of competencies in plant science, animal science, soil science, and agriculture mechanization. The course includes instruction in agriculture mechanics and basic farm management. SAEP's and leadership training are important parts of this course. FFA participation is recommended.

### **Livestock Production Management (8012)**

**Grade Level: 11, 12    Credit: 1    Prerequisites: None**

Course includes instruction in agricultural mechanics, with emphasis placed on the application of mechanical skills to farm power and machinery, soil and water management, supervised farming programs, and leadership training.

### **Introduction to Natural Resources and Ecology Systems (8040)**

**Grade Level: 10-12    Credit: 1    Prerequisites: None**

Course addresses the knowledge and skills required for employment in occupations related to forestry and wildlife management, outdoor recreation, and air, soil, and water conservation.

### **Equine Science**

**Grade Level: 9-12    Credit: 0.5 (8015) / 1 (8080)    Prerequisites: None**

Students learn how to care for and manage horses. Equine health, nutrition, management, reproduction, training, evaluation, and showmanship are the major instructional areas. In addition, course content includes instruction in the tools, equipment, and facilities for equine enterprises. Business management topics include the economics of boarding, training, and merchandising horses. Leadership development activities are included, and participation in FFA activities is encouraged.

**Forestry Management (8042)****Grade Level: 11 or 12      Credit: 1      Prerequisites: None**

This course includes instruction in forest protection and harvesting, fish pond ecology and management, planning and operation of a hunting and fishing preserve, wildlife ecology and management, soil and water management systems, service and operation of large power equipment, and leadership training.

**Applied Agricultural Concepts (8072)****Grade Level: 9-12      Credit: 0.5      Prerequisites: None**

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

**Ecology and Environmental Management (8045)****Grade Level: 9-12      Credit: 0.5      Prerequisites: None**

Students develop conservation competencies and skills through the understanding of environmental concerns. Instructional content includes the care, management, and preservation of soil, air, water, forests, and wildlife. Students identify and discuss prevalent environmental problems and learn methods and practices used to preserve natural resources and maintain a healthy ecology. Teachers incorporate specific environmental concerns and issues common to the local community. This course supports components of biology and chemistry and emphasizes leadership activities and opportunities in FFA functions.

**Small Animal Care I (8083)****Grade Level: 9-12      Credit: 1      Prerequisites: None**

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

**Small Animal Care II (8084)****Grade Level: 10-12      Credit: 1      Prerequisites: Small Animal Care I**

Students advance their skills in the care and management of small animals, focusing on specific needs of various breeds. Instruction includes handling animals and grooming/caring for coats, as well as technical and maintenance functions related to animal health. The course also includes office- management instruction and affords students the opportunity to practice leadership skills. FFA and SAE activities are encouraged.

**Veterinary Science I (8088)****Grade Level: 9-12      Credit: 1      Prerequisites: None**

This course provides students with the employability and technical skills needed to succeed in postsecondary education and a career in veterinary medicine. Business management, leadership and FFA activities are included in the course. Students enrolled in the course should have a strong background in math and science and a knowledge of small animal care.



## **ART DEPARTMENT**

### **Art I (9120)**

**Grade Level: 8-12    Credit: 1    Prerequisites: None**

Art I is a general art course that covers the main fields of art such as drawing, painting, printmaking, calligraphy, cartooning, and crafts. Students will be introduced to a variety of media and encouraged to work in a serious studio environment. Emphasis is placed on the basic art elements of line, color, shape, value, texture, and space. A general survey of art history and artists is also a part of this course, and emphasis is placed on the development of art appreciation.

### **Art II (9130)**

**Grade Level: 10-12    Credit: 1    Prerequisites: Art I**

This course covers drawing, painting, print making, architecture, sculpture, advertising, design, and crafts. Emphasis is placed on technique, knowledge of materials, composition, and design. Careers in art are included in this course.

### **Art III (9140)**

**Grade Level: 11-12    Credit: 1    Prerequisites: Art II**

Art III is a course for students who have a serious interest in art. Major areas of art will be explored in greater depth. Students are given more freedom to work in media of their choosing. Emphasis is placed on developing personal style. Art history and a study of "modern" styles are included in this course.

### **Art IV (9145)**

**Grade Level: 12    Credit: 1    Prerequisites: Art III**

This class is a graphics class that will explore the fundamentals of art and design via the classroom computer. Paint Brush and Corel Draw and Paint will be the primary vehicles to meet the objectives. Color principles, design elements, architecture, proportion, communications, and text utilization will also be addressed. Students will learn the mechanics and functions of Paint Brush and Corel Draw, create patterns, grid drawings, and make alteration to existing drawings. Students will also learn principles of perspective on the computer, create ads, brochures, and/or cards involving mass media and re-create certain historical art styles or trends.

### **Art V (9147)**

**Grade Level: 12    Credit: 1    Prerequisites: Art IV**

This class is portfolio preparation.

## **BUSINESS DEPARTMENT**

### **Digital Applications (6611)**

**Grade Level: 9-12    Credit: 1    Prerequisites: None**

This course is designed for secondary school students to develop real-life, outcome-driven approach skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and postsecondary education. Students who successfully complete this course may be eligible for a rigorous and relevant industry certification examination.

### **Principles of Business and Marketing (6115)**

**Grade Level: 9- 12    Credit: 1    Prerequisites: None**

Principles of Business and Marketing is a one-year, single period course. Students explore the roles of business and marketing in the free enterprise system and in the global economy. They study how the American economy operates and prepare to make decisions as consumers, wage earners, and citizens.

### **Business Law (6131)**

**Grade Level: 11-12    Credit: 0.5 or 1    Prerequisites: None**

Students examine the foundations of the American legal system. Students explore economic and social concepts as they relate to legal principles and to business and personal laws.

### **Business Management (6135 / 6136)**

**Grade Level: 10-12    Credit: 1 (6135) or 0.5 (6136)    Prerequisites: None**

Business Management introduces a general overview of American business followed by a study of basic principles of organization and management in various types of business ownership.

### **Economics and Personal Finance (6120)**

**Grade Level: 11-12    Credit: 1    Prerequisites: None**

Students explore facets of financial decision-making involved in daily life. Skills in money management, record keeping, and banking are enhanced through the study of basic concepts of economics, insurance, credit, and other related topics.

### **Entrepreneurship (9093)**

**Grade Level: 9- 12    Credit: 1    Prerequisites: None**

Students will learn concepts and techniques for planning an entrepreneurial venture, using design thinking and business model development. Students will learn about financial statements, marketing principles, sales and customer service, and basic economic principles for successful operation.

### **Entrepreneurship, Advanced (9094)**

**Grade Level: 9- 12    Credit: 1    Prerequisites: Entrepreneurship**

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 development of a business plan and small business management. Students will establish, market, and maintain a business.

### **Programming (6640)**

**Grade Level: 9- 12    Credit: 1    Prerequisites: None**

Students in the Programming course explore programming concepts, use algorithmic procedures, implement programming procedures with one or more standard languages, and master programming fundamentals. Coding is used throughout the course. Graphical user interfaces may be used as students design and develop interactive multimedia applications, including game programs. In addition, students employ hypertext markup language (HTML) or JavaScript to create web pages. Students develop their employability skills through a variety of activities.

### **Programming (6641)**

**Grade Level: 9- 12    Credit: 1    Prerequisites: Programming (6640)**

Building on their foundation of programming skills, Advanced Programming students use object-oriented programming to develop database applications, interactive multimedia applications including game applications, mobile applications, and web applications. Students continue to develop their employability skills as they research pathways for continuing education and careers in the information technology industry and engage in various career-building activities.

### **Cooperative Office Education**

**Grade Level: 11-12    Credit 1: Class    Credit 2: Class and job placement**

**Prerequisites: Enrolled in Advanced Business Courses**

Students acquire saleable office skills through on-the-job experience in a business office through efforts of the school and professional community. Classroom skills are integrated with skills being used on the job.

### **Office Administration (6621)**

**Grade Level: 10-12    Credit: 1    Prerequisites: None**

Office Administration is a course with emphasis on the development of word processing applications and office procedure skills. Additional units of instruction include operation of various office equipment, oral and written communication, records and database management, record keeping, human relations, information processing, and telephone techniques, with emphasis on positive work habits and attitudes important for succeeding on the job. Upon completion, the student will have acquired entry-level office skills.

