

2024-2025
Program of Studies
Waynesboro High School



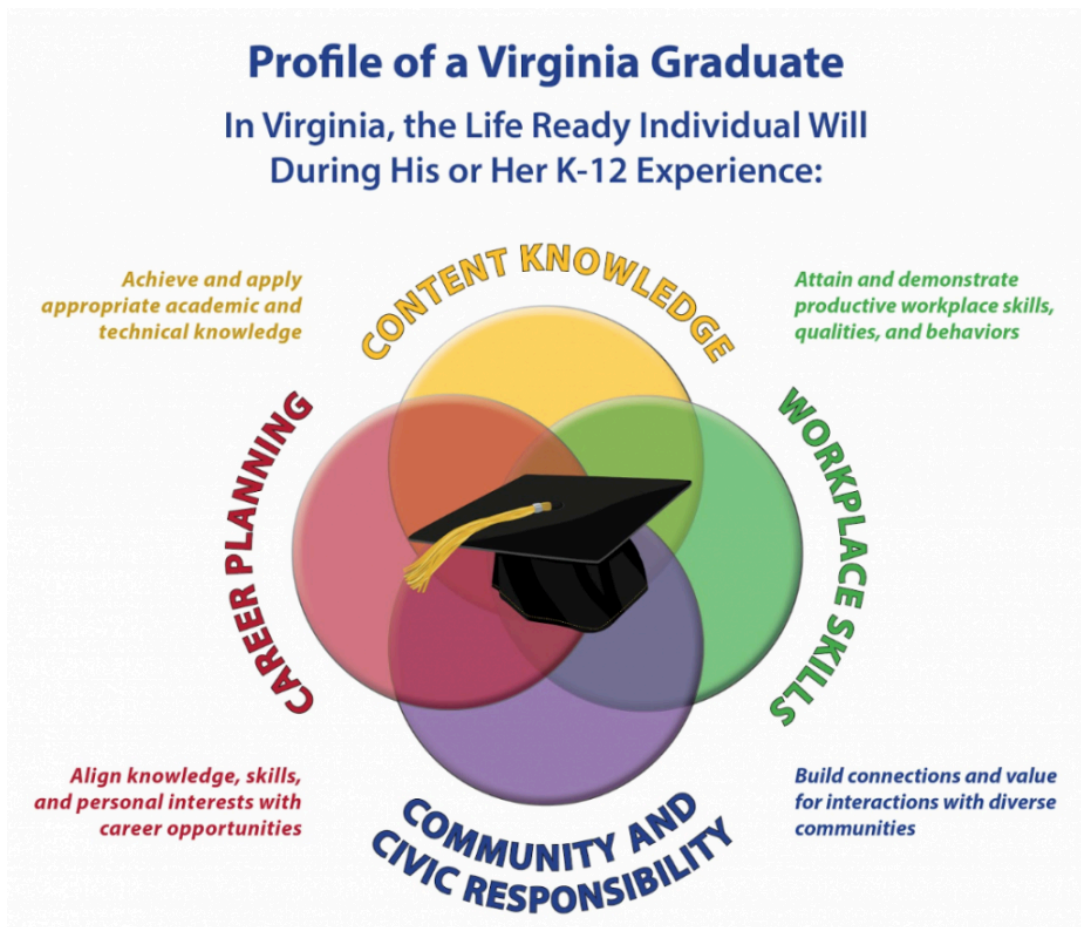
A Little Community with Giant Opportunities

*1200 W Main Street
Waynesboro, VA 22980
540-946-4616*



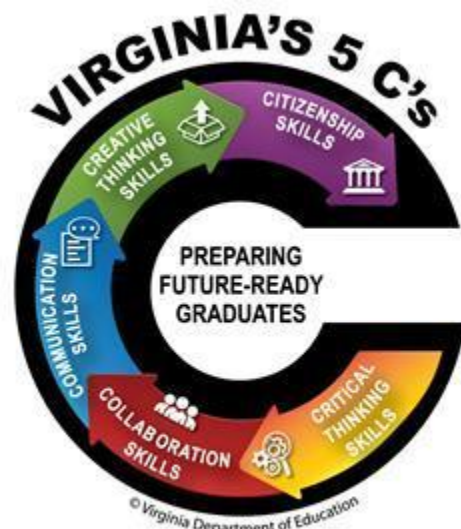
TABLE OF CONTENTS

Profile of a Virginia Graduate	3
Virginia Diplomas	4
Course Sequence (9 th – 12 th grade)	7
Earning Credits and Verified Credits	7
Promotion Requirements	7
Grading Scale	8
Athletic Participation	8
Scheduling Procedures	8
Withdrawal Policy	8
Expanded Learning Opportunities and Alternatives	9
Course Descriptions by Subject	12
English	12
Math	16
Science	19
Social Studies	21
World Languages	25
Fine Arts	29
Visual Arts	29
Performing Arts	31
Health & Physical Education	35
Economics & Personal Finance	36
Career & Technical Education	36
Programs for Identified Students	43
Scheduled Release Period	43
Career Pathways	44



The Profile of a Virginia Graduate provides the framework for the requirements students must meet to earn a [Standard Diploma](#) or [Advanced Studies Diploma](#).

- In developing the profile, Virginia's Board of Education will give due consideration to the "5 C's":
 - critical thinking,
 - creative thinking,
 - collaboration,
 - communication and
 - citizenship;
- Emphasize the development of core skill sets in the early years of high school; and
- Establish multiple paths toward college and career readiness for students to follow in the later years of high school, which could include opportunities for internships, externships, and credentialing.



Virginia Diplomas

Standard Diploma

For a Standard Diploma, students must earn 22 standard and 5 verified credits shown below. Verified credits in English (reading and writing), math, and science are earned by passing both the course and the related Standards of Learning end-of-course test.

Minimum Requirements for the <u>Standard Diploma</u> for students graduating in 2022 and beyond		
Discipline Area	Standard Credits	Verified Credits
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History and Social Studies	3	1
Health and Physical Education	2	
World Language, Fine Arts or Career and Technical Education*	2	
Economics and Personal Finance	1	
Electives	4	
Total	22	5

Advanced Studies Diploma

For an Advanced Studies Diploma, students must earn 26 standard credits and 5 verified credits, as shown below. Verified credits in English (reading and writing), math, and science are earned by passing both the course and the related Standards of Learning end-of-course test.

Minimum Requirements for the <u>Advanced Diploma</u> for students graduating in 2022 and beyond		
Discipline Area	Standard Credits	Verified Credits
English	4	2
Mathematics	4	1
Laboratory Science	4	1
History and Social Studies	4	1
Health and Physical Education	2	
World Language	3	
Economics and Personal Finance	1	
Electives (including one WL, FA, or CTE)*	4	
Total	26	5

** Must include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment.” “Sequential electives” refers to any series of courses that are used to fulfill the elective requirements for a Standard Diploma in which the content increases or expands in scope and sequence as students move through the various levels of the courses.*

Additional Requirements for Graduation

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

COURSE SEQUENCE

The following sequence of courses will provide for a comprehensive high school education and meet the requirements for a high school diploma.

