COURSE CATALOG

High School,

Career & Technical Education,

Virginia Highlands Community College,

A. Linwood Holton Governor's School,

& Middle School

WCPS | Washington County Public Schools

Revised February 25, 2025

DIRECTORY OF COURSE OFFERINGS

ARRANGED ALPHABETICALLY BY SUBJECT AREA

This guide has been prepared to assist students and their parent or guardian with long-term program planning. Students and parents are encouraged to familiarize themselves with this publication and to use it as a resource guide. School counselors, in cooperation with parents, guardians and teachers, will assist each student in planning a program of study and in selecting courses for the next year. Students will need to review academic and career plans annually with their parents, guardian, and school counselor, and adjust where necessary to ensure that it relates with future education and/or career plans.

In addition to required courses, this guide contains a complete list of electives offered in the Washington County

Public Schools. Not all electives are available at **each high school. Each school publishes a separate list of elective offerings available at that school based on student interest and any specialized programming**. **Not all courses are offered at all schools. Sufficient student enrollment is necessary for a course to be taught.** Periodically, courses will be modified, added, or deleted.

The course descriptions and the listing of prerequisites are included in the list of course offerings.

The selection of courses contained in this document is an opportunity for each student to think carefully about his or her interests, achievements, and educational and career goals. It is also an opportunity for the student to think carefully how the workplace is changing, and how the job market is changing.

TABLE OF CONTENTS

TOPICS	**PAGE(S)**
AGRICULTURE & HORTICULTURE COURSES	1-2
BUSINESS & INFORMATION TECHNOLOGY	2
ECONOMICS & PERSONAL FINANCE HTTPS://WWW.DOE.VIRGINIA.GOV/TEACHING-LEARNING-ASSESSMENT/INSTRUCTION/ECONOMICS-PERSONAL-FINANCE	2
ENGLISH, READING & LITERACY HTTPS://WWW.DOE.VIRGINIA.GOV/TEACHING-LEARNING-ASSESSMENT/INSTRUCTION/ENGLISH-READING	3-4
FINE ARTS HTTPS://WWW.DOE.VIRGINIA.GOV/TEACHING-LEARNING-ASSESSMENT/INSTRUCTION/FINE-ARTS	4-5
WORLD LANGUAGES HTTPS://WWW.DOE.VIRGINIA.GOV/TEACHING-LEARNING-ASSESSMENT/K-12-STANDARDS-INSTRUCTION/WORLD-LANGUAGE/STANDARDS-OF-LEARNING	6-8
HEALTH EDUCATION HTTPS://WWW.DOE.VIRGINIA.GOV/TEACHING-LEARNING-ASSESSMENT/INSTRUCTION/HEALTH-EDUCATION	8
PHYSICAL EDUCATION HTTPS://WWW.DOE.VIRGINIA.GOV/TEACHING-LEARNING-ASSESSMENT/INSTRUCTION/PHYSICAL-EDUCATION	8
MARKETING	8-9
MATH HTTPS://WWW.DOE.VIRGINIA.GOV/TEACHING-LEARNING-ASSESSMENT/K-12-STANDARDS-INSTRUCTION/MATHEMATICS	9-11
SCIENCE HTTPS://WWW.DOE.VIRGINIA.GOV/TEACHING-LEARNING-ASSESSMENT/INSTRUCTION/SCIENCE	11-12
SOCIAL SCIENCE HTTPS://WWW.DOE.VIRGINIA.GOV/TEACHING-LEARNING-ASSESSMENT/INSTRUCTION/HISTORY-AND-SOCIAL-SCIENCE	12-13
WASHINGTON COUNTY CAREER & TECHNICAL EDUCATION CENTER COURSES	**14-16**
LINWOOD HOLTON GOVERNOR'S SCHOOL COURSE OFFERINGS	**17-24**
CONCURRENT & DUAL-ENROLLMENT & ADVANCED PLACEMENT INFORMATION	25-32
MIDDLE SCHOOL SAMPLE PROGRAM	**33**
MIDDLE SCHOOL COURSES	
ENGLISH	33-34
MATH	34
SCIENCE	34
SOCIAL SCIENCE	35
SPANISH I	35
BAND	35
CHORUS	35
EXPLORATORY	35

AGRICULTURE/HORTICULTURE DEPARTMENT

Agriculture Business Operations
The curriculum emphasizes off-farm agricultural occupations, business procedures, merchandising, marketing, and agricultural business management. Instruction is provided in agricultural product knowledge, agricultural mechanics, plant science, and leadership development.

Agricultural Production Management
Objectives for this course help students to experience and develop a knowledge of local career opportunities. Students will be able to develop leadership potential and reasoning skills; increase their knowledge and skills in agricultural mechanics; gain knowledge and understanding of supervised agricultural experience programs and skills involved in agribusiness management; understand the basic knowledge related to animal systems; gain knowledge and understanding or surveying and leveling, skills related to constructing agricultural structures, livestock reproduction and management; develop safe work habits; and incorporate, apply, and reinforce related Virginia SOL's. (Maximum Class Size of 20 students)

Agricultural Production Technology
Objectives for this course enable students to experience and develop a knowledge of local career opportunities. They will be able to develop leadership potential and reasoning skills; increase knowledge and skills in agricultural mechanics; gain knowledge and understanding of supervised agricultural experience programs and equine management; understand the basic knowledge related to crop systems; gain knowledge and understanding of surveying, skills related to designing agricultural structures, and livestock diseases and nutrition. Students will develop safe work habits. The Virginia SOL's will be incorporated into these objectives. (Maximum Class Size of 20 students)

Floriculture
Students learn the basics of the horticulture plant production industry. Instruction includes the science of plant production as well as marketing and business management. Plant material identification and floral design round out this course to prepare the student for an entry-level position in the floriculture industry. Participation in FFA activities provides leadership development opportunities. (Maximum Class Size of 20 students)

Greenhouse Plant Production and Management
Students enrolled in this course learn the operating procedures for a greenhouse. Units of instruction include developing plant production facilities, science application in plant production, and identification of plants. Business management and marketing skills are emphasized to prepare students for careers in the greenhouse plant production and management industry. Leadership development is offered through participation in FFA. (Maximum Class Size of 20 students)

Floral Design
This course offers expanded study, which was begun in the Horticulture Sciences course. Course content covers career opportunities, floral design foundations, design applications, and the marketing of floral products. Specific design styles to be examined include mass-line, line, vase, wedding, balloon, holiday, and personal-adornment arrangements. The course also emphasizes leadership activities and opportunities to participate in FFA events.

Landscaping
Students develop the necessary knowledge, skills, habits, and attitudes for entry-level employment and advancement in areas such as landscape design, landscape construction, and landscape maintenance. They receive instruction in sketching and drawing, analyzing a landscape site, designing for function and aesthetics, identifying and selecting landscape plants, purchasing and installing plants, and maintaining the landscape by watering, fertilizing, mulching, pruning, and controlling pests. (Maximum Class Size of 20 students)

Introduction to Natural Resources and Ecology Systems
This course serves as the introductory level course for the Natural Resources Career Pathway. Students will explore the study of natural resources and begin to develop skills and knowledge required for employment in occupations related to forestry, wildlife and natural resources management, and conservation. (Maximum Class Size of 20 students)

Horticulture
Students develop the necessary knowledge, skills, habits, and attitudes for entry-level employment and advancement in areas such as floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. They receive instruction in using soil and other plant-growing media and in identifying, propagating, and growing horticultural plants in the greenhouse and land laboratory. Instruction is provided in safety practices and leadership development. (Maximum Class Size of 20 students)

Equine Management and Production
In this course, students learn how to care for and manage horses. Equine health, nutrition, management, reproduction,

training, evaluation, and showmanship are the major instructional areas. In addition, course content includes instruction in the tools, equipment, and facilities for equine enterprises. Business management topics include the economics of boarding, training, and merchandising horses. Leadership development activities are included, and participation in FFA activities is encouraged. (Maximum Class Size of 20 students)

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

Veterinary Science
This course provides students with the employability and technical skills needed to succeed in postsecondary education and a career in veterinary medicine or in a related occupation. Course content will include the integration of academics and career skills and instruction in the use of tools, equipment, and facilities for veterinary medicine. Business management, leadership and FFA activities are included in the course. Students enrolled in the course should have a strong background in math and science and knowledge of small animal care. (Maximum Class Size of 20 students)

BUSINESS AND INFORMATION TECHNOLOGY

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

Advanced Computer Information Systems (DUAL ENROLLMENT ONLY)
Students apply problem-solving skills to real-life situations through advanced integrated software applications, including multimedia presentations, printed and electronic desktop publications, and Web site development. Students work individually and in groups to explore advanced computer maintenance activities, telecommunications, programming, and networking.

Computer Information Systems
Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentation, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies.

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

Design, Multimedia, and Web Technologies
Students develop proficiency in creating desktop publications, multimedia presentations/projects, and Web sites using industry standard application software. Students incorporate principles of layout and design in completing publications and projects. Students design portfolios that may include business cards, newsletters, mini-pages, Web pages, multimedia presentations/projects, calendars, and graphics.

Advanced Design, Multimedia, and Web Technologies
Students develop advanced skills in creating interactive media, Web sites, and publications for print and electronic distribution. Students work with sophisticated hardware and software applying skills learned to real-world projects.

Economics & Personal Finance
Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. In addition to developing personal finance skills, students in the 36-week course will also study basic occupational skills and concepts in preparation for entry-level employment in the field of finance. The course incorporates all economics and financial literacy objectives included in the *Code of Virginia* §22.1-200-03B.
Additional Information available via:
HTTPS://WWW.DOE.VIRGINIA.GOV/TEACHING-LEARNING-ASSESSMENT/INSTRUCTION/ECONOMICS-PERSONAL-FINANCE

ENGLISH

English 9
The English 9 student will present and critique dramatic readings of literary selections and will continue to develop proficiency in making planned oral presentations. Knowledge of literary terms and forms will be applied in the student's own writing and in the analysis of literature. Students will be introduced to significant literary works from a variety of cultures and era, from 1000 A.D. to the present. Increased requirements for research and reporting in all subjects are supported by the use of electronic databases and a standard style sheet method to cite reference sources. Writing will encompass narrative, literary, expository, and technical forms, with particular attention to analysis.

English 9 (Honors)
The primary objective of English 9 (Honors) is to prepare students to communicate effectively. Emphasis is placed on four areas: oral language, reading/literature, writing, and research. This course attempts to develop student proficiency in planned oral presentations and oral readings of literary selections. The course also promotes a knowledge of literary forms and terms through familiarity with exemplary authors and literary works from a variety of cultures and areas. Students will explore and articulate ideas and issues through narrative, literary, expository, and technical writing. Skills for increasing student proficiency in research techniques, use of the English language, and critical thinking skills will be utilized throughout these writing activities.

English 10
The 10th grade English student will read and critique short stories, dramatic selections, nonfiction essays, poetry, and a novel. This literature will come from a variety of eras and cultures which the student will compare and contrast. The student will study the similarities and differences in cultural influences as well as universal themes that are represented. Attention in writing will be given to effective word choice and vivid description as well as development of varied sentences and well-organized and logically-structured paragraphs. The student will edit and critique both personal and peer writing. Analysis of printed consumer information will be included in the course. The student will practice oral communication skills and communication in small group learning activities.

English 10 (Honors)
Students in English 10 (Honors) will participate in group activities in which they are responsible for specific roles, create an outline of group activities, prepare a summary of the group accomplishments, and present the group=s findings in oral presentations. Throughout the course, students will be exposed to various forms of writing, including poetry, short stories, plays, and novels coming from a variety of eras as well as culture. Students will read and critique literature, focusing on the similarities and differences, structures, images, and themes, as well as examine literature from several different perspectives. They will read and interpret consumer materials and identify essential information necessary for operating specific tools and machinery. They will analyze information presented in contracts, job and technical descriptions, and warranties. While studying poetry, students will critique the work by focusing on the use of rhyme, sound, and rhythm in order to convey a message. Various elements of poetry and dramatic elements will be demonstrated through class productions. Writing skills will be developed through a variety of writing assignments, and students will plan and organize ideas clearly through word choice and clear, varied sentences. They will edit writing for clarity and content, correct use of language, and correct grammatical structure. They will participate in a research project in which they learn various methods of research and techniques to compose a research paper or project.