### **Accounting (6320)**

**Grade Level: 10-12    Credit: 1    Prerequisites: None**

Accounting is a course with emphasis on accounting principles as they relate to both manual and computerized financial systems. Instruction integrates microcomputers and electronic calculators as the relationships and processes of manual and computerized accounting are presented.

**Accounting, Advanced (6321)****Grade Level 10-12    Credit: 1    Prerequisites: Accounting**

Students gain in-depth knowledge of accounting procedures and techniques used to solve business problems and make financial decisions. Students use accounting and spreadsheet software to analyze and interpret business applications.

**Computer Information Systems (6612)****Grade Level: 10-12    Credit: 1    Prerequisites: None**

This course applies problem-solving skills to real-life situations through word processing, spreadsheet, and database software and through integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, and emerging technologies.

**Computer Information Systems, Advanced (6613)****Grade Level: 11-12    Credit: 1    Prerequisites: Computer Information Systems**

Students apply problem-solving skills to real-life situations through advanced integrated software applications, programming, and expert systems. Students work individually and in groups to explore advanced computer maintenance activities, telecommunications, and networking.

**Design, Multimedia and Web Technologies (6630)****Grade Level: 11-12    Credit: 0.5 or 1    Prerequisites: Digital Applications (Recommended)**

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.

**Design, Multimedia & Web Technologies, Advanced (6633)****Grade Level: 10-12    Credit: 0.5 or 1    Prerequisites: Digital, Multimedia, and Web Technologies (6630)**

In this course, students acquire advanced skills in design, multimedia, and web development by applying project management principles to create professional quality digital media projects. Work-based learning experiences allow students to apply layout and design techniques in real-world situations. Students create portfolios that include a resume, certifications earned, and a variety of print, multimedia, and website projects produced in the course.

**Office Specialist I - Preparation, I (6740) Office Specialist II - Preparation (6741)****Grade Levels 10-12    Credit: 1****(Targeted Populations, Class Size Caps Apply) Prerequisites: None**

Students complete the Office Specialist sequence identified locally or progress in the sequence until prepared to transfer into other business courses. Students develop skills in areas including keyboarding, word processing, office procedures, and records management. If a fourth year is needed, the teacher should use simulated activities in the following areas: word processing, spreadsheets, databases, telecommunications, graphic design, and records management.

**Office Specialist III - Preparation (6742)****Grade Level 9-12      Credit: 1****(Targeted Populations, Class Size Caps Apply)      Prerequisites: None**

Students complete the Office Specialist sequence identified locally or progress in the sequence until prepared to transfer into other business courses. Students develop skills in areas including keyboarding, word processing, office procedures, and records management. If a fourth year is needed, the teacher should use simulated activities in the following areas: word processing, spreadsheets, databases telecommunications, graphic design, and records management.

**Legal Administration (6735 / 6736)****Grade Level: 11-12      Credit: 1 (6735) or 0.5 (6736)      Prerequisites: None**

Students explore various areas of law (e.g., civil, criminal, family, real estate, estate, and probate) while preparing for employment in the legal field. Students gain knowledge and skills in legal document preparation, office communications, legal terminology, client services, records management, financial records, and business ethics. Successful completion of this course may lead to an entry-level position in a law office, court office, law enforcement agency, corporate legal department, or to postsecondary education.

**Medical Administration (6730 / 6731)****Grade Level: 11-12      Credit: 1 (6730) or 0.5 (6731)      Prerequisites: None**

Students wishing to gain employment in the healthcare field may take this course to learn how to use medical terminology and apply administrative procedures necessary to be productive employees in a healthcare environment. Students will learn how to manage office activities, enhance communication and employability skills, identify legal and ethical issues in healthcare practices, and manage financial activities.

**Database Design and Management (Oracle) (6660)****Grade Level: 10-11      Credit: 1      Prerequisites: None**

This first-year course includes database design and SQL programming. Students study database fundamentals to include database development, modeling, design, and normalization. In addition, students are introduced to database programming. Students gain the skills and knowledge needed to use features of database software and programming to manage and control access to data. Students will prepare for the first of two certification exams.

**Cybersecurity Fundamentals (6302)****Grade Level: 9-12      Credit: 1      Prerequisites: None**

Cybersecurity affects every individual, organization, and nation. This course focuses on the evolving and all-pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high- skill, high- wage, and high-demand career opportunities in the field of cybersecurity.

**Cybersecurity Operations (6304)****Grade Level: 11-12    Credit: 1    Prerequisites: None**

Cybersecurity Operations is designed to teach many aspects of computer support and network administration. Students learn networking concepts, from usage to components, and create peer-to-peer network systems and client server networks. Students learn how to install and configure network cards and connect them to networks; to install the operating systems; to create, set up, and manage accounts; to load software; and to establish, implement, and maintain network integrity security plans. This course may cover software-based network operating systems, such as Windows Server or Linux, to prepare students with a foundation in computer network administration.

**Recommended prerequisite(s):** Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills and Cybersecurity Fundamentals 6302.

**Cybersecurity Operations, Advanced (6306)****Grade Level: 12    Credit: 1    Prerequisites: Cybersecurity Operations (6304)**

Cybersecurity Operations, Advanced continues to teach aspects of network administration, focusing on the management and support of network users and systems. The topics covered include understanding the responsibilities of computer professionals, training end users, evaluating new technology, developing system policies, troubleshooting workstations, managing network services and protocols, and effectively using email and business communications. Students learn communication protocols, troubleshooting techniques for systems and client-server networks, website management, and other advanced networking topics. Techniques that are used to install operating systems, set up and manage accounts, load software, and create and implement security plans are taught. This course may provide instruction about software-based network operating systems, such as Windows Server or Linux. Instruction will emphasize preparation for industry certification.

## **ENGLISH DEPARTMENT**

### **English 9 (1130)**

**Grade Level: 9      Credit: 1      Prerequisites: None**

English 9 is an integrated study of literature, composition, and grammar. Students will also present dramatic readings of literary selections and continue to develop proficiency in making planned oral presentations. Students will critique significant literary works from a variety of cultures and eras. Students' writing will encompass narrative, literary, expository, and technical forms, emphasizing the rules of Standard English. They will use word processors, electronic databases, and a standard style sheet method to cite reference sources. Applied communication skills will be introduced.

### **English 10 (1140)**

**Grade Level: 10      Credit: 1      Prerequisites: English 9**

English 10 increases the students' knowledge of the world through emphasis on world literature. Students will read and critique short stories, novels, drama, and poetry from a variety of eras and cultures, including those studied in world geography. Students will analyze printed consumer information, develop reading analysis skills, and utilize problem-solving strategies. Students will produce well-organized expository papers and workplace writing which conform with the rules of standard English. They will improve their research skills by using available technology. In all facets of study, students will participate in small-group learning activities.

### **English 11 (1150)**

**Grade Level: 11      Credit: 1      Prerequisites: English 10**

English 11 is a survey of American literature with an in-depth analysis of the works of major authors. Students will develop writing skills through formal and informal essays related to the literature, critical reviews of supplemental reading, and the development of a research paper. Sentence expansion, word usage, and vocabulary are emphasized, and mechanics are stressed. Students will read technical literature critically, as well as American literature, and will write technically for a publication.

### **Advanced English 11 (1150)**

**Grade Level: 11      Credit: 1      Prerequisites: English 10**

Advanced Placement Prep English 11 is designed for students who are college bound. It emphasizes major American literary works with composition integrated into the program. A documented argumentative paper and presentation is required. Critical analysis is a skill emphasized.

### **Advanced Composition (1177)**

**Grade Level: 11-12      Credit: 1      Prerequisites: None**

This course concentrates on teaching critical reading and writing skills needed for college preparation courses. The focus is on writing essays, and the primary type of writing students will encounter most often in college. Students write expository and literary essays while learning to employ correct grammar, mechanics and usage.

**English 12 (1160)**

**Grade Level: 12      Credit: 1      Prerequisites: English 11 or Advanced Placement English 11**

This course concentrates on English literature and composition. Poetry, drama, and short fiction from the Anglo-Saxon to the 20<sup>th</sup> Century Periods will be studied. Advanced grammar study supplements the writing of compositions. Literary analysis will be included in compositions and oral communications. Grammar and mechanics are reviewed, and vocabulary is continually emphasized. Grammar and Composition will also be studied with emphasis on revision for accuracy and clarity of technical writing.

**Advanced Placement Literature and Composition (1195)**

**Grade Level: 12      Credit: 1      Prerequisites: None**

The course emphasizes the major literary genres. Students write lengthy literary critiques about most of the studied works and develop skills in critical reading of imaginative and discursive literature. They also write a documented literary research paper. Students may receive college credit by scoring an appropriate grade on the AP English Literature examination.