9 th Grade	10 th Grade
- English 9 - Social Studies - Math - Science - Health/PE 9 - CTE Course** - Elective (Fine Arts, World Language, or other) - Elective (Fine Arts, World Language, or other)	- English 10 - Social Studies - Math - Science - Health/PE/Drivers' Ed 10 - CTE Course** - Elective (Fine Arts, World Language, or other) - Elective (Fine Arts, World Language, or other)
11 th Grade	12 th Grade
- English 11 - US/VA History - Math - Science - Economics/Personal Finance - CTE Course** - Elective (Fine Arts, World Language, or other) - Elective (Fine Arts, World Language, or other)	- English 12 - US/VA Government - Math - Science - CTE Course** - Elective (Fine Arts, World Language, or other) - Elective (Fine Arts, World Language, or other) - Elective (Fine Arts, World Language, or other)

**Career and Technical Education electives are courses relating to students selected career pathway.

EARNING CREDIT

Waynesboro High School operates on a 4x4 schedule in which students take four classes in the first semester and four different classes in the second semester for a total of eight classes. In general, one class is equivalent to one credit. Exceptions may include courses offered through Valley Career and Technical Center, which may convey 1.5 to 3 credits, depending on the course. WHS also offers a limited number of yearlong courses that convey 1 credit. Students must pass the course with a 60%/D- or higher to earn credit.

Verified credits in English (reading and writing), math, social studies, and science are earned by passing both the course and the related Standards of Learning end-of-course test. Several opportunities are available in each core subject to earn verified credit.

PROMOTION REQUIREMENTS

Grade 9 to 10 – Have earned a total of 5 credits towards graduation

Grade 10 to 11 – Have earned a total of 10 credits towards graduation

Grade 11 to 12 – Have earned a total of 15 credits towards graduation

GRADING SCALE

A+ = 97 +	A = 94-96	A- = 90-93
B+ = 87-89	B = 84-86	B- = 80-83
C+ = 77-79	C = 74-76	C- = 70-73
D+ = 67-69	D = 64-66	D- = 60-63
F = 0-59		

ATHLETIC PARTICIPATION

Students must be enrolled in a minimum of three credits'-worth of classes each semester to be eligible to participate in VHSL activities. Students must have passed a minimum of three credits'-worth of classes the preceding semester. Students enrolled in year-long classes that count as one credit for the entire year must be enrolled in two year-long and two one-semester classes to meet athletic eligibility requirements.

SCHEDULING PROCEDURES

Students begin meeting with their counselors early in the spring semester to select courses for the following year. Counselors review graduation progress and requirements with each student and help them select the courses to meet those requirements and the student's individual academic and career goals. Students select a full course schedule in early spring. Adjustments may be made in the following fall, depending on availability. Parents are welcome and encouraged to be a part of this process. Please contact your child's school counselor at this time.

WITHDRAWAL POLICY

During the first 5 days of each semester, the drop/add process can be completed following a conference with a school counselor. After the 5 day period students will not be allowed to drop a class. After that time, if a student is removed from a class, Withdraw Pass (WP) or Withdraw Fail (WF) will be indicated on the student's transcript.

Expanded Learning Opportunities

Virtual Virginia

[Virtual Virginia](#) provides a virtual learning experience that can supplement student learning at Waynesboro High School. These classes are typically asynchronous and students are scheduled a time during the regular school day to dedicate to these classes.

A student dropping a course after the deadline established by Virtual Virginia is responsible for reimbursing all costs to the school division. If a student is permitted to drop a course a notation will be made on the student's permanent record as follows: Withdraw passing (WP); Withdraw failing (WF)

Valley Career & Technical Center

[Valley Career & Technical Center](#) is open to students in 11th and 12th grade in good standing. Programs are designed to challenge and prepare students by developing career awareness, workforce readiness, and industry-specific job skills. Students attend VCTC during the regular school day and transportation is provided. There is an application process and some fees may apply.

Shenandoah Valley Governor's School

[Shenandoah Valley Governor's School](#) is an Academic Year Governor's School sponsored by Virginia Department of Education. In addition to state funding, three local school divisions, Augusta County Schools, Staunton, and Waynesboro support the school's program in Arts and Humanities and Sciences. High school juniors and seniors attend this half day selective regional program.

SVGS has programs and courses designed to meet the unique needs of gifted and highly motivated students. Students may attend in one of two broad curriculum areas: the **Arts and Humanities** Program or the **Sciences** program. The Arts and Humanities program features two curriculum options: *humanities or performing arts*. Our Science program features course selections in *mathematics, science, engineering, and technology*.

WHS Advanced Placement Program

The Advanced Placement (AP) program is a cooperative educational endeavor between high schools and specific post-secondary institutions. It allows students to enroll in college level courses while in high school and gives them the opportunity to show mastery by taking the AP exam. Students wishing to enroll in an AP course must complete all necessary prerequisite courses and register for the course. AP courses at Waynesboro High School are weighted, which means the grade is based on 5.0 scale instead of standard 4.0 scale.

AP exams are given during the month of May. Students taking AP courses are expected to take the AP examination. (Current cost is \$98 and subject to change. Note: The cost of the exam should never deter a student from taking an AP course. Please contact the student's school counselor if you have any concerns.) The AP exam should be paid for in the first semester.

According to their performance on the examination, students may receive college credit for each examination they take. It is important to note that the colleges and universities award the credits. Policies vary from school to school or department to department within those schools. See www.collegeboard.org for more details.

Advanced Placement courses offered at Waynesboro High School are listed on the chart. If you have further questions concerning the program or the exam, please contact a counselor or the individual AP teachers.

WHS Course Title	
AP European History *	AP African American Studies
AP US History	AP English Language (11th) - American Literature and Rhetoric
AP Government & Politics	AP English Literature (12th) - British Literature and Communication Study
AP Music Theory	

*This course is co taught with English 10 Honors. As such students must be enrolled in BOTH classes.

WHS Dual Enrollment Program

Classes taken here are eligible for dual enrollment. With a passing grade set by WHS, you can earn both high school and college credits. Waynesboro High School has an agreement with Blue Ridge Community College whereby certain classes taken at Waynesboro High School can provide eligibility for college credit. Blue Ridge Community College will make the final determination of the awarding of credit.

Students wishing to enroll in a Dual Enrollment course must complete all necessary prerequisite courses and GPA requirements, and apply to BRCC and register for the course through WHS's school counseling department. Dual Enrollment courses at Waynesboro High School are weighted, which means the grade is based on 5.0 scale instead of standard 4.0 scale.

Courses taken for college credit are subject to the policy for dropping class at the college. If a student is permitted to drop a course, a notation will be made on the student's permanent record as follows: Withdraw passing (WP); Withdraw failing (WF). Students dropping college courses are responsible for reimbursing all costs to the school division for tuition, books, fees, etc.

The following courses at WHS are offered for credit in conjunction with Blue Ridge Community College.