English 11
English 11 will include a review and re-teaching of those basic grammar skills which should be used in the writing of a three to seven paragraph essay. Students will also write a research paper, containing the appropriate citation for several references. Reading assignments will include poetry, essays, short stories, and novels. Periodicals and newspapers will also be read and studies, in addition to the use of encyclopedias and other reference sources. Public speaking skills will be assessed as students present a variety of speeches. Students will also develop listening skills as they learn to critique student speeches.

English 11 - Language and Composition (Advanced Placement)
English 11 – Language and Composition (Advanced Placement) is designed to prepare students for the AP Examination. Students acquire skills to develop written essays based on prose analysis and argumentation. To achieve proficiency in these types of writing, students are presented with a thorough background in the elements of language and prose, as well as practical skills in applying logic to express their arguments. Vocabulary is emphasized throughout the course. Students develop test-taking skills which prepare them for the multiple-choice segment of the examination. Both large and small groups are used for skill development. Students are also exposed to the thoughts of great minds from ancient to modern times, and they are encouraged to apply this knowledge in their writing. Additionally, students will read six novels which are integrated into the body of student-produced work. Students will write a research paper.

English 11 (Honors)
Similar in content to English 11, English 11 (Honors) focuses to a greater extent on critical thinking and college preparatory skills. This course develops oral presentation skills, with attention to the accuracy of evidence and effectiveness of delivery. It enhances an appreciation of classic and contemporary American literature and assists students in identifying prevalent themes and characterizations which are

reflective of the history and culture. The course also allows students to identify the contributions of other cultures to the development of American literature. This course provides instruction on the writing of clear and accurate business and technical reports. An emphasis is placed on the writing of expository and persuasive essays through locating, evaluating, synthesizing, and citing information. Attention is placed on the organization and accuracy of student writing. Students will write a research paper.

English 12
The objectives for the twelfth grade English course include the four components of the Virginia SOL's. In oral language the focus is on developing speaking skills in preparation for a formal oral presentation. In reading and literature the focus is on reading and critiquing poetry and drama from various cultures, analyzing various forms of British literature from different chronological eras, and reading a variety of informational and technical texts. In writing the primary focus is on developing expository and technical writing which is edited to conform to accepted standards of English usage. In research, students will write a research paper using a recognized method of documentation.

English 12 - Literature (Advanced Placement)
English 12 – Literature (Advanced Placement) is a special course designed to afford outstanding students the opportunity to take a college-level course while attending high school. Students will read an average of twelve novels during the year. They will learn to analyze, to evaluate, and to criticize novels, short stories, plays, and poetry. The first semester will concentrate on the study of the elements of the short story, while the second semester will examine traditional British literature, drama, and poetry. Students will write many essays, participate in group discussion, practice literary analysis and criticism, and write a term, or research, paper on a literary subject. The ultimate goal of the course work and evaluative models is to prepare for the AP Examination, which is required of all students wishing credit in AP English.

English 12 (Honors)
Similar in content to English 12, English 12 (Honors) focuses on skills necessary for success in college: critical thinking, note taking, reading to learn, critical listening, test taking, speaking effectively, and writing effectively. The emphasis in writing is on the college essay, literary analyses, and the research paper. The emphasis in literature is on reading analytically in order to critique not only the content, but also the author's style and use of literary techniques.

English 12 (Dual Enrollment - VHCC)
English 12 Concurrent is a dual enrollment class, providing an opportunity for high school students to receive college credit from Virginia Highlands Community College. This course seeks to develop writing ability for study, work, and other areas of writing based on experience, observation, research, and reading of selected literature. The course assists students in understanding the concept of writing as a process involving the elements of understanding, composing, revising, and editing. Students are encouraged to integrate into their writing experiences in thinking, reading, listening, and speaking.
Additional Information Available via:
HTTPS://WWW.DOE.VIRGINIA.GOV/TEACHING-LEARNING-ASSESSMENT/INSTRUCTION/ENGLISH-READING

Newspaper
Through the publication of the school newspaper, students learn and practice the journalistic skills of interviewing, writing different types of stories (such as news, features, or sports), copy-editing, and laying out the paper using desktop publishing software. Students also learn public relations/marketing techniques by selling ads. Meeting deadlines teaches responsibility and accountability, and small group work teaches working cooperatively as a team member. Learning is individualized using each student's talents, but all students are expected to sell ads, write stories, and do layout.

Yearbook
Through the publication of the school yearbook in this course, students acquire knowledge relating to computer publishing software. Students create and edit a yearbook using word processing skills, graphic programs, scanners, and publishing software. Students learn to elaborate ideas clearly and precisely through word choice and vivid descriptions of pictures and events. Students also learn to organize ideas into logical sequence and to revise and edit writing for clarity and content. They illustrate creativity through layout design, pictures, and artwork. Students achieve the objectives of the SOL's of Virginia through the publication of the yearbook.

FINE ARTS

Art I
Art I introduces the student to the elements of art and the principles of design. Following Virginia SOL's, this course includes art history, aesthetics, art criticism, and studio production. The students will work in drawing from life, painting with watercolor and tempera paint, ceramics, sculpture, printmaking, papermaking, lettering and poster design, and bookbinding. Objectives of the course include promoting the students understanding and uses of the elements of art and the principles of design; learning to identify and use the proper techniques in the various areas of art and its production; giving the student an opportunity to grow personally as they learn about art, art history, and artists; giving the student the environment in which to develop a personal artistic style; and helping the student learn to draw. Resources include a classroom set of textbooks.

Art II
Art II reinforces the elements of art and the principals of design. Following Virginia SOL's and meeting those in

Advanced Art, included in this course are art history, aesthetics, art criticism, and studio production. The student will work in drawing from life, painting with watercolor and acrylic, ceramics, sculpture, printmaking, papermaking, and bookbinding. Goals of the course include students understanding definitions and uses of the elements of art and principles of design and apply them in original compositions; identifying and using proper techniques in the various areas of art; growing personally in learning about art, art history, and artists; beginning to develop personal artistic styles; improving drawing skills; and acquiring a working knowledge of art vocabulary.

Art III and IV
Art III and IV is an advanced course which requires completion of Art II. This course goes into greater depth using the elements of art and the principles of design. Following Virginia SOL's this course includes art history, aesthetics, art criticism, and studio production. Each six weeks students work on an independent project meeting certain criteria. Emphasis is placed on communication, both visual and verbal. Writing about one's work is part of the process of producing works of art. Different projects are introduced each year so that Art IV students do not repeat what was done the previous year. Students will be able to apply elements of art and principles of design in original compositions; identify and use proper techniques in the various areas of art; make art, art history, and artists more important; refine personal artistic style; improve drawing skills and communication skills; and use their working knowledge of art vocabulary as mandated in the SOL's.

Art History
Art History is an academic non-studio course where students should be academically inclined or interested in learning about art history. Major art movements in the Western World will be covered with emphasis on modern times, the 19th and 20th centuries. Painting, sculpture, architecture, design, and photography are the main areas studied. Lives of selected artists will be studied. Local field trips will enable students to see both contemporary and traditional art form. Topics covered in this course include Prehistoric through Medieval; the Rebirth of Art - the Renaissance and the Baroque; the 19th and 20th centuries; contemporary art; and making comparisons. Students will be able to acquire an appreciation and knowledge of art history; attain the desire to learn more about art history either on their own or through further course work; and meet the Virginia SOL's regarding Art History under Art Appreciation.

Ceramics
Ceramics is a beginning level art class open to all grade levels. Ceramic clay projects include hand building construction methods and potter's wheel throwing methods. Students will also learn about ceramic arts and artist throughout art history. Students will also investigate classical, modern and contemporary ceramic artists and ceramic construction techniques. Included in the ceramic course will be traditional ceramic clays and glazes and a unit on man-made polymer clays, construction methods and projects.

Chorus I, II, III, IV
Course objectives include the following items. Virginia SOL's will be emphasized through theoretical understanding of music and a promotion of greater aesthetic appreciation of the arts and world through performance in and out of the classroom. Students will have a safe learning-conducive environment; perform with musical understanding; nurture the development of aural skills; learn successful tone quality and intonation and proper singing technique (posture and breathing); develop group ethics and group camaraderie; differentiate purity of vowels and correct use of consonants; enhance their appreciation for the performing arts through performance and attendance at a major musical production; learn solo performance strategies; and acquire a earned experience where they will work toward proven good behavior and attainment of a higher level of performance. Theory lessons will be similar for all course levels. Performance literature will differ according to grade level. Skills will be developed and built upon in each subsequent level.

Instrumental Music - Winds, Percussion, Brass, and Ensemble
Areas of instruction in this course include marching band techniques, concern band performances, survey of band literature, sight reading, audition preparation, technical development, and basic music theory. Objectives for the course, which integrate the Virginia SOL's, include the following. Students are expected to demonstrate continued development and refinement of all concepts essential to an outstanding musical performance. The expectation of greater proficiency provides new challenges each year. Differentiation for grade level or playing ability is achieved through careful assignment of divided (sheet music) parts, principal parts, and edited parts. The ability to make judgments about the esthetic quality of music literature, as well as the quality of musical performance, is nurtured. A far-reaching objective is to foster a greater understanding and lifelong appreciation for music. Students are eligible to participate in several County, District, and State band events. Performance and adjudication opportunities also exist for the band, individual musicians and small groups.

Composition-Songwriting
This course may use conventional or nonconventional notation and may include harmonization in addition to melody writing. Along with musical instruments, students may also use computers for creating music. This course is open to students who are already enrolled in a regular band or choral class. Students must have teacher approval before enrolling in this course.
Additional Information Available via:
https://www.doe.virginia.gov/teaching-learning-assessment/instruction/fine-arts

WORLD LANGUAGES

French I

In French I, students begin to develop communicative competence in French and expand their understanding of the culture(s) of francophone countries. Communicative competence is divided into three strands:

- Interpersonal speaking and writing as interactive processes in which students learn to communicate with another French speaker
- Interpretive listening and reading as receptive processes in which students develop comprehension of French
- Presentational speaking and writing in which students focus on organization of thoughts and awareness of their audience in delivering information.

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

French II

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

French III

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

Emphasis continues to be placed on use of French in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the French language and francophone culture(s).

French IV

In French IV and above, students continue to develop their communicative and cultural competence in the interpersonal, interpretive, and presentational modes of communication. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events and issues at a proficiency level commensurate with their study. They comprehend and produce information drawn from a variety of authentic sources. Students use French to access information in other subject areas and to compare and contrast cultural elements found in the countries or regions where French is spoken with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V and above by adjusting specific course content. Emphasis continues to be placed on use of French in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the French language and francophone culture(s).

Additional Information Available via:
https://www.doe.virginia.gov/home/showpublisheddocument/2248/637950302146500000

Latin I

In Latin I, students begin to develop the ability to comprehend simple written Latin texts based on a variety of topics. The first strand of the Latin Standards of Learning emphasizes interpretation of texts because the focus is on comprehension rather than interpersonal communication. To support the development of reading skills, students learn to use Latin orally, understand oral Latin, and write very simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans as reflected in aspects of the daily lives of Roman people. Students compare these cultural and historical elements to their own culture and recognize examples of the influence of Roman civilization in their own world. Through their understanding of the structures and vocabulary of the Latin language, students enhance their understanding of these same linguistic elements of English.

Latin II

In Latin II, students develop the ability to comprehend written Latin texts with more complex linguistic structures. The first strand of the Latin Standards of Learning emphasizes

interpretation of texts because the focus is on comprehension rather than interpersonal communication. Students understand adapted and authentic Latin from original sources. To support the development of reading skills, students continue to use and understand some oral Latin and write simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans. Students compare cultural and historical elements of ancient Rome and the United States by finding examples of the influences of Roman culture on the United States. They also compare the effects of the geography of the ancient Roman world and that of the United States on aspects of culture, such as food, dwellings, clothing, and art.