**Advanced Placement Language and Composition (1196)**

**Grade Level: 12      Credit: 1      Prerequisites: English 11**

This course emphasizes different writing assignments including descriptive, comparison/contrast, process or how-to, précis, formal and informal essays, literary analysis, and poetry. Students write expository and literary essays while learning to employ correct grammar, mechanics, and usage. The major assignment is a documented research paper, with emphasis on proving the thesis statement. This course is intended to be equivalent to a college course.

**Dual Credit English 111/112 - Southwest VA Community College**

**Grade Level: 12      Credit: 1      Prerequisites: English 11 or Advanced English 11**

Develops writing ability for study, work and other areas of writing based on experience, observation, research, and reading of selected literature. Guides students in learning writing as a process: understanding audience and purpose, exploring ideas and information, composing, revising and editing. Supports writing by integrating experiences in thinking, listening, and speaking.

**Journalism I (1200) Journalism II (1210)**

**Grade Level: 9-12      Credit: 1 (each level)      Prerequisites: English 9, 10, 11 (as appropriate)**

This course begins with a review of journalism and addresses the influence of mass media on modern life. The course covers skills necessary to produce standard stories as well as more specialized features and articles. Specific areas relating to gathering school news, covering extracurricular activities and composing a newspaper is outlined.

**Photojournalism I (1215) Photojournalism II (1216)**

**Grade Level: 11-12      Credit: 1 (each level)      Prerequisites: None**

This course is designed to teach students the fundamentals of journalism, including the development of mass media, the role of the journalist in society, and the function of the high school journalist. The second level is designed to give students practical experience in school publication as an extension of the knowledge they gained in Photojournalism I. Emphasis will be placed on copyright, layout, design, editing, marketing, and distribution. The students publish the school yearbook.



**Speech I (1300)****Grade Level: 10-12    Credit: 1    Prerequisites: None**

This is an introductory course to public speaking. Students are coached on how to appear before groups, how to prepare and organize speeches, and how to develop a comfortable stage presence through participation in class presentations.

**Film/TV Production (1445)****Grade Level: 12    Credit: 1    Prerequisite: None (Application IS Required)**

This is a television production class where the students produce an in-school news program. Responsibilities and activities include effective speaking as a new anchor, researching stories, conducting interviews, operating the video camera, and editing film to produce a daily school news show. Students go on location to cover various school functions both academic and athletic; therefore, students must be responsible and be willing to spend time out of class completing assignments.

**Theatrical Arts Exploration (1410)****Grade Level: 11-12    Credit: 1    Prerequisites: Speech 1**

This course is an elective of predominantly juniors and seniors for the purpose of examining the speech process with emphasis on the voice mechanism, writing and delivering speeches, and announcing opportunities using a microphone. Theater aspects include pantomiming, oral interpretation of literature, storytelling, character portrayal, skits, and usually a stage production in front of a live audience. A class notebook/portfolio is required.

**Advanced Theater Arts (1440)****Grade Level: 11-12    Credit: 1    Prerequisite: Theatrical Arts Exploration**

This elective course is for predominantly seniors who already have interest and experience in acting and pantomime, acting exercises, improvisations, puppetry, mask making, stagecraft, directing scenes, and performing at least one play each semester. Students also participate in broadcasting opportunities whenever such are available.

## **FOREIGN LANGUAGE DEPARTMENT**

*To receive an Advanced Studies diploma, students are required to earn three (3) units of one foreign language or two (2) units each of two languages.*

### **Spanish I (5510)**

**Grade Level: 8-12      Credit: 1      Prerequisites: None**

Level I Spanish focuses on the development of students' communicative competence in Spanish and their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another Spanish speaker; reading and listening as a receptive process in which comprehension of Spanish texts is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information.

### **Spanish II (5520)**

**Grade Level: 9-12      Credit: 1      Prerequisites: Spanish I**

In Spanish II, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, 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 are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life 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 the culture.

### **Spanish III (5530)**

**Grade Level: 10-12      Credit: 1      Prerequisites: Spanish II**

In Spanish III, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate using more complex structures in Spanish on a variety of topics, including some of an abstract nature, such as social rights and responsibilities. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

### **Advanced Placement Spanish (5570)**

**Grade Level: 11-12      Credit: 1      Prerequisite: Spanish I, II, and III**

Advanced Placement Spanish is a college course that reinforces skills learned in prerequisite classes. This course prepares students for the AP exam in Spanish Language. The course is designed for those students who have excelled in all Spanish courses and have a strong interest in the language.

### **Latin I (5310)**

**Grade Level: 8-10      Credit: 1      Prerequisites: None**

The student will develop the cultural understanding, attitude, and linguistic performance skills necessary to experience the life style and culture of the classical worlds. The student will gain greater perspective

of the present by examining the culture and language in areas of Roman life which are history, government, literature, art, architecture, philosophy, religion, the military, and linguistics. The course emphasizes grammatical skills, translating, pronunciation, and word structure.

### **Latin II (5320)**

**Grade Level: 9-12    Credit: 1    Prerequisites: Latin I**

This course is a continuation of Latin I, with an emphasis on grammatical skills, translating, pronunciation, and word structure. Translating skills are developed by introduction to written records from Roman historians, and from selections from the prominent authors of the Roman era.

### **Latin III (5330)**

**Grade Level: 10-12    Credit: 1    Prerequisites: Latin II**

This course is a continuation of Latin II, with an emphasis on grammatical skills, translating, pronunciation, word structure, and vocabulary building. Translating skills are strengthened by continuing the study of Roman historians and authors.

### **Advanced Placement Latin IV**

**Grade Level: 11-12    Credit: 1    Prerequisites: Latin I, II, and III**

Advanced Placement Latin IV is a yearlong immersion in Vergil's Aeneid, the great Latin epic poem about the founding and destiny of Rome. In reading the Aeneid, students will reap the benefits of the grammar studies of the prior three years of study. Advanced Placement Latin is the highly motivated student who is genuinely interested in Latin

## **MARKETING EDUCATION DEPARTMENT**

### **Marketing Exploration (8110)**

**Grade Level: 9-12    Credit: 1    Prerequisites: None**

Explore the world of marketing to understand its importance in today's society. Students will develop skills related to interpersonal communication, self-presentation, economics, marketing, sales, employability, career discovery, promotion, and ethical decision-making—all essential skills in any career.

### **Marketing (8120)**

**Grade Level: 11-12    Credit: 1    Prerequisites: None**

Students will learn how products are developed, branded, and sold. They will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas and be prepared for success in postsecondary education and employment. Topics include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and changes in the marketplace.

### **Strategic Marketing (8130)**

**Grade Level: 10-12    Credit: 1    Prerequisites: None**

In this course, students learn to leverage marketing activities to best differentiate themselves and their businesses. They will participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, distribution, selling, operations research, and promotion. Students will prepare for marketing careers and postsecondary education, continuing to enhance self-presentation, communication, and leadership skills.

### **Fashion Marketing (8140)**

**Grade Level: 10-12    Credit: 1    Prerequisites: None**

This course leads students into the exciting and ever-changing world of fashion. Students gain knowledge of marketing as it relates to the fashion industry. From brick-and-mortar retail establishments to online retail and social media marketing, students will explore aspects such as trends, technology, the buying process, visual merchandising, the nature and history of fashion and fashion designers, and the global impact of the fashion industry on the economy. Academic skills related to the content are part of this course.

### **Fashion Marketing, Advanced (8145)**

**Grade Level: 11-12    Credit: 1    Prerequisites: None**

This advanced-level course prepares students for a career in the global fashion industry. Students gain deeper knowledge of the field and apply skills in marketing. Students explore sustainability, social responsibility, entrepreneurship, technology applications, buying, portfolio development, and careers. Academic skills related to the content are part of this course.

### **Sports and Entertainment Marketing (8175)**

**Grade Level: 11-12    Credit: 1    Prerequisites: None**

This course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of customer service, branding, product development, pricing and distribution, business structures, sales processes, digital media, sponsorships and endorsements, as well as promotion needed for sports and entertainment events. The course explores career options and develops workplace readiness

skills.