WHS Course Title	
DE BRCC Technical Drawing	DE BRCC Pre-Cal
DE Emergency Medical Services	DE Calculus
DE BRCC English 12	DE Statistics

Individual Student Alternative Education Plan

The Individual Student Alternative Education Plan (ISAEP) program is designed for those students who are at least 16 years of age and enrolled in high school programs who are having difficulty finding success in a regular classroom environment. A meeting with parent and principal is required to enter the program.

Program Components Include:

- High School Equivalency (HSE) preparation (Currently, the only board-approved HSE examination in Virginia is the GED® test.)
- Career and Technical Education & Work-Based Learning
- Career Counseling
- Economics and Personal Finance

WHS Course Descriptions

Note: Courses listed in course descriptions are not guaranteed to be offered each year, depending on staffing and availability.

[Courses that are approved but not currently offered](#). These courses could be added to the current course list if there is enough student interest and staffing is available.

All courses listed convey one (1) credit, unless otherwise noted.

ENGLISH

English education at Waynesboro High School, grades 9-12, is designed to help students:

- Develop effective oral and written communication skills.
- Acquire an appreciation and understanding for multicultural literary selections and genres.
- Explore the increasing value of technology skills (computer/word processing) in written communication.
- Develop competencies to successfully compete in a post-secondary academic environment or in a career choice.

During the school year, students' work and assignments will include grammar and usage, vocabulary building, literature, writing practice, research procedures, and projects.

0106 English 9 -- Introduction to High School English

Course Description: In ninth grade, students will continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading, writing, research, media messages, and collaboration. Students will focus on reading comprehension by explaining, comparing, and analyzing a variety of informational and literary texts. Students will focus on integrating reading and writing processes. Students will use mentor texts as models to plan, draft, revise, and edit expository and persuasive writing in preparation for postsecondary work and career. Students will evaluate sources and examine media messages. Students will apply research techniques to create independent research products that include citing information using either MLA or APA style.

0100 English 9 Honors -- Introduction to High School English

Prerequisite: English 8 with an A-B average; Verified credit on 8th grade English SOL test OR Teacher recommendation

Course Description: English 9 Honors begins the preparatory program for the English Advanced Placement courses. English 9 Honors students comprehend and analyze literature at a sophisticated level. The writing process, including control of grammatical conventions, is applied in persuasive, narrative, literary, expository, and informational forms. Writing includes college-style essay assignments and a basic research format. Students also develop skills in using print, electronic databases, and online resources to access information.

0110 English 10 World Literature and Language Study

Prerequisite: English 9

Course Description: In tenth grade, students will continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading, writing, research, media messages, and collaboration. Students will focus on reading comprehension by comparing and analyzing literary texts from different cultures. Students will focus on integrating reading and writing processes. Students will use mentor texts as models to write with an emphasis on argument while showing relationships among claims, reasons, and evidence from reliable sources. Students will analyze, evaluate, and create media messages. Students will continue to build research skills, including crediting sources using either MLA or APA style.

0115 English 10 – Honors World Literature and Language Study

Prerequisite: English 9 - Honors with an A-B average OR English 9 with an A average OR Teacher recommendation

Course Description: English 10 Honors course continues the preparatory program for the English Advanced Placement courses. English 10 Honors consists of four basic components: literature study, writing and research skills, public speaking, and grammar and vocabulary development. The tenth-grade student will learn to work in the small-group setting while learning to critique presentations of themselves and others. Attention is given to the universal messages and themes in world literature through novels. Time will be spent in English 10 Honors analyzing literature and poetry. Within the units of English 10 Honors, the student will practice developing and organizing ideas for critical writing.

0124 English 11 -- American Literature and Research Skills

Prerequisite: English 10

SOL End of Course Test: Reading and Writing

Course Description: In eleventh grade, students continue to build communication skills. There is a sustained emphasis on reading, writing, research, multimodal presentations, and collaboration. Students will focus on reading comprehension by examining, comparing, analyzing, and evaluating literary texts (by American authors). Students will focus on integrating reading and writing processes. Students will use mentor texts as well as the writing process to create focused, organized, and coherent writing. Students will produce a research product while maintaining ethical and legal guidelines for gathering and using information. Students will create and deliver multimodal presentations.

0126 English 11 Honors -- American Literature and Rhetoric

Prerequisite: English 10 Honors with an A-B average OR English 10 with an A average OR Teacher recommendation

SOL End of Course Test: Reading and Writing

Course Description: English 11 Honors course continues the preparatory program for the English Advanced Placement courses with a focus on preparation for AP 12 (AP Literature and Composition). English 11 Honors will focus on rhetorical analysis of American Literature texts with a focus on close reading skills and analytical writing. Elements of research will be examined to prepare students for AP and college expectations.

0128 English 11 - Advanced Placement Language and Composition

Prerequisite: English 10 - Honors with an A-B average OR English 10 with an A average OR Teacher recommendation

SOL End of Course Test: Reading and Writing; as well as the AP exam.

Course Description: The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. *This is a weighted class.*

0134 English 12 - British Literature and Communication Study

Prerequisite: English 11

Course Description: In twelfth grade, there is a sustained emphasis on reading, writing, research, multimodal presentations, and collaboration. Students will focus on reading comprehension by examining, comparing, analyzing, and evaluating literary texts (by British authors) and informational texts. Students will focus on integrating reading and writing processes. Students will use mentor texts as well as the writing process to create focused, organized, and coherent writing. Students will produce a research product while maintaining ethical and legal guidelines for gathering and using information. Students will create and deliver interactive multimodal presentations.

1882 English 12 – WorkKeys

Prerequisite: English 11; Teacher Recommendation

SOL End of Course Test: WorkKeys Business Writing; WorkKeys Workplace Documents

Course Description: In twelfth grade, there is a sustained emphasis on reading, writing, research, multimodal presentations, and collaboration. Students will focus on reading comprehension by examining, comparing, analyzing, and evaluating literary texts (by British authors), informational texts, and workplace documents. Students will focus on integrating reading and writing processes. Students will use mentor texts as well as the writing process to create focused, organized, and coherent writing. Students will produce a research product while maintaining ethical and legal guidelines for gathering and using information. Students will create and deliver interactive multimodal presentations.

Additionally, students in this course will (1) write to a standard acceptable to the workplace, including an original response to a work-related situation via The WorkKeys Business Writing test, and (2) read real workplace documents and use that information to make job-related decisions and solve problems via the WorkKeys Workplace Documents assessment.

0155 English 12 - Advanced Placement Literature and Composition Study

Prerequisite: English 11, English 11 Honors, or English 11 Advanced Placement with an A-B average

Verified credit for SOL Reading and SOL Writing tests

OR Teacher recommendation.

SOL End of Course Test: None; Students take the AP exam.

Course Description: The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. *This is a weighted class.*

0154 English 12 - Dual Enrollment English Composition

Prerequisite: English 11 AND Fulfill Blue Ridge Community College admissions requirements

Course Description: ENG 111 prepares students to write in academic and professional contexts. Students will apply the writing process to generate ideas, organize their thoughts, draft texts in various genres and modes (e.g. digital and print), and revise, proofread, and edit to improve writing. Students will produce texts that reflect critical thinking and knowledge of active reading and rhetorical situations. Students will develop information literacy, learning to use traditional and digital technologies to conduct introductory research. Students will produce multiple texts, totaling at least 5100 words (21 pages) typed.