Latin III

In Latin III, students develop the ability to comprehend Latin texts with complex linguistic structures. The first strand of the Latin Standards of Learning emphasizes interpretation of texts because the focus is on comprehension rather than interpersonal communication. Students expand their knowledge of archaeological evidence, art, and literature as reflections of Roman perspectives and practices. They examine the Roman political system, the multicultural aspects of the Roman Empire, and the role of geography in military history and compare these to similar aspects of United States politics, culture, geography, and history.

Latin IV

In Latin IV and above, students interpret and analyze authentic Latin in a variety of genres. The first strand of the Latin Standards of Learning emphasizes interpretation of texts because the focus is on comprehension rather than interpersonal communication. Students analyze the effects of stylistic features, such as figures of speech, word choice, and meter, in an author's work. They expand their knowledge of the perspectives and practices of Roman civilization by examining its philosophy, religion, mythology, and standards of personal conduct. Students also discuss the contributions of the Romans to modern law, government, art, and literature. The standards for level IV focus on refinement of language skills and may be applied to levels V and above by adjusting specific course content.

Additional Information Available via:
https://www.doe.virginia.gov/home/showpublisheddocument/2248/637950302146500000

Spanish I

In Spanish I, students begin to develop communicative competence in Spanish and expand their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands:

- Interpersonal speaking and writing as interactive processes in which students learn to communicate with another Spanish speaker
- Interpretive listening and reading as receptive processes in which students develop comprehension of Spanish
- Presentational speaking and writing in which students focus on organization of thoughts and awareness of their audience in delivering information.

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

Spanish II

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

Spanish III

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

authentic materials to learn about the Spanish language and culture(s).

Spanish IV
In Spanish IV and above, students continue to develop their communicative and cultural competence, understanding oral and written texts, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events and issues at a proficiency level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements found in Spanish-speaking countries or regions with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V and above by adjusting specific course content. Emphasis continues to be placed on use of Spanish in the classroom as exclusively as possible, as well as on use of authentic materials to learn about the Spanish language and culture(s).
Additional Information Available via:
https://www.doe.virginia.gov/home/showpublisheddocument/2248/637950302146500000

HEALTH & PHYSICAL EDUCATION DEPARTMENT

9th Grade Physical Education
The 9th grade physical education classes are expected to be active participants during class each day. This includes being properly attired. There is a daily routine of warm-up, jogging, stretching, exercise, and cool-down. The semester activities include Presidential Physical Fitness, health fair, lifelong activities, weight training, individual and team sports, and aerobics. Safety is of utmost importance in each and every activity. Students will demonstrate proficiency in all areas of fitness. They will demonstrate basic knowledge of various individual and team sports. Students will understand the importance of daily physical activity to enhance their physical well-being as they age. Students will comprehend the importance of safety as the focus of every activity, e.g., weight training.

9th Grade Health
The 9th health curriculum is required in the Commonwealth of Virginia for graduation. The course is divided into two halves with the first semester consisting of health and wellness and the second semester physical education. The health program is divided into five major categories: alcohol and other drugs, consumer health, disease prevention and control, first aid, and personal health and wellness with an emphasis on nutrition.

10th Grade Physical Education
The 10th grade physical education program consists of various activities. There is a daily stretching and exercise program prior to the activities to work on flexibility, strength, and injury prevention. Activities include state physical fitness testing, team sports, individual sports, and lifelong sports. Students are expected to be properly attired and prepared for class. They are also expected to participate in all activities and to practice proper citizenship and safety procedures. It is the desire that students will find various sports and/or activities which they enjoy and can participate in outside of school in order to live a more fit and productive life.

Advanced Physical Education
This upper-level class is designed to teach a variety of lifelong activities. The class is not required for graduation, but students earn one credit for completion of this elective. This course is offered to juniors and seniors. Activities differ from normal physical education by offering more lifelong activities such as swimming, canoeing, kayaking, fishing, water safety, beach volleyball, repelling, golf, tennis, orienteering, bowling, camping, outdoor cooking, archery, and special classes such as CPR, Youth Leadership, and Virginia Hunter Education.
Students are taught to work together so each activity will be enjoyable for the entire class. Safety is of utmost importance when planning any activity. Therefore, students are required to find ways to make each sport or activity risk-free.
The following objectives are designed so students can learn the importance of continuing lifelong activities into adulthood, thus developing total wellness. Students will help develop and teach activities. Students will share safety techniques. Students will take specialty classes that encourage total wellness. Students will plan and provide an activity that will include the entire student body and benefit the community as well. Lifetime activities will be planned to teach students to stay physically, mentally, and socially fit.

Driver's Education
Objectives of driver's education will focus students on the interaction of people, vehicles, and roadways. Students will learn to reduce risk while driving on different types of highways and will learn the rules of the road. Highway signs, signals, and markings will be taught. Students will learn legal responsibilities such as ownership, registration, tags, and inspections. They will also learn about alcohol and other drugs.
Additional Information Available via:
https://www.doe.virginia.gov/teaching-learning-assessment/instruction/driver-education

MARKETING EDUCATION DEPARTMENT

Introduction to Marketing
Students gain a basic understanding of marketing and its importance and develop fundamental social, economic, mathematical, and marketing, job search, and occupational decision-making skills necessary for successful initial employment in retail, wholesale, or service businesses. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. Computer/technology applications supporting this course are studied.

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

Advanced Marketing
Students build on knowledge gained in a prior Marketing course. Students participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, and emerging technologies. Students will prepare for advancement in marketing careers and postsecondary education. This course reinforces mathematics, science, English, and history/social science Standards of Learning (SOL). Computer/technology applications and DECA activities enhance the course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events. 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.

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

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

Advanced Fashion Marketing
Students with a career interest in apparel and accessories marketing gain in-depth knowledge of the apparel and accessories industry and skills important for supervisory-management employment in apparel businesses. They develop advanced skills unique to fashion marketing and advanced general marketing skills applied to the apparel and accessories industry. Professional selling, sales promotion, buying, merchandising, marketing research, product/service technology, and supervision as well as academic skills (mathematics, science, English, and history/social science) related to the content are part of this course.

MATH

Algebra I
Students in Algebra I are expected to achieve the objectives of the SOL's of Virginia. In the course, students make connections among arithmetic, geometry, and probability and statistics. Connections are also made to other subject areas through practical applications. Students come to attach meaning to the abstract concepts of algebra. Students are required to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs are used to interpret algebraic expressions, equations, and inequalities and to analyze functions. Matrices are also used to organize and manipulate data. Students use calculators and computers when they are available to assist in problem solving. In the course, students are encouraged to discuss mathematics, use the language and symbols of mathematics to communicate, discuss problems and problem solving, and develop confidence in mathematics.

Algebra, Functions, and Data Analysis
This course is designed for students who have successfully completed Algebra I. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems

that require the information of linear, quadratic, exponential, or logarithmic equations or systems 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. The infusion of technology in this course will assist in modeling and investigating functions and data analysis.

Algebra II
Students in Algebra II are assumed to have mastered those concepts outlined in the Algebra I and geometry Virginia SOL's. Students study advanced algebraic concepts through functions, polynomials, rational expressions, complex numbers, matrices, and sequences and series. Emphasis is placed on practical application and modeling. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results are studied. Students study graphing functions using a transformational approach, including translation, reflections, dilation, and rotation to general a "family of graphs" from a given graph. They study the close relationship between algebraic concepts and graphic representations of functions. They also vary the coefficients and constants and an equation, observe the changes in the graph of an equation, and formulate generalizations that can be applied to many graphs. The graphics calculator, computers, textbook, and appropriate videos are the major resources.
Evaluations of student's knowledge will be conducted on a regular basis by means of tests, quizzes, homework, class work, and projects.

Geometry (Honors)
Geometry is designed for students who have mastered Algebra I. This course stresses the basic structures of geometry and the development of formal proofs. Topics covered in this course will include an introduction to basic figures and terminology, inductive reasoning, parallel lines, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, trigonometry, circles, polygons, area and volume, constructions, and coordinate geometry. Throughout the course the Virginia SOL's will be followed.

Pre-Calculus 163/164 (Dual Enrollment)
This course, also referred to as advanced mathematics, is designed for students who have previously studied trigonometry and math analysis and who desire additional preparation prior to enrolling in calculus. Course content includes functions, theory of equations, matrices, linear programming, vectors, sequences and series, polar coordinates, complex numbers, limits, derivatives, probability, and other discreet mathematics topics. Many of these topics are widely used in business and industry. The algorithmic problem-solving method is an additional component of the course. Students are encouraged to communicate both orally and in writing and through the use of journals, projects, and presentations, using the language of mathematics and its symbolism.

Algebra I, Part I
Algebra I, Part I provides students with basic algebra skills necessary to move to a higher level mathematics course geared toward a career in the technical field. The student will learn when to apply which algebra skill to solve application problems. This course covers arithmetic principles and computations including exploring data, whole numbers, decimals, fractions, percents, measurement, graph interpretations, integers, equations and inequalities, polynomials, geometric forms, and applications. The broad goal of this course is to eliminate or reduce math anxiety by making mathematics understandable and applicable to everyday life.

Algebra I, Part II
Algebra I, Part II provides students with algebra skills necessary to move on to a higher level mathematics course geared toward a career in the technical field. It presents algebra through ratios and proportions, signed numbers, powers and roots, vectors, linear and nonlinear equations, factoring, quadratics, inequalities, statistics and probability, and applications. It directs applications to specialty areas such as home economics, industrial technology, business and marketing, agriculture, and health occupations. The broad goal of the course is to eliminate or reduce math anxiety by making math understandable and applicable to everyday life. Prerequisites for this class are successful completion of basic algebra or Technical Algebra I.

Geometry
Geometry is offered to students who need an "applied" math course. The units include working with lines and angles; working with shapes in 2 and 3 dimensions; using ratio and proportion; working with scale drawings; using signed numbers and vectors; using right triangle relationships; using trig functions; geometry in the workplace; solving problems with computer graphics; spatial visualization; coordinate geometry; logic; and transformations.

Trigonometry/Analysis
The trigonometry portion of this course is taught during the first semester, and the mathematical analysis component is taught during the second semester. In trigonometry, students should have concepts outlined in the Algebra II SOL's. Trigonometry includes the study of trigonometric definitions, applications, and graphing, as well as solving trigonometric equations and inequalities. Emphasis is placed on using connections between right triangle ratios and trigonometric functions and circular functions. Applications and modeling are utilized. An emphasis is placed on oral and written communication concerning the language of mathematics, logic of procedure, and interpretation of results. In mathematical analysis, students' knowledge of function characteristics is extended, and they are introduced to another mode of

mathematical reasoning. Students should have mastered Algebra II concepts and have had an exposure to trigonometry. The content of mathematical analysis serves as an appropriate preparation for calculus.

Mathematical Analysis
Students enrolled in Mathematical Analysis are assumed to have mastered Geometry and Algebra II concepts. Mathematical analysis develops students' understanding of algebraic and transcendental functions, parametric and polar equation, sequences and series, and vectors. The content of this course serves as an appropriate preparation for a calculus course.

Additional Information Available via:
https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/mathematics

SCIENCE

Anatomy and Physiology
In this course, students will develop an understanding of the anatomical and chemical makeup of cells, tissues, organs, and organ systems as they relate to the whole organism. The students will learn the location and function of the various parts of the skeletal system, muscle system, nervous system, and epithelial system. Students will use both gross and microscopic observations of dissected organs and organisms in order to accomplish these tasks.
Dual Enrollment with A. Linwood Holton Governor's School
This course is comparable to any college-level anatomy class and demands that students be both academically and emotionally prepared to meet the challenges. The class follows the strict guidelines set forth by the Department of Science and Engineering at Virginia Highlands Community College. Upon the completion of the course, students will receive a total of eight semester hour's credit in biology which may transfer as a free science elective or biology elective to the college or university of their choice. The only stipulation is that the grade must be a "C" or better. Parental signature is required prior to students being allowed to begin this class.

Biology (Advanced Placement)
The Advanced Placement Biology course is designed to be the equivalent of a college-introductory biology course usually taken by biology majors during their first year. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topic outline includes three main areas of emphasis: chemistry of life, heredity and evolution, and organisms and populations. The course is organized around eight major unifying themes.
The student will be involved in laboratory work throughout the school year. The lab work is at the college level and provides more math skills as well as greater problem-solving situations. Wherever possible in this class, field trips to hear speakers are encouraged. Other resources include the library, access to the Internet for reports and updated scientific information, computer-generated tutorials, movies, laser discs on biological topics, and AP-prepared labs.