**Sports and Entertainment Management (8177)**

**Grade Level: 12      Credit: 1      Prerequisites: None**

Students will build on prior knowledge of sports, entertainment, and recreation marketing. This course focuses on the principles of management and planning supported by research, financial, and legal concepts. Students will be able to plan and execute an event; develop a career plan, and establish a sports, entertainment, and recreation product or business. Academic skills related to the content are a part of this course. Computer technology applications supporting the course are studied.

## **MATHEMATICS DEPARTMENT**

### **Algebra I (3130)**

**Grade level: 8-12      Credit: 1      Prerequisites: Math 8**

This course includes types of numbers, algebraic vocabulary, properties and operations of numbers, simplifying expressions, solving equations and inequalities, and graphing. Finding and using prime factors, square roots, repeating decimals, as well as using polynomials, rational expressions, and radicals are also part of this course. Mastery of graphing, solving equations with two variables, and solving quadratics is required. The Algebra I Standards of Learning are taught in this course.

### **Geometry (3143)**

**Grade level: 9-12      Credit: 1      Prerequisites: Algebra I**

The geometry course is a one-year mathematics course that includes both plane geometry and three-dimensional geometry. The course is considered necessary to demonstrate a reasonable knowledge of mathematics for students who plan to pursue a college education. Simple algebraic equations are integrated into the course and presented as a means of solving some geometry problems. Geometric proofs and problem-solving develop analytical reasoning skills and improve the ability to apply logic to analysis of problems. Geometry Standards of Learning are taught.

### **Algebra II (3135)**

**Grade Level: 9-12      Credit: 1      Prerequisites: Algebra I, Geometry**

Algebra II is mandatory for students seeking the Advanced Studies Diploma and for those students planning a higher education in math or science. Concepts of Algebra I are reviewed and strengthened. Emphasis will be placed on the study of complex numbers, coordinate geometry, linear systems, functions, conic sections, logarithms, and an introduction to progressions and series. Algebra II Standards of Learning are taught.

### **Pre-Calculus (3162)**

**Grade Level: 11-12      Credit: 1      Prerequisites: Algebra II and Geometry**

This course includes an extensive and comprehensive treatment of trigonometry for one semester. The other semester includes algebra topics not covered in previous courses. The course is designed as preparation for math analysis or for freshman mathematics in college. All of the topics will be taught in conjunction with trigonometric tables, scientific calculators and the graphing calculators.

### **Advanced Placement Calculus (3177)**

**Grade Level: 12      Credit: 1      Prerequisites: Pre-Calculus or Calculus**

This course is designed for students who are interested in pursuing a math-related career or who will be studying calculus in college. Advanced Placement Calculus covers extensive treatment of limits and continuity, differential and integral Calculus, and their applications. The student may choose to take an Advanced Placement Test at the end of the course and, if successful, may be granted college credit in addition to high school credit.

### **Advanced Placement Computer Science (3185)**

**Grade Level: 11-12      Credit: 1      Prerequisites: None**

AP Computer Science is a one-year course in which students write computer programs to learn accepted computer science theories, effective problem-solving techniques, logical thinking skills, and good

programming habits. The student may choose to take an Advanced Placement Test at the end of the course, and, if successful, may be granted college credit in addition to high school credit.

### **Computer Mathematics (3184)**

**Grade Level: 11-12    Credit: 1    Prerequisites: Algebra I OR Algebra I, Part 1 and Algebra I, Part 2**

Computer Mathematics is a board approved class above the level of Algebra and Geometry and can be used to satisfy the mathematics requirements for a standard diploma, modified standard or general achievement diploma. The course uses the graphing calculator as the primary computing device for mathematical problem solving. TI-83 programming basics are taught. Tasks include Input/Output, Formula Problems, Occupational and Consumer Application for everyday life.

### **Algebra, Functions, and Data Analysis (3134)**

**Grade Level: 10-12    Credit: 1    Prerequisites: Algebra I**

Algebra, Functions, and Data Analysis is a course designed to build on previous mathematical courses and to emphasize a deeper understanding of mathematics. This course investigates functions and their behaviors, systems of inequalities, probability, experimental design, and analysis of data. Students will use mathematical modeling to solve problems that require the formulation of linear, quadratic, exponential, logarithmic equations or system of equations. Through the investigation of mathematical models and interpretation/analysis of data from real life situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. Students will learn to work in groups, as well as individually, to build reasoning and effective problem-solving skills. The curriculum for Algebra, Functions and Data Analysis follows the Standards of Learning.

### **(Local Math Elective) – Fundamentals of Algebra (3199)**

**Grade Level: 9    Credit: 1    Prerequisites: None**

Course topics will include: the language and terms of Algebra, types of numbers, operations of integers and rational numbers, properties, simplifying expressions, solving equations and inequalities, graphing on a number line and coordinate plane, and analyzing linear equations using slope. After successful completion of Fundamentals of Algebra, the student will then be enrolled in Algebra 1.

### **Algebra I – 2-year sequence, Part I**

**Grade Level 9    Credit: 1 (Elective credit only, not a math credit)**

**Prerequisites: None**

### **Algebra I – 2-year sequence, Part II**

**Grade Level 9    Credit 1: (Math credit)    Prerequisites: Algebra I-Part I (Math credit)**

These courses are the same content as Algebra I divided into two years rather than one. Part I is an elective credit and part II is a math credit.

## **MUSIC DEPARTMENT**

### **Intermediate Band (9233) Advanced Band (9234)**

**Grade Level: 9-12    Credit: 1    (May be repeated) Prerequisites: None**

This course emphasizes basic musical skills and their use in the performance of band music. Students also learn how to march and use the marching skills for both field shows and parades. Competition in concert and marching band may be stressed for the musical growth of the organization. Public performance is an integral part of the band program and out-of-school activities may be required of participants. This course may be divided into symphonic (advanced) band and intermediate band, with students placed by audition.

### **Beginning Chorus (9260)**

**Grade Level: 8-12    Credit: 1 (May be repeated) Prerequisites: None**

Fundamental vocal techniques, reading musical notation, voice production, music performance, and diction are stressed. Chorus may perform for public functions, and out-of-school activities may be required of participants.

### **Intermediate Chorus (9285)**

**Grade Level: 9-12    Credit: 1 (May be repeated) Prerequisites: None**

Fundamental vocal techniques, reading musical notation, voice production, music performance, and diction are stressed. Choirs may perform for public functions, and out-of-school activities may be required of participants.

### **Advanced Chorus (9289)**

**Grade Level: 10-12    Credit: 1 (May be repeated) Prerequisite: Audition – Teacher Approval**

Emphasis is placed on music performance. Participants will be required to perform for public functions as well as in-school activities. Participants may also be required to perform a musical production during the school year. Audition procedure will include pitch matching, sight singing and a prepared selection.

### **Jazz Band (9296)**

**Grade Level: 10-12    Credit: 1**

### **Local Music Elective**

**Guitar I and II (9245 / 9247) Credit: 1**



## **PHYSICAL EDUCATION DEPARTMENT**

### **Health and Physical Education 9 (7300)**

**Grade Level: 9      Credit: 1      Prerequisites: None**

Health and Physical Education 9 is a required course designed to encourage a physically active lifestyle. Students learn how to achieve and maintain a health-enhancing level of physical fitness. Health units covered include wellness, disease prevention and control, consumer health, first aid, and nutrition.

### **Health and Physical Education 10 (7405)**

**Grade Level: 10      Credit: 1      Prerequisites: Health & Physical Ed 9**

Health and Physical Education 10 encourages a physically active lifestyle with emphasis on individual sports. A unit on making positive choices is included in the mental health class, and the classroom part of Driver Education is included in this course, also. The in-car instruction in Driver Education is offered before and after school or in the summer.

### **Sports, Exercise, and Health Science (7638)**

**Grade Level: 10-12      Credit: 1      Prerequisites: Health & Physical Ed 9**

Physical Education 7638 - Sport, Exercise, and Health Sciences has been designed to develop a greater level of physical fitness in our students as well as a better understanding of the body systems and the role they play in their health and performance. Students will be required to participate in vigorous exercises which will include weight training, running, plyometrics, and core training. Various methods of weight training will be used including traditional Olympic core lifts along with supplemental lifts, as well as cross-fit principles that incorporate weight training with conditioning at a high level of intensity.

In addition to weight training and conditioning, students will be exposed to various topics related to weight training and conditioning. Lecture/class discussions will include weight room safety, proper spotting techniques, anabolic steroids, nutritional supplements, creatine, proper nutrition, and proper rest. Videos will also be used to teach and reinforce proper lifting technique.