ENG 112 further develops students' ability to write in academic and professional contexts. Students will apply critical thinking and reading techniques, demonstrate knowledge of rhetorical strategies, and conduct independent research to produce a range of academic and multimodal texts that effectively analyze, synthesize, and argue, culminating in a fully documented research paper. Students will produce multiple texts, totaling at least 5100 words (21 pages) typed.

This is a weighted class.

ENGLISH ELECTIVES

0150 Creative Writing I

Course Description: This course is designed for the student who both enjoys writing, and wishes to increase his or her writing ability in different genres. For each genre (including short stories, various kinds of poetry, editorials/op-ed writing, novel [chapters], and film scripts/plays) students will investigate high quality samples of writing, identify qualities which make them high quality, and apply this knowledge to their own writing efforts. The processes of brainstorming, drafting, and rewriting will be done in the format of a writer's workshop, with peer sharing, suggestions, and feedback being at least as important in the writing process as feedback from the teacher. The goal of this class will be to foster a love of the creative writing process while increasing, through practice, skills in that process.

0150B Creative Writing II

Prerequisite: Creative Writing I with a C or better OR Teacher Recommendation

Course Description: This course is designed for the student who has successfully completed Creative Writing 1, and wishes to continue to develop his or her skills in this discipline. Students will attempt more challenging and involved genres in prose such as outlining a novel and developing and staging a short play. In poetry, more structured poetic methods will be studied and crafted, and each student will embark on a poetry project of his or her own design. Additionally, current web-based alternative genres such as fan fiction will be investigated and created. The processes of brainstorming, drafting, and rewriting will be done in the format of a writer's workshop, with peer sharing, suggestions, and feedback being at least as important in the writing process as feedback from the teacher, so the ability to work collaboratively in a constructive manner is required. Various methods of publishing will also be discussed and pursued, including an entry into the VHSL Creative Writing contest.

0140 Journalism I

Course Description: One of our most important projects in this class is to publish the school newspaper for the school community. Through the process of that project, students will study and practice basic skills in interviewing, writing, editing, graphic design, advertising (including sales), news photography and technology. The course also includes a focus on the ethics of journalism, First Amendment rights and responsibilities, and current events.

0142 Journalism II

Prerequisite: C average or better in Journalism I

Course Description: As with Journalism I, one of our most important projects in this class is to publish the school newspaper for the school community. Students in Journalism II will continue to work on the skills introduced in Journalism I, but will be expected to improve and fine-tune those skills. Students in this class will focus more on developing leadership and thinking skills such as organization, planning and evaluation. Attention to ethics and current events will continue; the class will also include the history of journalism in this country and career possibilities in this field.

0143 Journalism III

Prerequisite: C average or better in Journalism II

Course Description: As with Journalism I and II, one of our most important projects in this class is to publish the school newspaper for the school community. Students in Journalism III will continue to work on the skills introduced in previous levels of this course, but will be expected to develop those skills even further. Students in this class will be expected to hold leadership roles, including help in organizing, planning, editing, and evaluating the work of other students. Focus on ethics and current events will continue; the class will also include more attention to and experimentation with different writing styles appropriate to journalism.

0144 Journalism IV

Prerequisite: C average or better in Journalism III

Course Description: As with the prerequisite levels of Journalism, one of our most important projects in this class is to publish the school newspaper for the school community. Students in Journalism IV will continue to work on the skills introduced in previous levels of this course, but will be expected to develop those skills even further. These students should be skilled at evaluating their own writing and design as well as teaching other students these skills and critiquing the work of those students. Journalism IV students will again be expected to hold leadership roles, including help in organizing, planning, editing, and evaluating the work of other students. Focus on ethics and current events will continue; the class will also include more attention to and experimentation with different writing styles appropriate to journalism.

MATHEMATICS

Students with a low average in a math course for the previous year, D- to C-, should pay close attention to the prerequisite(s) for the course they wish to take. These minimum requirements tell you what background knowledge you should have to succeed in the course. If you choose to take a course without having met these prerequisites, you are acknowledging that you are willing to work hard and get extra help outside of class to support the topics being taught in the current course.

Students wishing to take two math courses MUST have a conference with a school counselor, a parent/guardian, and the Math Department Chairperson to discuss options, responsibilities, and consequences. All advanced placement classes and dual enrollment classes carry a weighted grade when calculating GPA.

Algebra Foundations

Course Description: Algebra Foundations reinforces the most critical topics from Math 8 needed for Algebra 1 and introduces selected Algebra 1 topics. Students will make connections and build

relationships between algebra, arithmetic, and geometry. The graphing calculator and its uses are an integral part of the course. Students will acquire an understanding of the following: basic operations with real numbers and monomials; solving linear equations; graphing and slope of linear equations and inequalities; and methods of solving word problems.

This course conveys an elective credit.

0342 Algebra I-Part I

Course Description: Algebra I-Part I is the first half of the Algebra I course. Students will make connections and build relationships between algebra, arithmetic, and geometry. The graphing calculator and its uses are an integral part of the course. Students will acquire an understanding of the following: basic operations with real numbers and monomials; solving linear equations; graphing and slope of linear equations and inequalities; methods of solving word problems; and construction and interpretation of box-and-whisker plots.

This course conveys an elective credit.

0343 Algebra I Part II

SOL End of Course Test: Algebra I SOL

Course Description: Algebra I-Part II is the second half of the Algebra I course. Students will be required to use Algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities. All areas covered in Algebra I-Part I will be reviewed as well as the uses and techniques of the graphing calculator. Students will acquire an understanding of the following: operations with real numbers; multiplying and factoring polynomials; division of polynomials; laws of exponents; solving systems of equations and inequalities; solving quadratic equations by factoring and the quadratic formula; and graphing and finding the equations of linear models.

0311 Algebra I

Prerequisite: Teacher Recommendation

Standards of Learning Addressed: Algebra I Standards of Learning

SOL End of Course Test: Algebra I SOL

Course Description: Algebra I is an introduction to the fundamental theory and structure of algebra, *i.e.* logically approaching problem solving through the use of numbers, variables, and models. Students will acquire an understanding of the following: basic operations with real numbers and monomials; solving, graphing and slope of linear equations and of linear inequalities; methods of solving word problems; construction and interpretation of box-and-whisker plots; operations with polynomials; laws of exponents; solving systems of equations and inequalities; solving quadratic equations by factoring and the quadratic formula; and graphing and finding the equation of linear models.

0323 Geometry

Prerequisite: Algebra I; pass Algebra I SOL test

SOL End of Course Test: Geometry

Course Description: The study of Geometry develops sound deductive reasoning skills. Through the use of geometric figures, plane and spatial, it emphasizes relationships between similar and congruent geometric figures. Students will acquire an understanding of the following: elementary logic; points, lines, planes, and angles; perpendicular and parallel lines; congruent and similar polygons; circles; right triangles; construction; angle relationships; quadrilaterals; and applications of the above.