Biology (Honors)
In biology (honors), students observe and analyze the characteristic properties of living organisms, including becoming familiar with homeostatic functions, exploring cellular structure and function and mechanisms of transport within cells, classifying organisms, and surveying the kingdoms of living organisms. Students utilize critical thinking skills to develop a greater appreciation of life and man's role in preserving life and the environment. They also analyze the cause and effect of the physical of the physical environment on the health and well-being of organisms, as well as develop skills in the application of proper laboratory techniques and safety. Components of this aspect of the course include microscopy, use of dissection instruments, and handling of laboratory chemicals and specimens.

Biology II-Ecology
Biology II-Ecology is a course designed to follow Earth Science and Biology as the third science credit for students not taking Chemistry or Physics. This course involves hands-on laboratory activities as the student investigates and learns about issues and interactions between man and his environment. The overall ecology curriculum covers the environment in which organisms live, how organisms interact with the environment, and the impact of human activities on the environment. The curriculum emphasizes the interactions of humans and organisms with water, air, and land. The skills stressed are the interpretations of maps, graphs, and tables. Students perform scientific lab procedures which require them to form hypotheses, collect data by using their senses and laboratory instruments, interpret data, and report results. Major topics of study include environmental pollution, biomes, people and their needs, natural resources, and habitat destruction,

Chemistry I
Chemistry I allows students to develop a variety of skills associated with scientific inquiry, gain a historical perspective consistent with the theories of chemistry, and acquire an appreciation of the environment and role of chemistry in the preservation of the environment. To reinforce concrete learning experiences, a variety of laboratory exercises, demonstrations, and technology is utilized to illustrate scientific concepts. An emphasis is placed on safety procedures in the laboratory.

Chemistry II (Honors)
Chemistry II allows students to develop problem-solving skills in order to validate the concepts of acid-base theory, equilibrium, thermodynamics, and electrochemistry. They develop an understanding of chemical reactions and their reaction mechanisms and utilize chemical models to explain macroscopic observations. Students also extend the concepts of general chemistry to biochemistry and explore the application of chemistry in our lives, including the role that

chemistry plays in preserving the environment.

Earth Science 9
Students in Earth Science will apply basic concepts in all branches of the field which include geology, meteorology, astronomy, and oceanography. Problem-solving and decision-making will be stressed as well as interpretation of maps, graphs, tables, and charts in each of these areas. The scientific method and the development of scientific thought is emphasized in connecting key concepts involving the earth's composition, structure, processes, history, atmosphere, hydrosphere, and its position in space. Major topics of study include plate tectonics, the rock cycle, Earth history, the oceans, weather, climate, and the solar system and universe. A primary goal of these objectives is to prepare students for making informed decisions in matters involving the earth, its natural resources, and space.

Earth Science (Honors)
This laboratory science course includes the standards as set forth in the Virginia SOL's. The Earth Science standards connect the study of the earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. The standards stress the interpretation of maps, charts, table, and profiles, the use of technology to collect, analyze, and report data; and science skills in systematic investigation. Problem-solving and decision-making are integral parts of the standards, especially as they relate to the cost and benefits of utilizing the earth's resources. Major topics of study include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe.

Environmental Science
Environmental Science Course Content and Process Guidelines are designed to continue the student investigations that began in grades K-8. These outcomes integrate the study of many components of our environment, including the human impact on our planet. These outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Instruction should focus on student data collection and analysis through laboratory experiences and field work. These should include descriptive and comparative studies as well as investigation (i.e. meaningful watershed educational experiences). It is expected that teachers will collaborate with museums, aquaria, nature centers, government agencies, associations, foundations, and private industry in efforts to engage the community, provide diverse points of view about the management of natural resources, and offer a variety of learning experiences and career education opportunities.

Physics
Physics emphasizes a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra, inferential statistics, and trigonometry, is important, but conceptual understanding of physical systems remains a primary concern. Students build on basic physical science principles by exploring in depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered in the course include force and motion, kinetic molecular theory, energy transformations, wave phenomena and the electromagnetic spectrum, light, electricity fields, and non-Newtonian physics. Emphasis is placed on the practical application of physics in other areas of science and technology and how physics affects our world
Additional Information Available via:
https://www.doe.virginia.gov/teaching-learning-assessment/instruction/science

SOCIAL SCIENCES

Local History
In this course students will understand how local, regional, state, national, and world issues affect each other. They will understand the role that the media plays in today's society. Special emphasis will be placed on how that role has changed and developed over time. Students will become familiar with certain controversial issues which exist currently in the United States, i.e., prayer in schools, capital punishment, abortion, public school vs. public school, gun laws, affirmative action, etc. They will understand the role that the Bill of Rights plays in lives of American people today. Special emphasis is placed on the First, Second, Fourth, Fifth, and Eighth Amendments.
Resources used in this course include the Bristol Herald Courier, the Internet, Time, Newsweek, U.S. News & World Report, certain approved television shows such as "60 Minutes," " Dateline NBC," and "Primetime Live," and guest speakers from the community.

Government (Advanced Placement)
Advanced Placement Government is a course designed to give students an analytical and philosophical perspective on politics and government in the United States. Students develop an understanding of the fundamental concepts of democratic theory and philosophy, examine the structure and institutions of the national government, analyze the Constitution and amendments, and investigate political beliefs and behaviors, party politics and interest groups. Civil rights and civil liberties and the interplay of freedom and equality are also primary areas of content and class discussion. The summary objective of the course is to produce an enlightened citizenry patterned after the Jeffersonian ideal.

Humanities
Humanities is a study of man's history through the arts and the relevance of art to modern-day man. Objectives of this course include having the students understand the significance of art; to evaluate different genre and recognize their significance to

their culture; and promote and preserve the arts in all walks of life. This course is for students at the senior level.

Psychology
In this course students will study the history of psychology through the various methods and approaches of psychologists. They will learn how the human anatomy affects the different emotions, actions, behaviors, intellect, personality, and social well-being. Students will also be taught the different treatments and modifications used to alter and adjust the different emotions, behaviors, and inadequacies of individuals.

United States History
Objectives of United States History include the following. Students will study and analyze the Colonial Period, the nation's beginning, the Revolutionary War, slavery issues, division of the Union, and the reunion of the nation. They will understand the changes, advancements, and struggles that the United States faced with imperialism and becoming a world power. The effects of the economic boom, World War I, the Great Depression, and recovery through The New Deal will be compared. Students will achieve an understanding of the "Hot War" and the "Cold War" years. This will include the study of World War II, origins of the Cold War, and the post-war years (1939-1960). They will get an educational understanding of the different upheavals during the sixties and obtain a better understanding of the Kennedy and Johnson years, civil rights movements, and the Vietnam War. They will be able to see the continuity and change in history.

United States History (Dual Enrollment)
This course includes similar content as US History but a more in-depth approach is used. Additional reading, writing, and oral participation is required. The course is designed for the academic student who is willing to accept the challenges of a college-level class. This concurrent course provides six hours of credit through Virginia Highlands Community College and requires a fee, payable to the Washington County School System.

Virginia and United States Government
Course objectives for this class will enable students to answer questions about the origins and the functions of the Virginia and United States political systems. They will be able to demonstrate a knowledge of our United States and Virginia Constitutions. They will be knowledgeable of other significant and historical documents which contributed to the development of our system and become aware of the structure and operation of both levels of federalism. Students will understand how economic and political policies are developed in our country and be able to compare these policies to those of other countries within the international community. Students should gain the ability to exercise critical thinking skills in order to make positive economic and political decisions for our society.

World Geography
Students of World Geography (grade 8) are expected to use maps, globes, and other graphic tools successfully to acquire and process geographic information. They are expected to develop a spatial view of the world that includes cultural and physical characteristics of places and regions. An emphasis shall also be placed on critical physical and cultural processes such as climate, mountain-building forces, erosion, flooding, human migration, urbanization, international trade, and transportation. Successful completion of this course will result in a high school credit being awarded toward graduation.

World History I
In World History I students will understand the development of world civilizations from the prehistoric era to 1000 A.D. Emphasis is placed on Egyptian, Greek, Roman, and Asian cultural and geo-political contributions. Students will acquire an appreciation of the world's major religions. This course is an excellent precursor for World History II.

World History II
World History II examines the history and culture of the world from 1000 A.D. to the present. Students will recognize the contributions made during the major time periods. These include the Industrial Revolution and its lasting impact, the Renaissance and Reformation, and major military revolutions.

Leadership in the Social Sciences
This course introduces students to the study of leadership from a social scientific perspective. Utilizing the study of psychology, sociology, political science, and others, students will examine topics that are central to leadership. An emphasis will be placed on the psychological aspects of athletics and the role of leadership as players, coaches, and business leaders in sports. The study of effective leadership and decision-making based on human behavior and relationships will offer students insight they can incorporate into their leadership plans and apply in a broad range of settings.

Additional Information Available via:
https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/history-and-social-science/standards-of-learning

WASHINGTON COUNTY CAREER and TECHNICAL EDUCATION CENTER COURSES

Washington County Schools ensures equal access to all CTE courses; accessibility accommodations will be provided, if needed.

Advertising and Design I, II
This program of study provides competency-based education in the field of advertising design with a strong emphasis on computer graphics, computer animation, desktop publishing, and multimedia presentations. Students are expected to demonstrate competency with current industry software, digital printing/scanning concepts and procedures, technical illustration and rendering techniques, and mechanical drawings.

Auto Body Technology I, II, III
Major and minor car damage repair - body construction, rebuilding and refinishing techniques. Welding, bonding, sanding, painting and parts replacement skills. Two year program is equivalent to one year field experience. Upon completion of an additional year in field, student is eligible to pursue ASE Certification. (Maximum Class Size of 20 students)

Auto Service Technology I, II, III
Extensive work with all ASE Certification Test Areas: engine repair. Automatic transmission/transaxle, manual transmission/transaxle, suspension and steering, brakes, electrical and electronic systems, heating and air conditioning, and engine performance. Upon successful completion of these tests and two years of experience in the field, student becomes ASE Certified Master Automobile Technician.

Building Trades I, II
The Building Trades courses provide competency-based instruction in the primary areas of carpentry, electricity, and plumbing. Students will interpret blueprints, frame building sections, apply basic electrical theory, install conductors, install panel boards and switchboards, perform pipe cutting, rough-in water distribution components, and install fixtures and trims. (Maximum Class Size of 20 Students)

Carpentry I, II
This basic carpentry course covers topics on lumber, hand tools, and stationary and portable tools. The students build small projects designed to help them understand and master the tools and machines of the trade. This program will provide students with the knowledge needed to work in residential construction. (Maximum Class Size of 20 Students)

Cybersecurity Fundamentals
This course develops foundation understanding of cybersecurity and how it relates to information and network security. The course introduces students to characteristics of cyber crime, security principles, technologies, and procedures to defend networks.

CCNA Cybersecurity Manufacturing
This curriculum provides an introduction to the knowledge and skills needed for a Security Analyst working with Security Operations Center team.

Computer Networking Hardware Operations I, II, III, IV
This course prepares students for entry-level careers in the Network Systems pathway. Students develop skills needed to become network technicians, PC support specialist, information systems operators, and network security analyst. It provides a hands-on introduction to networking using tools and hardware commonly found in residential and commercial environments. Instructors are encouraged to facilitate field trips and outside-the-classroom learning experiences. Labs include PC installation, Internet connectivity, wireless connectivity, file and print sharing, and the installation of game consoles, scanners, and cameras.

Cosmetology I, 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. (Maximum Class Size of 20 Students)

Criminal Justice I, II
Students learn the theory, principles, and techniques of developing, administering, and managing services for the safety and protection of people and property.