Students will also learn about the skeletal, muscular, cardiovascular, pulmonary, and energy systems of the body and how they relate to good health and performance.

### **Strength and Conditioning (7641)**

**Grade Level: 10-12      Credit: 1**

**Prerequisites: Health and Physical Education 9 and Sports, Exercise, and Health Science (7638)**

Strength and Conditioning is an elective class for students interested in extending the Sport, Exercise, and Health Sciences (7638) experience for a second year. The Strength and Conditioning class builds upon the fundamental instruction delivered in the Sport, Exercise, and Health Sciences class and will enable students to better develop their cardiovascular system, muscular structure, and overall agility through weight training and plyometrics. In conjunction with instruction in safety and injury prevention, proficiency in strength, flexibility, and endurance will be achieved through both aerobic and anaerobic exercise.

## **SCIENCE DEPARTMENT**

### **Environmental Science (4290)**

**Grade Level: 9-12    Credit: 1    Prerequisites: None**

(No SOL End of Course test and can replace an Earth Science or Biology credit)

### **Earth Science (4210)**

**Grade Level: 9-12    Credit: 1    Prerequisites: None**

Earth Science connects the study of the Earth's composition, structure, processes, and history, its atmosphere, fresh water, and oceans, and its place in the universe. This course emphasizes contributions to the development of scientific thought concerning earth and space. Major topics of study include astronomy, geology, meteorology, and oceanography.

### **Biology I (4310)**

**Grade Level: 9-12    Credit: 1    Prerequisites: None**

Biology is the study of life and the organization of living systems. Biology begins with the study of the simplest forms of living things, and continues to more complex living systems. Major concepts studied are: the chemistry of life; cell parts and functions; mitosis, meiosis; genetics; classification systems; and a survey of the plant, animal, fungi, Monera, and protist kingdoms.

### **Biology II – Ecology (4340)**

**Grade Level: 11-12    Credit: 1    Prerequisites: Biology I**

Ecology is the study of the relationships between organisms and their environment. This course will give the student the necessary information to understand the complex arena of environmental concerns, problems, and alternative courses of action.

### **Biology II – Human Anatomy and Physiology (4330)**

**Grade Level: 11-12    Credit: 1    Prerequisites: Biology I**

This course focuses primarily on human anatomy and physiology, dwelling on the health science aspects of life science. Even current AP biology students would benefit from taking this course if they anatomy course to meet the needs of students entering the fields of nursing, radiology, physical therapy or pharmacology. Biology II covers human organization and anatomical terms, the digestive system and nutrition, the circulatory system, the composition and function of blood, the lymphatic system and immunity, the respiratory system, the urinary system and excretion, the nervous system, the senses, the endocrine system, the musculoskeletal system, and human reproduction and development. The textbook for the course is Human Biology (sixth edition) by Sylvia Mader.

### **Advanced Placement Biology (4370)**

**Grade Level: 11-12    Credit: 1    Prerequisites: Biology I, and/or Biology II**

This course is designed to be an equivalent of a freshman level college course in quality and sophistication. Topics covered include cell biology, cell energetics, heredity, molecular genetics, evolution, reproduction, growth and development of organisms, and ecology. Laboratory work is an integral part of the course with twelve AP laboratory activities. An appropriate score on the AP Biology Examination may qualify students to receive college credit.

**Chemistry I (4410)****Grade Level: 11-12    Credit: 1    Prerequisites: Algebra I, Lab Science**

Chemistry is the branch of science that studies the interaction of matter and energy. The characteristics of elements and compounds and how they interact are studied. Problem solving, the practical use of calculators, use of technology (including computers), and chemical reactions are practiced in laboratory activities. Emphasis in laboratory activities is placed on safety, use of laboratory skills, application of learned material to practical usage and development of proper use of the scientific method.

**Chemistry II (4420)****Grade Level: 12    Credit: 1    Prerequisites: Algebra II and Chemistry I**

This course is offered to students who have successfully completed Biology and Chemistry. The course includes advanced topics that have not been covered in depth in the first-year course. Topics include organic chemistry, biochemistry, biotechnology, electrochemistry, oxidation/reduction reactions, chemical kinetics, qualitative and quantitative analysis, and environmental chemistry.

**Physics (4510)****Grade Level: 11-12    Credit: 1    Prerequisites: Algebra II & Lab Science**

Physics is a course offered to students who have successfully completed earth science, biology, and chemistry as well as algebra and geometry. The math background is as important a prerequisite as science because the study of physics requires proficient application of mathematical calculations. The course includes Newtonian physics, heat, light, electricity, and magnetism, and is intended to prepare students for higher education. Physics requires frequent demonstrations and laboratory sessions to supplement and clarify the academic presentations.

## **SOCIAL STUDIES DEPARTMENT**

### **World Geography (2210)**

**Grade Level: 9-10      Credit: 1      Prerequisites: None**

By studying geography, students are able to see, understand, and appreciate the web of relationships among people, places, and environments. World Geography is presented as a science in which the physical, cultural, political, economic, and historical components of the subject are studied. Characteristics of the world's regions and sub-regions, along with the interrelationship between environment and culture, are examined. Emphasis is placed on the development of maps and globe skills, chart and graph interpretation, and critical thinking skills. Also, current events are used to study world problems.

### **World History 1000 AD to Present (2342)**

**Grade Level: 9-10      Credit: 1      Prerequisites: None**

The study of Western Civilization and other cultural influences on the world. This course will identify the major cultures of the world and will help students explain the significance of these major cultures in the development of world history from prehistory to the present. Factors such as the social, economic, political, cultural, and geographical features of the studied regions are used to achieve this understanding.

### **Virginia and United States History (2360)**

**Grade Level: 11      Credit: 1      Prerequisites: World Geography or World History**

Virginia and United States History is a required course that surveys the major people and events from the Age of Discovery to the modern era. The Declaration of Independence, the Constitution, the Virginia Declaration of Rights, and the Virginia Statute of Religious Freedom are studied among other major American documents, people and events that impacted our nation. Current events and the relationship between past and present issues are emphasized. Map, cartoon, chart, and graph interpretation, as well as critical thinking and writing skills, are further developed in this course

### **Advanced Placement United States History (2319)**

**Grade Level: 11      Credit: 1      Prerequisites: World History or World Geography**

This class is primarily designed to develop an understanding of critical events in history, and to formulate objective opinions. The course covers from the settlement of Jamestown through modern time. The Advanced Placement Exam in United States History is offered at the end of the course. College credit may be earned, contingent on the degree of success on the AP exam. The course uses critical thinking, essay writing, primary source reading and analysis skills to evaluate progress. Students will complete a contract of rules and expectations.

### **United States and Virginia Government (2440)**

**Grade Level: 12      Credit: 1      Prerequisites: Virginia and United States History**

United States and Virginia Government is a course which is designed to encourage high school seniors to develop a more analytical perspective on government and politics in the United States. Senior Government is concerned with the nature of our political system, its development over the past two hundred years, and how it works today. We will examine in some detail the origins of democracy in the

United State, political beliefs and behaviors of individuals, political parties, and interest groups, the congress, the Presidency including the bureaucracy, the Judiciary, and civil liberties and civil rights.

**Advanced Placement United States Government and Politics (2445) Grade Level: 12      Credit: 1**

**Prerequisites: Virginia and United States History**

Advanced Placement United States Government and Politics is an advanced course which is designed to encourage highly motivated students to develop an analytical perspective on government and politics in the United States. It is concerned with the nature of the American Political System, its development over the past two hundred years, and political beliefs and behaviors of individuals, political parties, and interest groups, the Congress, the Presidency, the bureaucracy, the federal courts, and civil liberties and civil right. This course meets the requirements for Virginia and United State Government in Virginia and is intended to prepare the student for the Advanced Placement Examination for which college Credit: may be awarded.

**Sociology (2500) / Psychology (2900)**

**Grade Level: 11-12      Credit: 1      Prerequisites: None**

Sociology is the study of major social problems and their causes, effects, and possible solutions. Students will identify propaganda techniques and will study group dynamics. Criminal justice, social diversity, and personal values will also be examined.

Psychology is the study of human behavior through systematic and scientific study and collection of data. The course is designed to develop skills in describing human behavior through collection of empirical data. Students will study human psychological development during various life stages.

**Current History/Contemporary Issues (2996)**

**Grade Level: 11-12      Credit: 1      Prerequisites: None**

Current History is a study of critical issues confronting the nation and the world. This course promotes the understanding of the flow of American history and knowledge of key issues and events of the changing world. Students are encouraged to make connections, draw conclusions, and formulate judgments about events unfolding. This course encourages media awareness and understanding of controversial issues in American life. Students will initiate research on selected topics relation to news events.