3184 Computer Mathematics

Prerequisite: Algebra I or the equivalent.

Course Description: Intended for students who have attained the objectives of Algebra I, Computer Mathematics with Algebra courses include a study of computer systems and programming and use the computer to solve mathematics problems.

0312 Algebra, Functions, and Data Analysis

Prerequisite: Algebra I or the equivalent.

Course Description: 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 formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations. The graphing calculator and/or computer software will be used to assist in modeling and investigation functions and data analysis.

0318 Algebra II

Prerequisite: Algebra I, Geometry, and Verified Credit

Course Description: Algebra II is an advanced course of study focusing on the use of algebraic skills and concepts and includes introduction to basic trigonometric functions. Students will acquire an understanding of the following: equations and inequalities; linear programming; functions and graphs; polynomial functions; rational expressions; quadratic functions; linear regressions and lines of best fit and statistics. Students are expected to pass the Algebra II Standards of Learning End of Course test if they are required to take it.

0333 Pre-Calculus

Prerequisite: Algebra II with B or higher and Verified Credit

Course Description: Pre-Calculus is a rigorous course of study offered for students preparing for the study of calculus. It is designed to introduce the student to connections between the algebraic concepts mastered in Algebra II and advanced graphing procedures involving curved lines. Cartesian coordinates and polar coordinates will be explored as models for problem solving. Students will acquire an understanding of the following: families of functions, inverse, and asymptotes; polynomial and rational functions; systems of equations and inequalities; solving of radical, absolute, rational, quadratic, and other types of equations and inequalities; matrices; logarithmic and exponential functions; polar coordinates; and trigonometry.

0336 Dual Enrollment Pre-Calculus – BRCC, MA 167- 5 credit hours

Prerequisite: Eligibility Determined by BRCC

Course Description: Presents topics in power, polynomial, rational, exponential, and logarithmic functions, systems of equations, trigonometry, trigonometric applications, including Law of Sines and Cosines, and an introduction to conics.

0360 Probability and Statistics

Prerequisite: Algebra II

Course Description: Probability and Statistics is an advanced level math. Probability/Statistics is a study of the collection, organization, and interpretation of data and its presentation in a concise and valid format.

Students will acquire an understanding of the following: foundation of counting techniques; measures of probability; permutations and combinations; and elementary statistical analysis.

0380 Dual Enrollment Statistics I 3 credit hours (BRCC MA 245)

Prerequisite: Pre-Calculus and BRCC requirements

Course Description: Presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression.

0325 Dual Enrollment Calculus 8 credit hours (BRCC,MTH 216-262)

Prerequisite: BRCC requirements, MTH 167 OR Pre-Calculus

Course Description: Presents concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals and applications of integration.

SCIENCE

0404 Earth Science I

SOL End of Course Test: Earth Science

Course Description: Earth Science is designed for all students, whether seeking an Advanced Studies or Standard diploma. This course connects the study of the Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Interpretation of maps, charts, and tables is stressed. This course provides an in-depth study of geology, meteorology, astronomy, and oceanography. Related laboratory investigations are provided.

0406 Earth Science I – Honors

Prerequisite: Teacher Recommendation

SOL End of Course Test: Earth Science

Course Description: The scope of this course will be in the following areas of Earth Science: Geology, Meteorology, Hydrology, Oceanography and Astronomy. Rigorous study of these areas will be conducted. This course is recommended for the academically oriented student. This course should be the first in a four-year science program. Activities will encompass data analysis and interpretation; proper lab conduct inclusive of accurate observations and logical reasoning for phenomenon seen; thinking skills demonstrative of creativity and independence; as well as development of scientific communication skills.

0419 Earth Science II/Astronomy

Prerequisite: Earth Science I

Course Description: This class will aid in understanding the universe. A college textbook by Pasachoff is used. The course will be adapted to high school, but will provide the knowledge and challenge of college level work. The labs for this course will be Astronomy based with supplemental teachings in Physics.

4240 Earth Science II/Geology

Prerequisite: Earth Science

Course Description: Course Description: This class will aid in understanding current and past geology of the planet Earth. The course will begin with reviewing the basics of geology including: fossils, minerals, rocks, and plate tectonics. Then the course will cover how the Earth has changed from formation out of a

nebula to modern geology. Students will use computer simulations and scientific articles to explore these topics.

0405 Biology I

SOL End of Course Test: Biology

Course Description: During the year, students will engage in a variety of laboratory and class activities designed to encourage interpretative thinking, accept responsibility for learning, learn how a scientist works, and understand the impact of science on daily life. Appropriate topics will be selected from each of the following: ecology, taxonomy, cytology, anatomy and physiology of plants and animals, genetics, and evolution.

0415 Biology I – Honors

Prerequisites: A/B average in Earth Science OR Teacher Recommendation

SOL End of Course Test: Biology

Course Description: Biology Honors will provide students with a detailed understanding of living systems. Emphasis will be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and acquire and use scientific literature. Biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relations among organisms and the change in organisms through time will be investigated. Scientific research that validates or challenges ideas is emphasized.

0425 Biology II / Ecology

Prerequisites: Biology I

Course Description: Biology II/Ecology will focus on various components of the biosphere and their interactions including water, energy, and ecosystems. Current ecological issues will be researched and discussed. Ancillary activities will include readings, case studies, field studies, and a recycling program.

0418 Chemistry I

Prerequisite: Biology I **AND** Algebra I **OR** Teacher Recommendation

SOL End of Course Test: Chemistry

Course Description: Chemistry I is a survey course that is guided by the Virginia Standards of Learning. Laboratory activities and exercises using molecular models are emphasized in order to give students some concrete experience to help them understand theoretical and abstract chemical concepts. Students will acquire an understanding of the following: atomic structure; molecule formation; mole concept; conservation of matter and energy; solution chemistry, including acids and bases; chemical kinetics and equilibrium; and electrochemistry.

0410 Anatomy / Physiology

Prerequisite: Biology I

Course Description: Using a lecture-lab format, this course examines the systems of the human body reviewing the structures (anatomy) of each system and investigating how the structure determines its related function (physiology). Students will review basic organic chemistry and cellular biology in order to understand each system from its organ to molecular level.

1717 Environmental Science

Course Description: This course will provide students with scientific knowledge, concepts and methodologies to understand the interrelationships of the natural world. This course is designed to prepare students for biology and other high school science courses. Only students that are not recommended for biology as a freshman should enroll in this course.

0424 Physics

Prerequisite: Biology **AND** Algebra I **OR** Teacher recommendation

Course Description: A conceptual approach to understanding physical principles that shaped the formation and evolution of the Universe. The course will be taught using audiovisual presentations, texts, demonstrations, simulations and hands-on laboratory activities.

SOCIAL STUDIES

0202 World History & Geography I: to 1500 A.D.

SOL End of Course Test: World History & Geography I: to 1500 A.D.