Culinary Arts I, II
Students are prepared for job entry at the semi-skilled level for food service occupations. Instructional areas include nutrition, handling and storing of food, sanitation, and the microbiology of food spoilage. Completion of this course prepares students for a certification examination. (Maximum Class Size of 20 Students)

Drafting I, II, III
Students learn theory and the manipulative skills necessary to produce complete and accurate drawings based on the ideas and sketches of engineers, architects, and designers. They design and prepare mechanical, structural, and architectural plans, electronics, transmitters, power supplies, and receivers relevant to consumer electronic products as they practice electronic product troubleshooting, servicing and safety procedures.

Introduction to Health and Medical Sciences
This course introduces the student to all health care careers and develops basic skills common to all health and medical sciences. It is recommended as the first course for the following occupational offerings: Practical Nursing I HMS 8357, Nursing Assistant I HMS8360.

Licensed Practical Nursing I, II
Open to seniors and adults – anatomy and physiology, drug therapy, nutrition, medications, menial health, geriatrics and medical surgical nursing. Clinical setting – licensure upon satisfactory score on NCLEX exam – may qualify for Virginia Highlands Community College "bridge" program and complete RN program one year after graduation.

Medical Terminology
Medical Terminology is designed to help students learn health care language and is presented in logical order, beginning with each body system's anatomy and physiology and progressing through pathology, diagnostic procedures, therapeutic interventions, and finally pharmacology. Medical concepts, terms, and abbreviations are also presented to the students.

Nurse's Aide
Classroom and clinical instruction in patient care in hospitals, nursing homes, and home health care facilities. Certification upon completion of program and success on State Board Exam.

Pharmacy Technician I, II
This program would prepare students for job entry as a pharmacy technician or as a springboard for further education in the pharmacy field. Instructional areas include assisting the pharmacist in serving patients, maintaining medication and inventory control systems, and participating in the administration and management of pharmacy practice. Completion of the program prepares students for the pharmacy technician certification.

Health Assisting Careers (This is not new, but was missing)
Students explore opportunities in the health care field by developing basic skills common to several assisting careers. They study body structure and function, principles of health and disease, and an overview of the health and patient care system. Supervised work-based learning may be part of the course in health care settings and is managed by the health and medical sciences education teacher

Welding I, II, III
Students learn to use gases and/or welding processes and to braze and solder metal parts according to diagrams, blueprints, or written specifications. The program is certified by SENSE, allowing students to prepare for the Level I certification exam for welding. (Maximum Class Size of 20 Students

Engineering Concepts and Processes III
Engineering Concepts and Processes III is the third course of a four-course sequence that will enable students to solve real-world problems. This course focuses on building an engineering team, working with case studies, managing projects, delivering formal proposals and presentations, and examining product and process trends. In addition, students continue to apply their engineering skills to determine what postsecondary education engineering pathway they want to follow. Students will participate in STEM-based, hands-on projects as they communicate information through team-based presentations, proposals, and technical reports.

Engineering Practicum IV
This course will enable students to examine technology and engineering fundamentals related to solving real-world problems. Students examine ethics and intellectual property and design a practicum project, a culmination of knowledge and skill gained in the previous engineering courses. In addition, students continue to investigate a variety of engineering specialty fields and related careers to determine whether they are good candidates for postsecondary educational opportunities in engineering.

Technology of Robotic Design
Students engage in the study of computers and microprocessors and their applications to manufacturing, transportation, and communication systems. Topics include computer equipment and operating systems, robotics, programming, control systems, and social/cultural impact of these technologies. Problem-solving activities challenge students to design, program, and interface devices with computer systems. Learning activities include robotics, computer-aided design, computer-aided manufacturing and design, and control of electromechanical devices.

Sports Medicine
In this course, students earn a certification in First Aid/CPR/AED. The course introduces students to topics such as human anatomy and physiology, nutrition, biomechanics, medical terminology, injuries and illnesses, and legal and ethical issues in sports medicine. Students also examine prospective careers in the sports medicine field. Upon successful completion of this course, students are eligible to take Sports Medicine II and pursue certification as a personal trainer.

Medical Coding and Billing
Students will be introduced to healthcare systems, how to manage an office, and the electronic medical record as it pertains to the field of medical coding and billing. Students will be exposed to the medical terminology used to describe human anatomy and physiology. Students will also be introduced to the field of health informatics.

Health Informatics
Students will have the opportunity to explore the importance of safeguarding electronic healthcare information. Students will be introduced to the various technologies and trends that affect the healthcare industry. Health informatics is a rapidly growing field with a projected 21 percent increase in demand for workers throughout the state of Virginia from 2014-2024.* Students will explore aspects of health informatics to include the history of health information technology (IT) in the United States, the Electronic Health Record (EHR), ethical and privacy issues, and cybersecurity and data breaches.

Nail Technician I, II
Students learn to manicure, pedicure, install, and maintain artificial nails, and apply concepts associated with bacteriology, sanitation, nail disorders, anatomy and physiology, and safety. Completion prepares students for the Virginia Board for Barbers and Cosmetology state licensing examination in Nail Technician.

Modeling and Simulation Technology
Students will explore the use of modeling, simulation, and game development software to solve real-world problems in science, technology, engineering, and mathematics (STEM). The activities will include evaluating and testing engineering designs, modeling geospatial data, observing and analyzing physics simulations, programming games for educational purposes, and creating visualization systems with 3D models. Students will develop an understanding of the systems, processes, tools, and implications of the field of modeling and simulation technology.

Early Childhood Education Services
In this curriculum students prepare to be primary providers of childcare services. Students plan, organize, and conduct learning experiences that provide safe and healthy learning environments; promote physical, cognitive, language, social, and emotional development; utilize curricula responsive to children's needs; and promote family engagement. Students examine local, state, and federal regulations as well as professional expectations for this field. Coursework prepares students for balancing work and family, identifying education and training requirements, and the opportunities available in education and human services careers.

Virginia Teachers for Tomorrow
This course fosters student interest, understanding, and appreciation of the teaching profession and explores careers in the education and training career cluster and related pathways. Students build a foundation for teaching; learn the history, structure, and governance of teaching; apply professional teaching techniques in classroom and field experiences; and reflect on their teaching experience.

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

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

Masonry
Students will safely use hand tools, measuring tools, power tools, and lifting equipment that masons use on the job. Students will lay brick and block, explore the properties of and mix mortar, recognize mathematical concepts, and identify the components of blueprints used in masonry. Students focus on problem-solving and employability skills while performing hands-on, entry-level brick masonry tasks. Students will earn the Occupational Safety and Health Administration 10 card. Contextual instruction and student participation in co-curricular career and technical student organization activities will develop leadership, interpersonal, and career skills. High Quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

LINWOOD HOLTON GOVERNOR'S SCHOOL COURSE OFFERINGS

Advanced Multimedia Applications
SCED Code 10203

ITE 170 - Multimedia Software
Explores technical fundamentals of creating multimedia projects with related hardware and software. Students will learn to manage resources required for multimedia production and evaluation and techniques for selection of graphics and multimedia software. --3 credits

ITE 270 - Advanced Multimedia Development
Refines multimedia skills, focusing on project development using digital media; video clips, still images, and audio (sounds, music, and narration). Prerequisite: ITE 170.--3 credits

Appalachian History
SCED Code 04905

HIS 205 - Local History
Studies the history of the local community and/or region. --3 credits

Biology 101/102
SCED Code 03052

BIO 101 - General Biology I
Focuses on foundations in cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. Part I of a two-course sequence. **ALHGS prerequisite: High School Biology and High School Chemistry--**4 credits

BIO 102 - General **Biology** II
Focuses on diversity of life, anatomy and physiology of organisms, and ecosystem organization and processes in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. Part II of a two-course sequence. **ALHGS prerequisite: BIO-101--**4 credits

Biology 106 **SCED Code** 03052

BIO 106 – Life Science

Surveys the basic concepts of life science. Engages in the scientific process by developing hypotheses, gathering data, and analyzing results. Explores topics within the context of the societal implications of science. Intended for students not majoring in science. Assignments require college-level reading fluency, coherent written communication, and basic mathematical skills. **ALHGS prerequisite: High School Biology --**4 credits

Chemistry 101
SCED Code 03101

CHM 101 – Introductory Chemistry

Explores the experimental and theoretical concepts of general chemistry while emphasizing scientific reasoning, critical and analytical thinking. Designed for the non-science major. This is a Passport Transfer course. **Prerequisite: Algebra II**--4 credits

Chemistry 111/112
SCED Code 03102

CHM 111 - General Chemistry I

Explores the fundamental laws, theories, and mathematical concepts of chemistry. Designed primarily for science and engineering majors. Requires a strong background in mathematics. Students must earn a grade of C or higher in the lecture portion of the course to earn an overall grade of C or higher. Part I of II. This is a Passport Transfer course. **Prerequisites: High School Chemistry and Algebra II**--4 credits

CHM 112 - General **Chemistry** II

Explores the fundamental laws, theories, and mathematical concepts of chemistry. Designed primarily for science and engineering majors. Requires a strong background in mathematics. Students must earn a grade of C or higher in the lecture portion of the course to earn an overall grade of C or higher. Part II of II.
Prerequisite: CHM-111 -- 4 credits

Creative Writing **SCED Code** 01104

ENG 211 - Creative Writing

Introduces the student to the fundamentals of writing imaginatively. Students write in forms to be selected from poetry, fiction, drama, and essays. **Prerequisite: Dual Enrollment ENG-112--**3 credits

Cybersecurity--**SCED Code** 10302

ITE 105 – Careers and Cyber Ethics

Career paths in Information Technology will be explored to help the student determine the appropriate degree plan. Career paths will include but not be limited to software development, computer science, database, networking, system administration and operations, end user support, web design, and management. The student will learn ethical concerns in business and information technology including the ACM Code of Ethics.**ALHGS prerequisite: Algebra II--**2 credits

ITN 101 - Introduction to Network Concepts

Provides instruction in networking media, physical and logical topologies, common networking standards and popular networking protocols. Emphasizes the TCP/IP protocol suite and related IP addressing schemes, including CIDR. Includes selected topics in network implementation, support and LAN/WAN connectivity. **Prerequisite: ITE 105--**3 credits

Both ITE-105 and ITN-101 are taught concurrently in this class.
Students will not earn any dual enrollment credit until the completion of the course.

English 111/112

SCED Code:

ENG 111 – 01102 with SCED Sequence Code of 1 of 2
ENG 112 – 01102 with SCED Sequence Code of 2 of 2

ENG 111 – College Composition I

Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics: develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. 3 credits

ENG 112 – College Composition II

Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. **Prerequisites: Dual Enrollment ENG 111--**3 credits

English 246--**SCED Code** 01055

ENG 246 - Survey of American Literature

Examines American literary traditions and texts from diverse time periods, genres, and authors. Analyzes literary works within their historical, cultural, social, and/or literary contexts. Emphasizes skills of close reading. Develops critical thinking and interpretive skills through discussion, interpretation, and analysis of these texts. 3 credits **Prerequisites: Dual Enrollment ENG-112**

Environmental Science--**SCED Code** 03003

ENV 121 - General Environmental Science I

Explores fundamental components and interactions that make up the natural systems of the earth. Introduces the basic science concepts in the discipline of biological, chemical, and earth sciences that are necessary to understand and address environmental issues.
Part I of II.--**ALHGS Prerequisite: High School Biology--**4 credits

ENV 122 - General Environmental Science II

Explores fundamental components and interactions that make up the natural systems of the earth. Introduces the basic science concepts in the discipline of biological, chemical, and earth sciences that are necessary to understand and address environmental issues.
Part II of II.--**ALHGS Prerequisite: High School Biology--**4 credits

History of Western Civilization--**SCED Code** 04063

HIS 101 - History of Western Civilization I

Examines the development of western civilization from ancient times to the present.
Part I of II. --3 credits

HIS 102 - History of Western Civilization II

Examines the development of western civilization from ancient times to the present.
Part II of II. --3 credits

History of World Civilization
SCED Code:
HIS 111 – 04052
HIS 112 -- 04053

HIS 111 - History of World Civilization I

Surveys Asian, African, Latin American, and European civilizations from the ancient period to the present. Part I of II. --3 credits

HIS 112 - History of World Civilization II

Surveys Asian, African, Latin American, and European civilizations from the ancient period to the present. Part II of II. --3 credits