**20<sup>th</sup> Century Modern/Contemporary Issues/Current Events (2387)**

**Grade Level: 11-12      Credit: 1      Prerequisites: None**

Students will study newsworthy events at the local, state, national, and international level. Events and issues may be controversial. Class discussion and a free exchange of ideas and opinions are encouraged. Newspapers and television news broadcasts will be utilized as well as other information sources. Students will be tested on a weekly basis.

## **FAMILY AND CONSUMER SCIENCE**

### **Family Relations (8223/8225)**

**Grade Level: 9-12    Credit: 0.5 (8223) / 1(8225)    Prerequisites: None**

Students enrolled in Family Relations focus on analyzing the significance of the family, nurturing human development in the family throughout the life span, analyzing factors that build and maintain health family relationships, developing communications patterns that enhance family relationships, dealing effectively with family stressors and conflicts, managing work and family roles and responsibilities, and analyzing social forces that influence families across the life span. Teachers highlight basic skills of math, science, and communication when appropriate in the content.

### **Life Planning (8226/8227)**

**Grade Level: 11-12    Credit: 0.5 (8226) / 1 (8227)    Prerequisites: None**

Students enrolled in this course focus on developing a life management plan; caring for themselves and others to ensure wellness; developing strategies for career planning, building and maintaining strong functional families; and planning the use of resources. Basic skills of math, science, and communication will be reinforced when appropriate.

### **Individual Development (8209/8210)**

**Grade Level: 9-12    Credit: 0.5 (8209 / 1 (8210)    Prerequisites: None**

Students focus on encouraging personal potential of self and others throughout the life span; enhancing positive views of self and others; managing stressful situations; formulating a plan to achieve career goals; managing conflict; and choosing responsible ways to express oneself. Teachers highlight basic skills of math, science, and communication when appropriate in the content.

### **Nutrition and Wellness (8228/8229)**

**Grade Level: 9-12    Credit: 0.5 (8228) / 1 (8229)    Prerequisites: None**

Students focus on making choices that promote wellness and good health; analyzing relationships between psychological and social needs and food choices; choosing foods that promote wellness; Teachers highlight the basic skills of math, science, and communications when appropriate in the content.

### **Child Development and Parenting (8231/8232)**

**Grade Level: 9-12    Credit: 0.5 (8231) / 1 (8232)    Prerequisites: None**

Students focus on assessing the impact of the parenting role in society; taking responsibility for individual growth within the parenting role; preparing for a healthy emotional and physical beginning for parent and child; and meeting developmental needs of children and adolescents.

### **Career, Community, and Family Connections (8282)**

**Grade Level: 10-12    Credit: 1    Prerequisites: None**

Career, Community, and Family Connections focuses on balancing the multiple demands of career, family, and personal life. The course teaches problem solving, conflict management, goal setting, stress management, and resource management in work and family. Interpersonal skills, needed to build strong relationships in the family and workplace, are also incorporated.

**Introduction to Interior Design (8254)****Grade Level: 9-12      Credit: 0.5 (18 weeks)      Prerequisites: None**

The Introduction to Interior Design students explore the influences on the design of interior spaces, investigate careers in the interior design industry, and focus on the technical and soft skills necessary for employment in the field of interior design. Students develop an interior design project that meets specific criteria and includes the elements and principles of design.

**Introduction to Culinary Arts (8250)****Grade Level: 9-12      Credit: 1      Prerequisites: None**

The competencies focus on identifying and exploring the individual careers within the food service industry. Units of study include food science and technology, dietetics and nutrition services, diverse cuisines and service styles, current trends, food and beverage production and preparation, and food safety and sanitation. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year. Students gain hands-on experience in selecting, preparing, and serving food.

## **EDUCATION AND TRAINING**

### **Introduction to Leadership (9091)**

**Grade Level: 9-10      Credit: 0.5 (18 weeks)      Prerequisites: None**

This course equips students with individual and group leadership skills. Course content includes leadership principles, officer training, parliamentary law, public speaking, effective communication, positive public relations skills, and techniques of organizing and conducting group meetings and activities. Students are encouraged to be active members of a community or school organization.

### **Leadership Development (9097)**

**Grade Level: 11-12      Credit: 1      Prerequisites: None**

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



## **TAZEWELL COUNTY CAREER AND TECHNICAL CENTER**

\*Tazewell County Career and Technical Center offers a variety of courses to meet the needs of the students in Tazewell and Bland Counties. Programs are one, two, and three-year programs. The courses are three-period block classes and the students can earn up to 3 credits per course. Upon satisfactory completion of the program, students may obtain industry level licensure or certification. Programs are designed in the following clusters.

### **ARCHITECTURE/CONSTRUCTION CLUSTER**

#### **CARPENTRY – CABINETMAKING**

##### **Carpentry I (8601)**

**Grade Level: 9-12    Credit: 2 or 3    Prerequisite: None**

##### **Carpentry II (8602)**

**Grade Level: 10-12    Credit: 2 or 3    Prerequisite: Carpentry I**

##### **Carpentry III (8603)**

**Grade Level: 10-12    Credit: 2 or 3    Prerequisites: Carpentry II**

Carpentry courses prepare students for successful transition into postsecondary education for careers in carpentry and related fields, such as construction management, architecture, and others. Students are taught the safe use of hand and power tools common to the industry to complement their Construction Industry OSHA 10 safety credential earned in Carpentry I. Students will become proficient in assembling and installing various types of residential construction components according to industry standards, including forming foundations, framing floors, walls, ceiling, roofs, trusses, roofing materials, stairs, and exterior doors and windows. Students are provided with advanced instruction in all areas as they prepare for industry certification examinations.

##### **Cabinetmaking I (8604)**

**Grade Level: 9-12    Credit: 2 or 3    Prerequisites: None**

##### **Cabinetmaking II (8605)**

**Grade Level: 10-12    Credit: 2 or 3    Prerequisites: Cabinetmaking I**

Students continue to learn workshop and tool safety and enhance their employability skills as they interpret plans; estimate and select materials; cut and shape stock; assemble, fasten, and install components; install interior finishes; apply wood veneers and plastic laminates; finish surfaces; and transport and install cabinets. The technical, problem-solving, leadership, and creative skills learned in Cabinetmaking can be applied in industries well beyond construction trades and professions and can prepare the student for lifelong learning and success.

## **MASONRY**

### **Masonry I (8512)**

**Grade Level: 10-11    Credit: 2 or    Prerequisites: None**

### **Masonry II (8513)**

**Grade Level: 12            Credit: 2 or 3    Prerequisite: Masonry I**

### **Masonry III (8514)**

**Grade Level: 11-12    Credit: 2 or 3    Prerequisites: Masonry I**

Students focus on problem-solving and employability skills while performing hands-on, entry-level brick and block masonry tasks. Students also learn to use hand tools, measuring tools, power tools, and lifting equipment that masons use on the job and have the opportunity to earn their OSHA 10 safety credential during Masonry I. Students will then complete more advanced projects laying masonry units (brick and block), differentiating and selecting mortar, applying mathematical concepts, and interpreting blueprints used in masonry. Students are provided with advanced instruction in all areas as they prepare for industry certification examinations.

## **HEALTH SCIENCE CLUSTER**

### **HEALTH SCIENCE ROTATION**

#### **Introduction to Health and Medical Services (8301)**

**Grade Level: 11-12    Credit: 1    Prerequisite: None**

#### **Medical Terminology (8384)**

**Grade Level: 11-12    Credit: 1 or 2    Prerequisite: None**

These are introductory courses that provide students with foundational knowledge to pursue a career in Health or Medical professions. Each of the above courses are semester courses. In order to take either course, students must be enrolled in both courses.

#### **Certified Nurse Aide I (8360 / 8361)**

**Grade Level: 11-12    Credit: 2 or (1 per course)    Prerequisites: None, but Health Science Rotation is strongly recommended Students MUST be enrolled in 8360 in S1 and 8361 in S2**

Nurse Aide I and II is an occupational preparation course emphasizing body systems and diseases as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. Students receive skills training and hands-on clinical experiences in a healthcare setting. Work-based learning in a healthcare facility is part of the course. Students must maintain American Heart Association's Cardiopulmonary Resuscitation (CPR) & Emergency Cardiovascular Care (ECC) training during this course. This course requires students to meet the Virginia Board of Nursing required clock hours to be eligible to take the National Nurse Aide Assessment Program (NNAAP) exam. Additionally, this course includes the approved opiate competencies for health and medical sciences education.