Course Description: This course combines the study of world history from the beginning of civilization to about 1500 A.D. with the study of physical and cultural geography. Particular emphasis will be placed on the way civilizations developed and their respective contributions to science, art, law, social thought and religion. Geographical impacts on historical issues, patterns of life, and technology will also be examined. Students study the origins of much of our heritage using texts, maps, pictures, stories, diagrams, charts, chronological skills, inquiry/research skills and technological skills.

0206 World History & Geography I: to 1500 A.D. – Honors

Prerequisite: Teacher Recommendation

SOL End of Course Test: Yes

Course Description: This course combines the study of world history from the beginning of civilization to about 1500 A.D. with the study of physical and cultural geography. Particular emphasis will be placed on the way civilizations developed and their respective contributions to science, art, law, social thought and religion. Geographical impacts on historical issues, patterns of life, and technology will also be examined. Students study the origins of much of our heritage using texts, maps, pictures, stories, diagrams, charts, chronological skills, inquiry/research skills and technological skills. This course requires students to be independent learners and stresses complex critical thinking, problem solving, and presentation skills.

0204 World History & Geography II: 1500 A.D. to Present

Prerequisite: World History & Geography I

SOL End of Course Test: Yes

Course Description: This course is designed for students seeking an advanced diploma. This class will examine history and geography from 1500 A.D. to the present, with emphasis on the development of the modern world. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

0207 World History & Geography II: 1500 A.D. to Present – Honors

Prerequisite: A – B average in Preceding Social Studies Course **OR** Teacher Recommendation

SOL End of Course Test: Yes

Course Description: This course is designed for students seeking an advanced diploma. This class will examine history and geography from 1500 A.D. to the present, with emphasis on the development of the modern world. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

In this class students will regularly apply higher level thinking skills in their examination and analysis of world history from the Renaissance to the present. Study will strike a balance between examining the broad themes of history and probing specific historic events, ideas, issues, persons, and documents. The class places strong emphasis on writing skills, deep analysis, chronological thinking, research skills, and independent work.

0995 European History – Advanced Placement

Prerequisites: A – B average in World History I Honors & English 9 Honors **AND** verified credit in social studies **OR** Teacher Recommendation

End of Course Test: AP European History Exam and World History & Geography II SOL

Course Description: The study of European history since 1450 A.D. introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, goals of the course are to develop

- a) an understanding of some of the principal themes in modern European history,
- b) an ability to analyze historical evidence and historical interpretation, and
- c) an ability to express historical understanding in writing. Student work will be required outside of class time.

0216 United States/Virginia History

SOL End of Course Test: Yes

Course Description: The standards for Virginia and United States History expand upon the foundational knowledge and skills previously introduced to include the historical development of American ideas and institutions from the Age of Exploration to the present. While continuing to focus on political, geographic, and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history. As a foundation to develop historical thinking skills, students will apply social science skills to understand the challenges facing the development of the United States. These skills will support the investigation and evaluation of the fundamental political principles, events, people, and ideas that developed and fostered our American identity and led to our country's prominence in world affairs.

The study of history must emphasize the historical thinking skills required for responsible citizenship, geographic analysis, and economic decision making. Students will continue to develop and apply these skills as they extend their understanding of the essential knowledge defined by the standards for history and social science.

0213 United States/Virginia History – Honors

Prerequisite: A – B average in Preceding Social Studies Course **OR** Teacher Recommendation

SOL End of Course Test: Yes

Course Description: The standards for Virginia and United States History expand upon the foundational knowledge and skills previously introduced to include the historical development of American ideas and institutions from the Age of Exploration to the present. While continuing to focus on political, geographic, and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history. As a foundation to develop historical thinking skills, students will apply social science skills to understand the challenges facing the development of the United States. These skills will support the investigation and evaluation of the fundamental political principles, events, people, and ideas that developed and fostered our American identity and led to our country's prominence in world affairs.

The study of history must emphasize the historical thinking skills required for responsible citizenship, geographic analysis, and economic decision making. Students will continue to develop and apply these skills as they extend their understanding of the essential knowledge defined by the standards for history and social science.

The Honors level of United States History stresses complex critical thinking, problem solving, and presentation skills. Many activities will require students to be independent learners. A significant amount of time will be needed from the student outside of class in order to complete a variety of upper level learning activities. Students are expected to display and refine their research and writing skills.

0228 United States/Virginia History – Advanced Placement

Prerequisite: A-B average in Preceding Social Studies Course **OR** Teacher recommendation **AND** Verified credit in social studies

SOL End of Course Test: U.S. History SOL test **AND** the AP U.S. History Exam.

Course Description: Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. This is a college-level course which will require significant work to be done outside of class.

0220 United States and Virginia Government

Course Description: United States and Virginia Government stresses complex critical thinking and problem solving skills. Students will examine the political process through the Constitution and its application to their lives. Classes will work to apply the rule of law to various Supreme Court case studies, participate in class workshops and write on government problems and potential solutions frequently. Students are expected to display and master their research writing skills. Units of study will include:

- Political culture and public opinion.
- The US and Virginia Constitutions.
- The American market system, supply and demand, and the role of the government in the economy.
- The impact of the general public, political parties, special interest groups and the media on policy decisions.

- The structure and operation of the US and Virginia governments.
- Political and economic systems of other nations in comparison to the US, with emphasis on the relationship between economic and political freedoms.
- Civil liberties and the First Amendment.
- The process of policy-making with emphasis on economics, civil rights, and foreign affairs.

0224 United States Government and Politics – Advanced Placement

Prerequisites: A-B in Preceding Social Studies Course **OR** Teacher recommendation

End of Course Test: AP U.S. Government & Politics Exam.

Course Description: Advanced Placement (AP) U.S. Government and Politics is designed to provide students with the opportunity to pursue college-level studies and potentially attain college credit while attending the final year of high school. The course will emphasize the political system of the United States, government institutions, and the development of government procedures and policies. Additionally, students will be exposed to the impact of special interest groups, political parties, and public policy on the U.S. government and the citizenry. The course is not a political philosophy or political history course; however, there will be references to each of those topics from time to time. The AP U.S. Government and politics course will use a variety of means to convey the knowledge necessary to succeed on the AP Exam. As such, it will require the student to engage in extensive outside reading and independent research, write numerous essays, and participate qualitatively in seminar discussions. Excellent writing and analysis skills are critical to success in this course.

SOCIAL STUDIES ELECTIVES

04156 Latin American History

Prerequisite: World History I

Course Description: This course is designed for students to delve further into Latin American history than they might in World History or US History courses. Some of the topics we will cover are the relationship of the Latin American colonies with Spain, and the economic, political, and social development of Latin American countries and their relationship with the United States. Our study will include a look at customs, language, and law; we will explore the influences and cultural contributions of Latin Americans in the fields of art, music, and literature.