Human Anatomy & Physiology--**SCED Code** 03053

BIO 141 - Human Anatomy and Physiology I

Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part I of II. **ALHGS prerequisite: High School Biology and Chemistry**.--4 credits

BIO 142 - Human Anatomy and Physiology II

Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part II of II. **ALHGS prerequisite: BIO 141--**4 credits

Latin (high school credit only) **SCED Codes:** Latin I – 24342, Latin II – 24343, Latin III -- 24344

Latin I - High School Credit Only

Students begin to develop the ability to comprehend simple written Latin texts based on a variety of topics. The first strand of the Latin Standards of Learning emphasizes interpretation of texts because the focus is on comprehension rather than interpersonal communication. To support the development of reading skills, students learn to use Latin orally, understand oral Latin, and write very simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans as reflected in aspects of the daily lives of Roman people. Students compare these cultural and historical elements to their own culture and recognize examples of the influence of Roman civilization in their own world. Through their understanding of the structures and vocabulary of the Latin language, students enhance their understanding of these same linguistic elements of English.--ALHGS prerequisite: None

Latin II - High School Credit Only

Latin II, students develop the ability to comprehend written Latin texts with more complex linguistic structures. The first strand of the Latin Standards of Learning emphasizes interpretation of texts because the focus is on comprehension rather than interpersonal communication. Students understand adapted and authentic Latin from original sources. To support the development of reading skills, students continue to use and understand some oral Latin and write simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans. Students compare cultural and historical elements of ancient Rome and the United States by finding examples of the influences of Roman culture on the United States. They also compare the effects of the geography of the ancient Roman world and that of the United States on aspects of culture, such as food, dwellings, clothing, and art.--**ALHGS prerequisite: Latin I**

Latin III - High School Credit Only

In Latin III, students develop the ability to comprehend Latin texts with complex linguistic structures. The first strand of the Latin Standards of Learning emphasizes interpretation of texts because the focus is on comprehension rather than interpersonal communication. Students expand their knowledge of archaeological evidence, art, and literature as reflections of Roman perspectives and practices. They examine the Roman political system, the multicultural aspects of the Roman Empire, and the role of geography in military history and compare these to similar aspects of United States politics, culture, geography, and history.--**ALHGS prerequisite: Latin II**

Medical Terminology (MECC, SWCC, and VHCC)--**SCED Code** 14154-II

HLT 143 - Medical Terminology I (MECC, SWCC, and VHCC)

Provides an understanding of medical abbreviations and terms. Includes the study of prefixes, suffixes, word stems, and technical terms with emphasis on proper spelling, pronunciation, and usage. Emphasizes more complex skills and techniques in understanding medical terminology. --3 credits

Advanced Placement Physics 1 (high school credit only)-- **SCED Code** 03165

AP Physics 1 covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. The course also introduces students to electric circuits. AP Physics 1 is equivalent to a first-semester college course in algebra-based physics. This course aligns with the College Board's learning goals for AP Physics 1: Algebra-Based.
Prerequisite: Algebra II

Honors Physics (high school credit only)--SCED Code 03151

Students build on basic physical science principles by exploring in-depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas of study include force and motion, energy transformations, wave phenomena and the electromagnetic spectrum, electricity, fields, and non-Newtonian physics. Physics is applied in the areas of science, technology, engineering, and mathematics. The effects of physics on our world are investigated through the study of critical, contemporary global topics.--**ALHGS Prerequisite: Algebra II**

Probability & Statistics
SCED Code:
Math 154 – 02904
Math 245 -- 02201

MTH 154 - Quantitative Reasoning
Presents topics in proportional reasoning, modeling, financial literacy and validity studies (logic and set theory). Focuses on the process of taking a real-world situation, identifying the mathematical foundation needed to address the problem, solving the problem and applying what is learned to the original situation.--**Prerequisite: Algebra II**--3 credits

MTH 245 - Statistics I
Presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression.
Prerequisite: MTH-154 or Math 161--3 credits

U. S. History (James Monroe HS only)--SCED Code: 04101

HIS 121 - United States History to 1877
Introduces the history of the United States from its origins to 1877. Includes the European exploration, development of the American colonies and their institutions, the Revolution, major political, social and economic developments, geographical expansion, the Civil War, and Reconstruction. This is a Passport and UCGS transfer course. --3 credits

HIS 122 - United States History Since 1865
Introduces the history of the United States from 1865 to present. Includes major political, social and economic developments since 1865, overseas expansion, the two world wars, the Cold War and the post-Cold War era. This is a Passport and UCGS transfer course. 3 credits

Course Codes

Courses	College Code	College Credits	SCED Code
Advanced Multimedia Applications	ITE-170/270	3/3	10203
Appalachian History	HIS 205	3	04905
General Biology I and II **Biology – Life Sciences**	BIO-101/102 BIO-106	4/4 4	03052
General Chemistry I and II **Introductory Chemistry**	CHM-111/112 CHM-101	4/4 4	03102
Creative Writing	ENG-211/212	3	01104
Cybersecurity	ITE-105 / ITN-101	2/3	10302
English – College Composition I & II	ENG-111/112	3/3	01102
English – American Literature	ENG-246	3	01055
General Environmental Science	ENV-121/122	4/4	03003
Honors Physics **Advanced Placement Physics 1**			03151 03165
History of Western Civilization I and II	HIS-101/102	3/3	04063
History of World Civilization I and II	HIS-111/112	3/3	04052 04053
Human Anatomy & Physiology I and II	BIO-141/142	4/4	03053
Latin1/Latin II/Latin III	—	—	24342 / 24343 / 24344
Medical Terminology (MECC, VHCC, SWCC only)	HLT-143	3	14154-II
Probability & Statistics	MTH-154/245	3/3	02904 02201
U.S. History (James Monroe HS only)	HIS 121/122	3/3	04101

A. Linwood Holton Governor's School -- Master Schedule 2024-2025

<table>
<tr><th colspan="2">First Semester Block Courses</th></tr>
<tr><td>Block I
General Biology I (BIO 101)
General Chemistry (CHM 111)
History of Western Civilization (HIS 101/102)
Human Anatomy & Physiology (BIO 141)
Advanced Placement (AP) Physics</td><td>Block II
General Biology I (BIO 101)
Introductory Chemistry (CHM 101)
History of Western Civilization (HIS 101/102)
Human Anatomy & Physiology (BIO 141)
Probability and Statistics (MATH 154)</td></tr>
<tr><td>Block IIIA
General Chemistry (CHM 111)</td><td>Block IIIB
Biology I (BIO 101)
History of Western Civilization (HIS 101/102)
Human Anatomy & Physiology (BIO 141)</td></tr>
<tr><th colspan="2">Second Semester Block Courses</th></tr>
<tr><td>Block I
General Biology II (BIO 102)
General Chemistry (CHM 112)
History of Western Civilization (HIS 101/102)
Human Anatomy & Physiology (BIO 142)
Advanced Placement (AP) Physics</td><td>Block II
General Biology II (BIO 102)
Introductory Chemistry (CHM 101)
History of Western Civilization (HIS 101/102)
Human Anatomy & Physiology (BIO 142)
Probability and Statistics (MATH 245)</td></tr>
<tr><td>Block IIIA
General Chemistry (CHM 112)</td><td>Block IIIB
Biology II (BIO 102)
History of Western Civilization (HIS 101/102)
Human Anatomy & Physiology (BIO 142)</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Year-Long Courses (passed for 50-minute class schedule)
Advanced Multimedia (ITE 170/270)
Appalachian Studies: The History and Environment (ENV 121 and HIS 205 credit)
History of World Civilization (HIS 111/112)
Latin I (high school credit only)
Latin II (high school credit only)
Latin III (high school credit only)</td></tr>
<tr><td>First Semester Courses (passed for 90-minute block schedule)
Advanced Multimedia (ITE 170/270)
Appalachian History (HIS 205)
Life Science (BIO 106)
Cybersecurity (ITE 105/ITN 101)
College Composition I & II (ENG 111/112)
Environmental Science I (ENV 121)
History of World Civilization (HIS 111/112)
Honors Physics (high school credit only)
Latin I (high school credit only)
Latin II (high school credit only)
Latin III (high school credit only)
Medical Terminology (HLT 143)</td><td>First Semester Courses (passed for 90-minute block schedule)
Advanced Multimedia (ITE 170/270)
Appalachian History (HIS 205)
Creative Writing (ENG 211)
Cybersecurity (ITE 105/ITN 101)
American Literature (ENG 246)
Environmental Science I (ENV 121)
History of World Civilization (HIS 111/112)
Honors Physics (high school credit only)
Latin I (high school credit only)
Latin II (high school credit only)
Latin III (high school credit only)
Medical Terminology (HLT 143)</td></tr>
</table>

CONCURRENT/DUAL-ENROLLMENT

Concurrent high school/college enrollment is available for **exceptional** college preparatory and vocational students in their senior year in high school. The purpose of this cooperative program is to enhance each student's educational opportunity by affording him/her the opportunity to engage in post-secondary academic, vocational, or fine arts studies while continuing to attend high school.

Truly exceptional high school **juniors** may be considered for this program if both secondary school and college officials believe that the experience is appropriate for a particular student and recommended (in writing) concurrent or dual enrollment.
In order that the integrity of the experience be maintained, the following conditions will be observed:

1. The Principal of the school, in consultation with the staff and the appropriate college official, will approve or disapprove all concurrent proposals **before** the enrollment date. Each applicant will be screened by the high school faculty committee to assure that the student has the ability, maturity, and motivation to take advantage of the opportunity.
2. Only those persons in a college preparatory curriculum with at least a **"B"** average or those vocational students with exemplary performance in a vocational area will be considered.
3. The student must meet the college's admission requirements.
4. Only those college level courses which count toward a degree (non-developmental) will be considered for approval. Only those credit courses which are not in the area of physical education, are not offered in the regular high school program, and are judged to be appropriate to the student's goals will be eligible for concurrent enrollment. A course routinely offered at the high school will be considered only for those students who have schedule conflicts which cannot be reconciled.
5. Both high school and college credit work will be awarded for approved concurrent work which is successfully completed; three semester hours are equivalent to one-half unit of credit. Concurrent (dual) college course grades will be recorded on the high school transcript and will count toward rank-in-class, etc., on the same basis as other transfer credit.
6. Concurrent students must be enrolled for at least four units of high school work. An overall **"B"** average must be maintained in order that the concurrent arrangement be continued. A student who lacks no more than two units for graduation may, with the principal's prior approval, enroll in a college as a full-time student and transfer up to two Carnegie units (12 semester hours) back to the high school in order to meet graduation requirements. A student taking advantage of this particular option is not at the high school, and therefore, not eligible to participate in any school activities except graduation (after all work is completed).
7. Concurrent/dual enrolled students will report to the high school or engage in approved study/research at the college when the college class is not meeting.
8. Regular attendance is absolutely essential. Students who miss more than ten days not verified by medical excuses will be dropped from the concurrent enrollment option and enrolled full-time at the high school.
9. Students enrolled in concurrent programs will be eligible to participate in all extra-curricular activities.
10. A student may elect to enroll in a college level course which meets after regular school hours provided the above procedure is followed.

DUAL ENROLLMENT OR AP CLASSES? WHICH IS FOR YOU?