## **MANUFACTURING CLUSTER**

### **Mechatronics I (8554)**

**Grade Level: 10-12    Credit: 2 or 3    Prerequisite: None**

### **Mechatronics II (8555)**

**Grade Level: 11-12    Credit: 2 or 3    Prerequisite: Mechatronics I (8554)**

### **Mechatronics III (8556)**

**Grade Level: 12    Credit: 2 or 3    Prerequisite: Mechatronics I (8554) and Mechatronics II (8555)**

Students will learn and building on their knowledge of mechatronic systems in this advanced course. Mechatronic systems are comprised of mechanical, electrical, and software systems, and form the foundation of robotics, automation, and advanced manufacturing (such as three dimensional [3D] printing). Students will apply principles related to pneumatic, electro-pneumatic, and hydraulic control circuits as well as basic digital logic and programmable logic controllers (PLCs) in a complex mechatronic system. Students will troubleshoot and resolve malfunctioning pneumatic and hydraulic components and circuits. Upon successful completion, students may qualify for industry certification.

## **WELDING**

### **Welding I (8672)**

**Grade Level: 9-12    Credit: 2 or 3    Prerequisite: None**

### **Welding II (8673)**

**Grade Level: 10-12    Credit: 2 or 3    Prerequisite: Welding I**

### **Welding III (8674)**

**Grade Level: 11-12    Credit: 2 or 3    Prerequisite: Welding I (8672) and Welding II (8673)**

These courses teach students to use gases and/or welding processes and to braze and solder metal parts according to diagrams, blueprints, or written specifications. Students will then 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. Students are provided with advanced instruction in all systems as they prepare for industry certification examinations.

## **HUMAN SERVICES CLUSTER**

### **Beauty Salon Assistant (8546) Grade Level: 9-11 Credit: 2 or 3 Prerequisite: None**

The Beauty Salon Assistant course prepares students for work as an assistant in a hair salon. Students study and prepare in a clinical lab setting, learning practical and manipulative skills. The program emphasizes safety and sanitation, shampooing and conditioning, retailing, inventory control, and receptionist work. Competency completions allow students a certificate for entry-level employment. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

### **Cosmetology I (8527)**

**Grade Level: 10 Credit: 2 or 3 Prerequisite: None**

### **Cosmetology II (8528)**

**Grade Level: 11 Credit: 2 or 3 Prerequisite: Cosmetology I**

### **Cosmetology III (8529)**

**Grade Level: 12 Credit: 2 or 3 Prerequisite: Cosmetology I and II**

Cosmetology is the study of hair, skin, and nails and their related care. Students study and prepare in a clinical lab setting, using mannequins and live models for manipulative skill practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and presentation of a professional image. Competency completions prepare the student for the Virginia Board of Cosmetology licensing exam. The student must log at least 840 clinical hours to be eligible for the state licensing exam

## **TRANSPORTATION CLUSTER**

**Auto Body Technology I (8676)** Grade Level: 10-12 Credit: 2 or 3 Prerequisite: None

**Auto Body Technology II (8677)**

Grade Level: 11-12 Credit: 2 or 3 Prerequisite: Auto Body Repair I

**Auto Body Technology III (8678)**

Grade Level: 12 Credit: 2 or 3 Prerequisite: Auto Body Repair I and II

In these courses, students are taught damage analysis, estimating, customer service, non-structural analysis, damage repair, and welding. Students work with a variety of materials, using metal finishing and body filling techniques to prepare surfaces and repair panels. Students are provided with more advanced instruction in all systems as they prepare for the Automotive Service Excellence (ASE) certification examinations.

## **AUTOMOTIVE SERVICE TECHNOLOGY**

**Auto Service Technology I (8506)**

Grade Level: 10-11 Credit: 2 or 3 Prerequisite: None

**Auto Service Technology II (8507)**

Grade Level: 11-12 Credit: 2 or 3 Prerequisite: Auto Service Technology I

**Auto Service Technology III (8508)**

Grade Level: 12 Credit: 2 or 3 Prerequisite: Auto Service Technology II

Students learn to repair fuel, electrical, cooling, brake, drive train, and suspension systems. Instruction is given also in the adjustment and repair of individual components and systems such as radiators, transmission, and carburetors. Students are provided with more advanced instruction in all systems as they prepare for the Automotive Service Excellence (ASE) certification examinations.

## **DIESEL EQUIPMENT TECHNOLOGY**

**Diesel Equipment Technology I (8613)**

Grade Level: 10-11 Credit: 2 or 3 Prerequisite: None

**Diesel Equipment Technology II (8614)**

Grade Level: 11-12 Credit: 2 or 3 Prerequisite: Diesel Equipment Technology I

**Diesel Equipment Technology III (8615)**

Grade Level: 12 Credit: 2 or 3 Prerequisite: Diesel Equipment Technology I and II

Students receive instruction in diagnosis and adjustment of medium- and heavy-duty diesel trucks and equipment and in preventive maintenance and inspection procedures. They apply theory and maintain operation of diesel engines, brakes, suspension and steering systems, and electrical/electronic systems. Students are provided with more advanced instruction in all systems as

they prepare for the Automotive Service Excellence (ASE) certification examinations.

### **SMALL ENGINE REPAIR/MOTORCYCLE REPAIR**

#### **Basic Small Engine (8724)**

**Grade Level: 10-12    Credit: 2 or 3    Prerequisite: None**

#### **Small Engine Repair I (8725)**

**Grade Level: 10-12    Credit: 2 or 3    Prerequisite: None**

#### **Small Engine Repair II (8726)**

**Grade Level: 11-12    Credit: 2 or 3    Prerequisite: Small Engine Repair I**

Students learn to maintain and repair small internal-combustion engines used on portable power equipment such as lawnmowers, chain saws, rotary tillers, motorcycles, and snowmobiles, and other 2 and 4 cycle engines. Second year students will learn specific repair skills for Harley-Davidson power trains. Students are provided with advanced instruction in all systems as they prepare for industry certification examinations.

## **LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY CLUSTER**

### **CRIMINAL JUSTICE**

#### **Criminal Justice I (8702)**

**Grade Level: 10-11    Credit: 2 or 3**

**Prerequisite: None**

#### **Criminal Justice II (8703)**

**Grade Level: 11-12    Credit: 2 or 3**

**Prerequisite: Criminal Justice I**

Students learn theory and practice of law enforcement, corrections, and private security staff. They are introduced to the equipment used in law enforcement and security and provided opportunity to practice skills needed for a career in public safety. Students are provided with advanced instruction in all areas as they prepare for industry certification examinations.



**\*Course Offerings at the Tazewell County Career & Technical Center for 2025-2026**

Cluster	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Architecture/Construction</b>	Carpentry 8601	Carpentry 8601, 8602	Carpentry 8601, 8602, 8603
		Cabinetmaking 8604 (must have completed at least one year of carpentry)	Cabinetmaking 8604, 8605
	Masonry 8512	Masonry 8512, 8513	Masonry 8512, 8513, 8514
	Building Mgmt. 8591	Building Mgmt. 8591, 8592	Building Mgmt. 8591, 8592, 8593
<b>Manufacturing</b>	Welding 8672	Welding 8672, 8673	Welding 8672, 8673, 8674
	Mechatronics 8554 <b>(PM only)</b>	Mechatronics I / II 8554, 8555 <b>(PM only)</b>	Mechatronics I / II 8554, 8555 <b>(PM Only)</b>
<b>Health Science</b>			Nurse Aide 8360/8361 <b><u>PM only</u></b>
		<b>Health Science Rotation:</b> Intro to Health and Medical Services 8301 / Medical Terminology 8384 <b><u>AM only</u></b>	<b>Health Science Rotation:</b> Intro to Health and Medical Services 8301 / Medical Terminology (8384) <b><u>AM only</u></b>
<b>Transportation, Distribution, and Statistics</b>	Auto Body Repair 8676	Auto Body Repair 8676, 8677	Auto Body Repair 8676, 8677, 8678
	Automotive Technology 8506	Automotive Technology 8506, 8507	Automotive Technology 8506, 8507, 8508
	Diesel Equipment Tech 8613	Diesel Equipment Tech 8613, 8614	Diesel Equipment Tech 8613, 8614, 8615
	Small Engine Technology 8725	Small Engine Technology 8725, 8726	Small Engine Technology 8725, 8726
<b>Human Services</b> (See notes below regarding Cosmetology Sequence)	Cosmetology 8527	Cosmetology 8528  Cosmetology 8745***	Cosmetology 8529  Cosmetology 8746***
	Salon Assistant 8546 (AM)	Salon Assistant 8546 (AM/PM)	Salon Assistant 8546 (AM/PM)
<b>Law, Public Safety, Corrections, and Security</b>	Criminal Justice 8702 (AM only)	Criminal Justice 8702 (AM only), 8703 <b><u>PM only</u></b> 8703DE (Dual Enrollment) <b><u>PM only</u></b>	Criminal Justice 8702 (AM only), 8703 <b><u>PM only</u></b> 8703DE (Dual Enrollment) <b><u>PM only</u></b>
<b>Academic Offerings</b>	English 10 (AM)		English 12 (PM)
		Economics/Personal Finance (PM)	Economics/Personal Finance (PM)
<b>*Cooperative Education</b>			Career Strategies 9071