0240 Africana Studies

Prerequisite: World History I

Course Description: This course is designed for students to explore African culture and history: past, present, and future. Some of the topics covered will be the geography of the African continent, early African empires, Triangle Trade and slavery, European Scramble for Africa, and African Independence. Africana Studies will also focus on African Americans during Reconstruction, the Jim Crow Era, the Civil Rights Movement, and the present including their influence on international civil rights such as; the anti-apartheid movement in South Africa. Africana Studies will also explore the influences and cultural contributions of the African Diaspora in the fields of music, art, literature, science, and politics through an international lens.

0232 Principles of Psychology

Prerequisites: 10th, 11th, 12th grade

Course Description: This course surveys the basic concepts of psychology. Covers the scientific study of behavior, behavioral research methods and analysis, and theoretical interpretations. Includes topics such as: physiological mechanisms, sensation/perception, motivation, learning, personality, psychopathology, therapy, and social psychology.

8965 Introduction to Physical Archaeology I

Prerequisite: World History and Geography I

Course Description: An introduction to basic archaeological principles and techniques highlighting the multidisciplinary nature of archaeology. The in-class portion of this course will be very focused on lab activities. Students should be prepared to devote time outside of class to writing, creating presentations, viewing videos, and other activities.

WORLD LANGUAGES

Modern world language learning is a progressive, sequential development of the communication skills: listening, speaking, reading, and writing – with an interrelated emphasis on culture. This emphasis on communication and interpretation ensures that students completing sequential world language programs should be able to interact, within reasonable limits, with the users of the language and understand their culture. Students may elect to begin world language study at any grade level from eight through twelve and are encouraged to complete as many levels as possible. Each successive level of study presupposes the satisfactory completion of the previous one. The way of life, attitudes, and customs of the people whose language is being taught are central to the materials used in the course. The understanding and appreciation of culture pervades the presentation of dialogues, reading exercises, and textbook illustrations as well as the supplementary materials.

Greco-Roman Mythology – elective course

Greco-Roman Mythology class will be taught entirely in the English language. It explores the beliefs, cultures, and history of the Greco-Roman world in order to gain knowledge beneficial to the academic disciplines of English language and literature, philosophy, art, comparative religion, science, anthropology, archeology, and psychology. In this course students will:

- Interpret myths for their sociological, philosophical, and historical significance.
- Identify various universal archetypes, themes, symbols, and motifs found in myths.
- Survey the major myths of Greek and Roman antiquity, including the appropriate gods, heroes and heroines
- Analyze the cultural significance and relevance of important ancient stories (including *The Iliad*, *The Odyssey*, *The Aeneid*)
- Strengthen their understanding of language since many English words are derived from characters and events found within the myths
- Develop a greater knowledge of the world cultures
- Improve their communication skills through many classroom discussions and multimedia presentations.

1819 American Sign Language I

Course Description: American Sign Language I is an introduction to American Sign Language and Deaf Culture. In this course students will learn ASL vocabulary, commonly used gestures, basic grammar and syntax. Students will also study the different types of sign language, why ASL is considered a Language, aspects of deafness and parts of the ear, as well as various aspects of Deaf culture (including education,

beliefs, and community) and Deaf history. Students will communicate in class with ASL, understand some lectures presented in ASL, complete projects about Deaf culture and deaf individuals, and perform stories and songs in ASL. (American Sign Language will meet the Virginia diploma requirements for a foreign language; students would need to determine if the credit meets entry requirements at specific colleges).

1821 American Sign Language II

Prerequisite: American Sign Language I (recommended C or higher)

Course Description: This course is a continuation of American Sign Language I and emphasizes refinement of the fundamental comprehension and production skills covered in ASL I, with the acquisition of additional vocabulary and grammatical structure. More in depth use of classifiers and more detailed conversation will also be taught in ASL II. It is designed to build receptive skills, learn to communicate through context, and develop strategies for figuring out meaning and build upon that foundation. American Sign Language II builds upon the understanding of Deaf culture and history established in ASL I. (American Sign Language will meet the Virginia diploma requirements for a foreign language; students would need to determine if the credit meets entry requirements at specific colleges).

1822 American Sign Language III

Prerequisite: American Sign Language II (recommended C or higher)

Course Description: This course is a continuation of American Sign Language II. This class will focus on acquiring additional vocabulary and refining grammatical structures such as ASL word order and facial expression. Students will also learn and discuss more about Deaf culture using the target language. Students will problem solve using only ASL and receptive and expressive skills will be refined. Students will explore careers that use ASL. This class will focus on using ASL as a visual language and understanding how to “play” within the parameters of the language. Students will create visual ASL stories and poems and watch and interpret native speakers of the language. (American Sign Language will meet the Virginia diploma requirements for a foreign language; students would need to determine if the credit meets entry requirements at specific colleges).

0502 French I

Prerequisite: Recommended C or higher in English

Description: In this course students will learn: ♦ Four skills approach with integrated culture – speaking, listening comprehension, reading and writing ♦ Techniques include: Audio-video-technology; Dialogues, conversational situations, manipulatory drills; Games, pictures, songs; Dictation, guided writings (dialogs, letters, simple paragraphs)

0504 French II

Prerequisite: French I (recommended C or higher)

Description: In this course students will learn: ♦ Four skills approach continued ♦ Techniques – same as the previous levels with the following additions: Emphasis on grammar, including understanding parts of speech and sentence structure; More intensive reading, including short stories, poems, simple media articles; Writings become less guided, more original ♦ Cultural integration with the four skills

0506 French III

Prerequisite: French II (recommended C or higher)

Description: In this course students will learn: ♦ Four skills approach continued ♦ Techniques – same as the previous levels with the following additions: Emphasis on reading, with an analysis and discussion in the target language. Controlled composition begins; Student writings reflect what that can say conversationally ♦ Culture integration with the four skills

0512 Latin I

Prerequisite: Recommended – C or higher in English

Course Description: In this course students will acquire: Basic rules of Latin grammar; A large working vocabulary; Elements of Roman history, culture, and religion; Connections between Latin and modern language, law, science, and culture.

0514 Latin II

Prerequisite: Latin I (recommended C or higher)

Course Description: In this course students will acquire: Additional knowledge of Latin grammatical constructions; An increased vocabulary in English, as well as Latin; A greater appreciation of history and literature as links between student's own and ancient cultures; Connections between Latin and modern language, law, science, and culture.

0516 Latin III

Prerequisite: Latin II (recommended C or higher)

Course Description: In this course students will: Complete the study of Latin grammar and learn various literary devices; Increase Latin vocabulary and thereby expand English vocabulary; Read from the works of Cicero and Ovid.

0520 Spanish I

Prerequisite: Recommended – C or higher in English

Course Description: In this course students will learn:

- ♦ Four skills approach – speaking, listening comprehension, reading and writing.
- ♦ Techniques include: Audio-video-technology; Dialogues, conversational situations, manipulatory drills; Games, pictures songs; Dictation, guided writings (dialogs, letters, simple paragraphs) ♦ Culture integration with the four skills.

0522 Spanish II

Prerequisite: Spanish I (recommended C or higher)

Course Description: In this course students will learn:

- ♦ Four skills approach continued.
- ♦ Techniques – same as the previous levels with the following additions: Emphasis on grammar, including understanding parts of speech and sentence structure; More intensive reading, including short stories, poems, simple media articles; Writings become less guided, more original ♦ Culture integration with the four skills.