A Side by Side Comparison

	Advanced Placement (AP)	Dual Enrollment (DE)
Teacher endorsement	Required	Required
Prerequisite		VPT (Math and English) passing scores**
Cost	Cost determined by the college	Cost determined by the college
Offered by	College Board	Highlands Community College
Taught by	HCC Staff and Virtual Virginia	HCC staff
Credit transfer	Student must earn a qualifying score of 3, 4, or 5 **How credit transfers is dependent upon college in which student enrolls*	Must earn a C or higher **How credit transfers is dependent upon college in which student enrolls*
Class length	All year on an A/B schedule	All year on an A/B schedule
Classes offered	AP English Literature and Composition AP US Government and Politics AP Calculus AB AP European History AP Language and Composition Virtual Virginia offers the following Advanced Placement and regular online courses: <u>Advanced Placement Courses</u>: AP Art History AP Biology AP Calculus BC AP Chemistry AP English Language & Composition AP Environmental Science AP European History AP French Language & Composition AP Human Geography AP Physics B AP Psychology AP Spanish Language AP Statistics AP US History AP World History <u>Regular Courses</u>: SAT Prep (1/2 credit) (fee based)* Chemistry (Honors) Chinese I* Chinese II Latin I* Latin II Latin III* Physics (Honors) World Mythology*	DE English 111 (ENG 111 eligible, MTE 1) DE English 112 (completion of ENG 111 w/ C or better) DE History 121 (ENG 111 eligible, MTE 1) DE History 122 (completion of HIS 121 w/ C or better) DE Pre-Calculus I 163 (ENG 111 eligible, MTE 163 eligible) DE Pre-Calculus II 164 (completion of DE Pre Calc I 163 with a C or better) DE Principles of Psychology 200 (ENG 111 eligible, MTE 1) DE Survey of the Humanities 100 (ENG 111 eligible, MTE 1) DE Computer Aided Draft and Design I DE Engineer Drawing Fundamentals **Please note that VPT testing is provided at by Virginia Highlands Community College by appointment.

Uniform Certificate of General Studies Courses that may be completed via Virtual Dual Enrollment at VHCC

Course #	Course Title	Credit	
WRITTEN COMMUNICATION (Take Both)			
ENG 111	College Communication I	3	
ENG 112	College Composition II	3	
			Total Required Credits: 6
HUMANITIES (Must Select TWO courses and they must come from DIFFERENT categories)			
Category I:	History of Art: Prehistoric to Gothic		
ART 101			
Category II:	Comparative Mythology		
HUM 256	Introduction to Philosophy	3	
PHI 100	Religions of the World		
REL 230			
Category III:	British Literature	3	
ENG 245	American Literature		
ENG 246			**Total Required Credits: 6**
SOCIAL AND BEHAVIORAL SCIENCES (Pick ONE)			
PLS 135	US Government and Politics		
PSY 200	Principles of Psychology	3	
SOC 200	Introduction to Sociology		**Total Required Credits: 3**
NATURAL SCIENCE			
BIO 101	General Biology I	4	
			Total Required Credits: 4
MATHEMATICS (Pick ONE)			
MTH 154	Quantitative Reasoning		
MTH 161*	Pre-Calculus I	3	
MTH 162*	Pre-Calculus II		**Total Required Credits: 3**
MTH 245	Statistics I		
HISTORY (Pick ONE)			
HIS 121	United States History to 1877	3	
HIS 122	United States History Since 1865		**Total Required Credits: 3**
ELECTIVES (Pick TWO)	Any history, humanities, math, or social science course listed above not already selected 3-4**		
BIO 102	General Biology II	4	
CST 100	Principles of Public Speaking	3	
ITE 152	Into to Digital and Information Literacy	3	
			Total Required Credits: 6-8**
	TOTAL PROGRAM CREDITS: 31-33**		

FALL SEMESTER VIRTUAL DUAL ENROLLMENT COURSES

ENGLISH/COMPOSITION CREDIT
English - ENG 111 - 7W1
English - ENG 112 - 7W2

LAB SCIENCE CREDIT (STEM Students Should Not Take Virtual Lab Science)
Biology - BIO 101 - Full Semester

MATH CREDIT
Quantitative Reasoning – MTH 154 – Full Semester
Pre-Calculus I - MTH 161 - 7W1

Pre-Calculus II - MTH 162 - 7W2
College Statistics - MTH 245 - Full Semester (must have COMPLETED either MTH 161 or MTH 154 with a grade of "C" or better)

HUMANITIES CREDIT
Major British Writers - ENG 245 - Full Semester (must have COMPLETED ENG 112 with a grade of "C" or better)
Comparative Mythology - HUM 256 - Full Semester
Religions of the World - REL 230 - Full Semester
Philosophy - PHI 100 - Full Semester

SOCIAL SCIENCE ELECTIVE CREDIT
US History – HIS 121 – 7W1
HIS 122 – 7W2
Developmental Psychology – PSY 230 – Full Semester
Psychology – PSY 200 – Full Semester
Sociology – SOC 200 – Full Semester

TRANSFER ELECTIVE CREDIT
Government I– PLS 135 – 7W1
Government II - PLS 136 – 7W2 (Not Included in the UCGS Course Roster)
Introduction to Digital, Information Literacy, Computer Applications – ITE 152 – Full Semester
Public Speaking – CST 100 – Full Semester
Medical Terminology – HLT 143 – Full Semester (Guaranteed Transfer –VHCC - CTE)
Survey of Criminal Justice – ADJ 100 – Full Semester (Guaranteed Transfer –VHCC - CTE)
Orientation to College Success – SDV 101 – 7W1

SPRING SEMESTER VIRTUAL DUAL ENROLLMENT COURSES

ENGLISH/COMPOSITION CREDIT
English - ENG 111 - 7W1
ENG 112 - 7W2

LAB SCIENCE CREDIT (STEM Students Should Not Take Virtual Lab Science)
Biology - BIO 102 - Full Semester

MATH CREDIT
Quantitative Reasoning - MTH 154 - Full Semester
Statistics - MTH 245 - Full Semester (must have COMPLETED either MTH 161 or MTH 154 with a grade of "C" or better)

HUMANITIES CREDIT
Major American Writers – ENG 246 – Full Semester (must have COMPLETED ENG 112 with a grade of "C" or better)
Comparative Mythology – HUM 256 – Full Semester
History of Art: Prehistoric to Gothic – ART 101 – Full Semester
Introduction to Philosophy – PHI 100 – Full Semester
Religions of the World – REL 230 – Full Semester

SOCIAL SCIENCE ELECTIVE CREDIT
Developmental Psychology – PSY 230 – Full Semester
Psychology – PSY 200 – Full Semester
Sociology – SOC 200 – Full Semester
US History – HIS 121 – 7W1
HIS 122 – 7W2

TRANSFER ELECTIVE CREDIT
Government I – PLS 135 – 7W1
Government II – PLS 136 – 7W2 (Not Included in the UCGS Course Roster)
Public Speaking – CST 100 – Full Semester
Medical Terminology – HLT 143 – Full Semester (Guaranteed Transfer –VHCC - CTE)
Survey of Criminology – ADJ 107 – Full Semester (Guaranteed Transfer – VHCC - CTE)
Orientation to Student Success – SDV 101 – 7W1

VHCC Virtual Dual Enrollment Course Offerings

Art History: Prehistoric to Gothic (ART 101) 3 credits Spring (Full Term)
Students the historical context of art of the ancient, medieval, Renaissance and modern worlds. Includes research project. (Humanities credit) **This is a Passport and UCGS Transfer course.**

Biology I (BIO 101 4 credits Fall (Full Term)
(STEM Students Should Not Take Virtual Lab Science)
Focuses on biological processes with a chemical foundation, including macromolecules, cellular structure, metabolism, and genetics in a evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy ad matter; and systems biology. Emphasizes the process of science, interdisciplinary approach, and relevance of biology to society. Part I of a two-course sequence. Assignments require college-level reading fluency, coherent written communication, and basic mathematical skills. (Lab Science credit) **This is a Passport and UCGS Transfer course.**

Biology II (BIO 102) 4 credits Spring (Full Term)
Prerequisite: BIO 101 with a grade of "C" or better (STEM Students Should Not Take Virtual Lab Science)
Focuses on biological processes with a chemical foundation, including macromolecules, cellular structure, metabolism, and genetics in a evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy ad matter; and systems biology. Emphasizes the process of science, interdisciplinary approach, and relevance of biology to society. Part II of a two-course sequence. (Lab Science credit) **This is a UCGS Transfer Course**.

Comparative Mythology (HUM 256) 3 credits Fall (Full Term / Spring (Full Term)
Studies the cultural expressions of mythology. Considers selected mythologies representing diverse global culture, with emphasis on parallels and divergences in structure purpose, and representation in literature and the arts. The assignments in this course require college-level reading, analysis of scholarly studies, and coherent communication through properly cited and formatted written reports. (Humanities credit). **This is a UCGS Transfer course.**

Developmental Psychology (PSY 230) 3 credits Fall (Full Term / Spring (Full Term)
Studies the development of the individual from conception to death. Follows a life-span perspective on the development of the person's physical, cognitive, and psychosocial growth.
(Social Science Elective credit. Not included on Passport or UCGS course roster)
Drug Dosage Calculation (NUR 135) 2 credits Spring (Full Term)
Focuses on apothecary, metric, household conversion in medication dosage calculation for adult and pediatric clients. Provides a practical approach to learning to calculate and prepare medications and solutions. Includes calculating intravenous flow rates. (Pre-requisite for the Nursing Program)

College Composition I (ENG 111) 3 credits Fall (7W1)
Introduces and prepares students to the critical processes and fundamentals of writing in academic and professional contexts. Teaches the use of print and digital technologies to promote inquiry. Requires the production of a variety of academic texts, totaling at least 4500 words (15 pages typed) of polished writing. This course requires proficiency in using word processing and learning management software. (English/Composition credit) **This is a Passport and UCGS Transfer course.**

College Composition II (ENG 112) 3 credits Fall (7W2)
Prerequisite: ENG 111 with a grade of "C" or better
Further develops students' ability to write for academic and professional contexts with increased emphasis argumentation and research. Requires students to evaluate, integrate, and document print and digital sources to produce a range of academic and multimodal texts, culminating in a fully documented research paper. This course requires proficiency in using word processing and learning management software. (English/Composition credit) **This is a UCGS Transfer Course.**

English –Major British Writers (ENG 245) 3 credits Fall (Full Term / Spring (Full Term)
Prerequisite: ENG 112 with a grade of "C" or better
Examines British literary traditions and texts from diverse time periods, genres, and authors. Develops critical thinking and interpretive skills through close reading, discussion, and analysis of literary tests in their historical, cultural, social, and/or literary contexts. (Humanities credit) **This is a UCGS Transfer course.**

Government & Politics I (PLS 135) 3 credits Fall (7W1) Spring (7W1)
Teaches the political structure, processes, institutions, and policymaking of the US national government. Focuses on the three branches of government, their interrelationships, and how they shape policy. Addresses federalism civil liberties and civil rights; political socialization and participation; public opinion, the media; interest groups; political parties; elections; and policymaking. The assignments in the course require college-level reading fluency and coherent communication through written reports. (Transfer elective credit) **This is a Passport and UCGS Transfer course.**

Government & Politics II (PLS 136) 3 credits Fall (7W2)/ Spring (7W2)
Teaches structure, powers, and function of state and local government in the United States as related to federalism; constitutionalism; elections; powers of legislative, executive, and judicial powers of state and local government; state-local-federal relations; fiscal matters; metropolitan issues; and policy issues, like health, education, criminal justice and welfare. The assignments in the course require college0level reading fluency and coherent communication through written reports.
(Transfer elective credit. Not included on Passport or UCGS course roster)

Introduction to Digital and Information Literacy and Computer Applications (ITE 152) 3 credits
Fall (Full Term)
Develops understanding of digital and information literacy. Introduces basic computer concepts in hardware, software, cyber, cloud, database, and operating systems. Includes hands-on experience developing word processing, spreadsheet and presentation documents. Evaluates the reliability of sources. Covers creating a simple web page. Examines topics such as social, legal, and ethical issues. (UCGS Transfer Elective credit)

Introduction to Philosophy (PHI 100) 3 credits Fall (Full Term) / Spring (Full Term)
Presents an introduction to philosophical problems and perspectives with emphasis on the systematic questioning on basic assumptions about meaning, knowledge, reality and values. (Humanities credit) **This is a UCGS Transfer Course.**

Introduction to Sociology (SOC 200) 3 credits Fall (Full Term) / Spring (Full Term)
Introduces the fundamental concepts and principles of sociology with attention to sociological theory, research methods, and the impact of social inequality. Examines a variety of topics such as culture, race, social class, gender, major social institutions and their role in contemporary society, and the processes of social change. (Social Science Elective) **This is a UCGS Transfer course.** 2 0 2 4 - 2 0 2 5 V H C C D u a l E n r o l l m e n t V i r t u a l C a t a l o g | **10**