**\*Courses will be available based upon availability of instructor and/or student enrollment numbers.**

**\*\*Must have completed at least one year of Carpentry**

**\*\*\*Cosmetology Sequence:**

- **Any 9<sup>th</sup> grade student wishing to pursue Cosmetology must take Beauty Salon Assistant in the 9<sup>th</sup> grade year with the option to begin the Cosmetology course sequences beginning in his/her 10<sup>th</sup> grade year.**
- **Three-year program:** If a student begins as a 10<sup>th</sup> grader, then the student will take Cosmetology I, Cosmetology II, and Cosmetology III to meet the required 840 shop hours. Students in this three-year sequence would be enrolled in courses 8527, 8528, and 8529. Students in the three-year program may take one academic course at TCCTC each year in addition to their cosmetology.
- **Two-year program:** If a student begins as an 11<sup>th</sup> grader, then the student will take Cosmetology I and Cosmetology II using the course codes 8745 and 8746. Students who opt for the two-year program are limited to taking only the cosmetology course while at TCCTC and may not take any academic course.
- **One-year program:** If a student begins as a 12<sup>th</sup> grader, then the student can take Cosmetology I in the morning or Salon Assistant AM or PM.

**Criminal Justice**

- There is a **Dual Enrollment option for Criminal Justice II** that is offered in conjunction with Southwest Virginia Community College.

**Health Science Rotation**

- This rotation is only offered in the morning. There are two components to the Health Science Rotation: Introduction to Health and Medical Services and Medical Terminology.

**Special Notes:**

- 9<sup>th</sup> grade students may be admitted on an approval basis. Please contact TCCTC administrator to seek approval for any 9<sup>th</sup> grade students you wish to enroll.
- An articulation agreement has been signed with Bluefield State College. Students who complete both years of Criminal Justice (8702 and 8703) and maintain a 2.5 GPA or have a minimum of an 18 ACT composite score are eligible for a fee waiver for 11 credit hours. Students must complete and submit a provisional enrollment form from BSC in order to receive transfer credit. Students must then register for the equivalent transfer course(s) as a fee waiver course at BSC.
- Cooperative Education is available for students who have completed at least a two-year concentration in one area such as Small Engine I and Small Engine II, Auto Service Tech I and Auto Service Tech II, etc. The only exception to this would be students who have successfully completed their CNA or EMT course and the corresponding state licensure exam during their 11<sup>th</sup> grade year and have a job in a corresponding occupation. Students who wish to take Cooperative Education and leave early will be enrolled in course 9071 Career Investigations with the teacher through which the student is cooping. For example: A student who has previously completed two years of Small Engine and is enrolling in the co-op course would be enrolled in 9071 Career Investigations with the Small Engine instructor as the teacher.

**New Course Offerings**

Mechatronics I, II, and III (*new for 2022-2023*) - The Mechatronics program is designed for the student who desires an introduction to advanced manufacturing. It combines content from basic engineering principles, mechanics, robotics, electrical, and computer related subjects. In class knowledge is balanced with practical, hands-on training combined with an in-depth study of major components and how they work internally. Upon completion of this program, the student will be qualified as an entry-level technician or may apply earned credits to further programs. Students who earn the Mechatronics Certification are then prepared to enter the industrial workforce as a high level manufacturing technician and work on state of the art equipment.

<u><b>One Year Program:</b></u>	<u><b>Two-year Programs:</b></u>	<u><b>Three-year Programs:</b></u>
Certified Nurse's Assistant	Cabinetmaking	Auto Body Tech Carpentry
Emergency Medical Technician	Health Science Rotations/Nurse Aide	Automotive Service Tech
	Criminal Justice	Cosmetology***
	Cosmetology***	Diesel Equipment Tech
		Masonry
		Mechatronics
		Small Engine
		Welding

***The information presented in this document is a result of combining the latest data obtained from the Virginia Department of Education website with the most current policies of the Tazewell County School Board.***

<https://www.doe.virginia.gov/>

<https://www.tcpsva.org/>

**TAZEWELL COUNTY PUBLIC SCHOOLS**

Name \_\_\_\_\_

Graduation Year \_\_\_\_\_

**\*Diploma Types** (circle one) Standard

Advanced Studies

Applied Studies

**Career Goal** \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Counselor \_\_\_\_\_

**Career** (circle one) Agriculture, Environmental & Natural Resources  
Communication, Arts, Media

Business & Marketing  
Engineering and Trade & Industrial  
Education Medical Health, Human &  
Public Service

School \_\_\_\_\_

Grade 8	Credits	Grade 9	Credits	Grade 10	Credits	Grade 11	Credits	Grade 12	Credits
		English 9		English 10		English 11		English 12	
		Math _____		Math _____		Math _____		Math or Elective _____	
		Science _____		Science _____		Science _____		Science _____	
		World Geography		World History		U.S. and Virginia History		U.S. and Virginia Government	
		Health/P.E. 9		Health/P.E. 10					
						Personal Finance Economic s			
_Credits		_Credits		_Credits		_Credits		_Credits	

**\*Requirements for diplomas are listed on pages 6 - 10.**

Student's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Work Phone \_\_\_\_\_

\*This form is to help students plan a high school program of studies. Plans, of course, may change as students progress through high school and learn more about their abilities, interests, motivation, and opportunities. New courses may be added. This plan should be up-dated and revised each year. Students and parents should refer to the "Program of Studies" booklet when completing this four-year plan. Parent and students who have question should contact the Guidance counselor.

**Tazewell County Public Schools does not unlawfully discriminate on the basis of race, color, national origin, religion, disability, gender, age, or genetic information in employment or in its educational programs/activities. The following persons have been designated to handle inquiries regarding nondiscrimination policies and compliance under Title IX: Ms. Deidra Hill, Deputy Assistant Superintendent, and Mr. Glayde Brown, Director of Human Resources. Mrs. Melinda Smith, Director of Special Services, has been designated to coordinate compliance under Section 504. These persons may be reached at the Tazewell County School Board, 506 Jeffersonville Street, Tazewell, Virginia 24651-0927, (276) 988-5511.**

## **VETERANS BENEFITS AND TRANSITION ACT OF 2018**

### **Section 3679 of Title 38 of the United States Code.**

#### **Purpose:**

This policy documents compliance with the Veterans Benefits and Transition Act of 2018, section 3679 of Title 38 of the United States Code.

#### **Definitions (if applicable):**

A covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

Tazewell County Public Schools (TCPS) currently complies with the requirements of Veterans Benefits and Transition Act of 2018, including Section 103:

All TCPS admissions requirements and deadlines apply to Military Veterans.

- Military Veterans are entitled to apply for Federal Financial Aid benefits through the FAFSA, if their military benefits do not cover the entire cost of the program.
- Military Veterans are entitled to establish a payment plan, according to school policies, if their military benefits do not cover the entire cost of the program.
- If payments from the VA Educational Assistance program are delayed, our facility does not prevent enrolling, does not assess a late penalty fee, does not require securing alternative or additional funding, and does not deny access to any school resources (access to classes, libraries, or other institutional facilities) that are available to other students that have paid.

#### **Additional requirements:**

- Military veterans are required to submit their Certificate of Eligibility.
- Military veterans are required to submit their Certificate of Release or Discharge from Active Duty, DD Form 214.

#### **Grievance Policy:**

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact their office via email at [saa@dvs.virginia.gov](mailto:saa@dvs.virginia.gov).