Medical Terminology (HLT 143) 3 credits Fall (Full Term) / Spring (Full Term)
Provides an understanding of medical abbreviations and terms. Includes the study of prefixes, suffixes, word stems and technical terms with emphasis on proper spelling pronunciation and usage. Emphasizes more complex skills and techniques in understanding medical terminology.
(**Guaranteed** transfer elective to VHCC only - CTE)

Orientation to Student Success (SDV 101) 1 credit Fall 7W1/ Spring 7W1
Introduces students to the skills which are necessary to achieve their academic goals, to the services offered at the college and to the discipline in which they are enrolled. Covers topics such as services offered at the college including the learning resources center; counseling, and advising; listening, test taking, and study skills, and topical areas which are applicable to their particular discipline.
(Required class for an Associate's Degree at VHCC)

Pre-Calculus I (MTH 161) 3 credits Fall (Full Term)
Prerequisite: Algebra II with a grade of "B" or better.
Presents topics in powers, polynomial, rational, exponential, and logarithmic functions, and systems of equations and inequalities. (Math Credit) **This is a Passport and UCGS Transfer course.**

Pre-Calculus II (MTH 162) 3 credits Spring (Full Term)
Prerequisite: Pre-Calculus I with a grade of "C" or better
Presents trigonometry, trigonometric applications including Law of Sines and Cosines and an introduction to conics. (Math credit) **This is a Passport and UCGS Transfer course.**

Principles of Public Speaking (CST 100) 3 credits Fall (Full Term) / Spring Full Term)
Applies theory and principles of public address with emphasis on preparation and delivery.
(UCGS Transfer Elective)

Principles of Psychology (PSY 200) 3 credits Fall (Full Term) / Spring Full Term)
Surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods, biological bases of behavior, sensation and perception, developmental psychology, learning memory, thinking, intelligence, personality, social psychology, and psychological disorders and treatment. The assignments in the course require college-level reading fluency and coherent communication through written reports. (Social Science Elective credit) **This is a Passport and UCGS Transfer course.**

Quantitative Reasoning (MTH 154) 3 credit Fall (Full Term)/ Spring (Full Term)
Prerequisites: Algebra I with a grade of "B" or better
Presents topics in proportional reasoning, modeling, financial literacy and validity studies (logic and set theory). Focuses on the process of taking a real-world situation, identifying the mathematical foundation needed to address the problem, solving the problem and applying what is learned to the original situation.
(Math Elective credit) **This is a Passport and UCGS Transfer course.**

Religions of the World (REL 230) 3 credits Fall (Full Term) / Spring (Full Term)
Introduces the religions of the world with attention to origin, history, and doctrine.
(Humanities credit) **This is a UCGS Transfer course.**

Statistics (MTH 245) 3 credits Fall (Full Term) / Spring (Full Term)
Prerequisites: Completing of MTH 154 or MTH 161 with a grade of "C" or better
Presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression. (Math Elective) **This is a Passport and UCGS Transfer course.**

Survey of Criminal Justice (ADJ 100) 3 credits Fall (Full Term)
Presents an overview of the United States Criminal Justice Systems; introduces the major system components – Law Enforcement, Judiciary, and Corrections.
(**Guaranteed** transfer elective to VHCC only - CTE)

Survey of Criminology (ADJ 107) 3 credits Spring (Full Term)
Surveys the volume and scope of crime; considers a variety of theories developed to explain the causation of crime and criminality. (**Guaranteed** transfer elective to VHCC only - CTE)

US History I (HIS 121) 3 credits Fall (7W1)/ Spring (7W1)
Introduces the history of the United States from its origins to 1877. Includes the European exploration, development of the American colonies and their institutions, the Revolution, major political, social and economic developments, geographical expansion, the Civil War, and Reconstruction. (Social Science Elective) **This is a Passport and UCGS Transfer course.**

US History II (HIS 122) 3 credits Fall (7W1)/ Spring (7W1) Introduces the history of the United States from 1865 to present. Includes major political, social and economic developments since 1865, overseas expansion, the two world wars, the Cold War and the post-Cold War era. (Social Science Elective) **This is a Passport and UCGS Transfer course.**

MIDDLE SCHOOL PROGRAM OF STUDIES

An example:

6th Grade	7th Grade	8th Grade
Core Classes Include: • Math 6 • English 6 • U.S. History • Science 6 • P.E.	Core Classes Include: • Math 7 or Pre-Algebra • English 7 • Civics & Economics • Science 7 • P.E.	Core Classes Include: • Math 8 or Algebra I • English 8 • World Geography • Science 8
Exploratory Offerings Include: • Band** • Keyboarding • Technology Education 6 • Agriscience and Technology • Music 6 • Art 6 • Spanish 6* • Career Investigations/Media Literacy* • Middle School 101* • Chorus 6* • Assisted Studies* • Algebra Readiness* • World Languages*	Exploratory Offerings Include: • Band** • Computer Solutions • Technology 7 • Agriscience 7 • Chorus 7 • Art 7 • Spanish 7 • Music Appreciation* • Assisted Studies* • Algebra Readiness* • World Languages*	Exploratory Offerings Include: • P.E. • Band** • Computer Solutions • Technology 8 • Agriscience 8 • Chorus 8 • Spanish I*** • Art 8 • Assisted Studies* • Algebra Readiness* • Literature Explorations*

*Courses with a single asterisk not offered at all Washington County Middle Schools

**Band 6 is a pre-requisite course for Band 7.

**Band 7 is a pre-requisite course for Band 8.

***Admittance to Spanish I requires an "A" average for English 7.

*See Mathematics options.
**See Academic or Elective course descriptions.

ENGLISH

English 6

Sixth grade students will be reflective participants in classroom discussions. The students will present personal opinions and understand differing points of view, distinguish between fact and opinion, and analyze the effectiveness of group communication skills. The students will read a variety of fiction and nonfiction independently for appreciation and comprehension, including a significant number of classic works. Students will also plan, draft, revise, and edit narratives, descriptions, and explanations with attention to composition and style, as well as sentence formation, usage, and mechanics.

English 7

The seventh grade language arts curriculum focuses on continuing the studies of literature, oral language, reading, research, and writing. Special emphasis is placed on developing skills in oral and written communications, the

writing process, and in analyzing literature from varied sources.

English 8
English 8 encompasses the study of reading, writing, speaking, and listening skills. In reading, the focus is on comprehension and identification of genres, literary elements, and techniques. The student will learn interviewing techniques. They will plan, draft, revise, and edit writing that emphasizes research, various writing styles, and grammatical models. Students will review the parts of speech and study sentence structure, usage, mechanics, and various forms of composition. Literary readings should foster an appreciation of classical and contemporary literature.

MATHEMATICS

Math 6
Grade 6 mathematics places emphasis on the study of whole numbers, decimals, and fractions. Also included are conversions within a given measurement system, estimation, geometry, the use of ratios to compare sets of data, and the solving of equations in one variable. Students are taught to use the correct mathematical vocabulary, concepts, skills, and symbols. We also continue to teach problem-solving skills throughout the sixth grade.

Pre-Algebra for Grade 7 and Math 8 for Grade 8
Pre-Algebra is offered as an advanced placement course in grade 7 and in grade 8 as the basic curriculum course. This course is designed to bridge the gap and prepare students for Algebra I. Students develop more abstract concepts in algebra such as solving multi-step equations, graphing linear equations, applying transformations to geometric figures, and using matrices to organize and interpret data. Students are given the opportunity to identify real-life applications of the mathematical principles being taught.

Algebra I
The Algebra I course is designed to connect algebra with arithmetic and geometry as well as probability and statistics. The abstract concepts of algebra should be connected to other subject areas through practical applications. Algebra should be a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze functions. Matrices will also be used to manipulate and organize data. Tools such as calculators, computers, spreadsheets, and graphing utilities (such as graphing calculators) will be used to assist in problem solving. Students will be encouraged to talk about mathematics, to use the language and symbols of mathematics to communicate, to discuss problems and problem solving, and to develop their confidence in mathematics. Successful completion of this class will result in a credit being awarded toward graduation.

Personal Living and Finances
The Personal Living and Finances objectives are incorporated in middle school mathematics classes for the purpose of teaching students "the skills to manage personal finances and to make sound financial decisions."

SCIENCE

Science 6
The sixth grade science curriculum is an integrated curriculum that prepares students to understand challenges and to make informed decisions based on knowledge and skills they acquire through scientific investigations. Through various disciplines such as, physical science, life science, earth and space science, and environmental science, the sixth grade curriculum involves real problems and issues. Using interactive, hands-on techniques, and unbiased application, students apply science-based knowledge to the thinking processes.

Science 7
In grade 7, special emphasis is placed on the use of the scientific method of problem solving. Forming hypotheses, experimentation, data collection and analysis, and drawing conclusions are stressed. Major areas of study include energy, matter, work, force, and motion, cellular organization in plants and animals, environmental issues, and conservation of natural resources.

Science 8
The eighth grade science course is the culmination of three years of integrated science. The use of the scientific method is employed in the eighth grade. The course encompasses the general themes of scale and structure, energy, stability and change, systems, and interactions. Major areas covered include the following: electricity and magnetism, atoms and molecules, our fluid environment, changes in life and earth over time, and the planets, stars, and galaxies.

SOCIAL SCIENCE

Social Science 6
This course covers United States history from 1877 to the present. It is a continued study that began in grade 5. Thus our topics extend from the end of the Reconstruction period to the present day. Students should continue to learn fundamental concepts in civics, economics, and geography in the context of United States history. Students use simulations, class debates, projects or any innovative technique to make the learning experiences lively and memorable. Also, current events, map

and globe skills are used as often as possible to supplement the course.

Civics
In civics, seventh-grade students study the role of U.S. citizens in the American political and economic systems. The students study the U.S. and Virginia Constitutions and the structure and function of the national, state, and local governments. They also study the basic principles of economics as they apply to the U.S. economy. This course is designed to foster patriotism, respect for the law, a sense of civic duty, and sound economic decision-making.
.

World Geography
Students of World Geography (grade 8) are expected to use maps, globes, and other graphic tools successfully to acquire and process geographic information. They are expected to develop a spatial view of the world that includes cultural and physical characteristics of places and regions. An emphasis shall also be placed on critical physical and cultural processes such as climate, mountain-building forces, erosion, flooding, human migration, urbanization, international trade, and transportation. Successful completion of this course will result in a high school credit being awarded toward graduation.

ELECTIVES

Spanish I
Spanish I is a 36 week course that is offered to eighth grade students for high school credit. The course focuses on an introduction to the Spanish language. Basic communication skills are taught. The objectives of the course are the following: (1) to learn beginning Spanish communication skills, (2) to learn beginning Spanish grammar, and (3) to reinforce knowledge of the Spanish speaking countries and their culture.

Band
The first and only school-based opportunity for a child to learn to play an instrument begins with sixth grade band. This class begins with the basics of holding and assembling an instrument and progresses to learning the scale and playing the instrument. By the eighth grade year, students expand their knowledge of the fundamental techniques such as scales, rhythms, chords, and range of their instruments. Students prepare for All-County and All-District auditions and for advanced band competition at All-District concert festival. Students are prepared for the transition to the high school band program through developing confidence in their performance abilities on their instruments.

Chorus
Chorus is offered as a yearlong elective in seventh and eighth grade to allow students to further develop their general knowledge of music and to improve their vocal and sight reading skills. In the sixth grade a general music course is offered. Students are given the opportunity to audition and participate in All-County and All-District Choruses. Two musicals and two concerts are performed each year.

Exploratory
The middle schools in Washington County Virginia offer a variety of exploratory classes to allow students to investigate and develop interests in areas that were previously unfamiliar to them. Each of the exploratory classes will contribute knowledge and life skills in areas that will benefit the student at school and in the job market. All of the schools offer Spanish, computer, technology, and art. Basic business and agriscience are offered at some of the schools.

NONDISCRIMINATION

The Washington County School board is committed to a policy of nondiscrimination with regard to race, color, sex, age, religion, disability, national origin, gender, ethnicity, ancestry, marital status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Washington County School Board has designated the Manager of Human Resources, Supervisor of Special Services, or Supervisor of CTE as the designated compliance officers. Contact information for the compliance officers is 812 Thompson Drive, Abingdon, Virginia 24210. The phone number is 276-739-3000.