0524 Spanish III

Prerequisite: Spanish II (recommended C or higher)

Course Description: In this course students will learn:

- ♦ Four skills approach continued.
- ♦ Techniques – same as the previous levels with the following additions: Emphasis on reading, with an analysis and discussion in the target language; Reading include authentic magazine and newspaper

articles; Controlled composition begins; Student writings reflect what that can say conversationally ♦ Culture integration with the four skills.

0560 Spanish for Native/Heritage Speakers I

Prerequisite: Teacher Recommendation

Course Description: This course is designed for our native and heritage speakers of Spanish and replaces traditional Spanish course work. In the course students will learn:

- ♦ Four skills approach – speaking, listening comprehension, reading and writing.
- ♦ Techniques include: Emphasis on grammar, including understanding parts of speech and sentence structure; More intensive reading, including short stories, poems, and media articles; Learn controlled composition
- ♦ Cultural integration within the four skills

0562 Spanish for Native/Heritage Speakers II

Prerequisite: Spanish for Native/Heritage Speakers I

Course Description: This advanced course is designed for native speakers who have successfully completed Spanish for the Native Speaker Level I or have been recommended by a Spanish instructor. In the course students will learn:

- ♦ Four skills approach continued
- ♦ Techniques: Emphasis on reading, including historical and literary works and media selections; Continued emphasis on writing and grammar as well as vocabulary development; In-depth study of Hispanic countries and art
- ♦ Cultural integration within the four skills

FINE ARTS

VISUAL ARTS

Art Education at WHS, grades 9-12, offers art (two-dimensional), craft (three-dimensional), and photography. These courses fill the credit requirement for Fine Arts for graduation and are designed to help students:

- ♦ Develop creative skill-building activities in research, design, and production of artwork.
- ♦ Use the history of art to acquire an appreciation for cultures, eras, and artists.
- ♦ Communicate important ideas about art through oral and written critique.
- ♦ Participate in art shows through observation and exhibition.
- ♦ Develop a portfolio and resume necessary for college or career choices in the field of art. During the school year students in two-dimensional art will develop skills in design, painting, drawing, and graphics, while those in three-dimensional art will study design, ceramics, sculpture, fiber and metalworking. Photography students will learn about black and white photography techniques using a 35mm camera and the darkroom for developing and producing photographic prints. The curriculum explores the use of technology as it relates to the visual arts.

Available to interested students are the: National Art Honor Society, the Craft and Photography Guild, and the Art Guild.

0908 Art I

Course Description: This is a two-dimensional art course that focuses on drawing, painting, and printmaking. Students will learn vocabulary and design techniques. They will create artwork within the following subject areas: elements of design; drawing from life; still life; portraiture; linoleum printmaking; abstraction; landscape; and Expressionism. Students will use the following media: pencil, colored pencil; oil pastels; charcoal; paint; cut paper; chalk pastel; marker; and pen and ink. Student work will be evaluated based on personal ability, effort, and on established goals and standards. Students who embrace learning will sharpen their observational skills and their ability to see spatial relationships. This art class provides students with an opportunity to learn how to think originally and creatively, using higher level thinking skills.

0910 Art II

Prerequisite: Art I

Course Description: This two-dimensional art course focuses on drawing and painting. Students will be expected to perform at a high level of competency, showing skill in drawing and shading. The artwork created will require more skills and projects will be more concept-based, requiring creative thinking. Using subject areas and media from Art I, students will increase their competency with techniques, including skill in drawing and shading. Student work will be evaluated based on personal ability, effort, and on established goals and standards. Students who embrace learning will sharpen their observational skills and their ability to see spatial relationships. This class provides students with an opportunity to learn how to think originally and creatively, using higher level thinking skills.

0912 Art III

Prerequisite: Art II with a grade of A-B

Course Description: This two-dimensional art course focuses on drawing and painting. The artwork created will require more skills and some projects will be more concept-based, requiring higher levels of creative thinking. Students will build on previously learned techniques and use a variety of media to create products requiring more sophisticated skills and expressing more complex concepts.

0914 Art IV

Prerequisite: Art III with a grade of A-B

Course Description: This two-dimensional art course focuses on drawing and painting. Students will be expected to perform at a higher level of competency, demonstrating ability to be independent and disciplined in their work. Students must show excellent skill in drawing and shading. The artwork will require higher levels of skills and reflect more complex concepts and themes. Projects will be increasingly individually based. Students will create work within the following areas: elements of design, still life, portraiture, perspective, abstraction, found object, Abstract Expressionism, Expressionism. Students will use media introduced in earlier courses, as well as relief with plaster and paper mâché. Student work will be evaluated based on personal ability, effort, and rigorous performance standards.

0916 Crafts I

Course Description: This three-dimensional art course includes the fundamentals of design, drawing, ceramics (pottery), sculpture and construction, textiles, jewelry and mixed media. This course also incorporates the understanding of art history, production, aesthetics and criticism. Students will acquire an understanding of design, ceramics, sculpture and construction, textiles, jewelry making, and mixed media. Each student will keep a sketchbook.

0918 Crafts II

Prerequisite: Crafts I

Course Description: Craft II follows the same basic content as Craft I, but introduces advanced techniques and the use of more challenging materials.

0920 Crafts III

Prerequisite: Crafts II

Course Description: Craft III follows the structure of the prerequisite courses, but promotes individualized personal growth through a program requiring higher creativity and skill development.

0922 Craft IV

Prerequisite: Crafts III

Course Description: Craft IV follows the structure of the prerequisite courses, but promotes individualized personal growth through a program requiring higher creativity and skill development in preparation for career options and postsecondary studies.

0902 Photography I

Course Description: In photography 1 students will learn the basics of digital photography. We will do hands-on digital camera operation, learn about shutter speed and aperture, the basics of composition, natural light, and how to download and edit photos. We will learn the basics of Photoshop and do weekly tutorials. We will also cover the history of photography and learn how to write about and dissect famous images. A typical schedule for a week of class includes one day of lecture and notes, one day of Photoshop lessons, one day outside to photograph, one day to edit, and a weekly test based on the lecture and skills learned that week. Attendance is extremely important for this class as many of the assignments involve using classroom technology only available during class time.

0904 Photography II

Prerequisite: Photography I

Course Description: Students will build upon and grow the skills learned in Photography I. The first half of the semester includes learning about different styles and genres of photography, intermediate technical skills, advanced Photoshop lessons, and various assigned practical and problem solving camera skills. The second half of the semester involves students choosing their own short- and long-term photography projects and completing artist research. The semester culminates in a month-long project that students will print and display in the annual art show. Class typically includes one day per week of lecture, two editing / technical skills days, and one day of whole class critique. Students will photograph some of their projects on their own time outside of school.

0906 Photography III

Prerequisite: Photography II

Course Description: In photography 3 students will choose 4 one month long personal photography projects to complete. Students will complete research for each project and print / display their images from each project. We will also introduce students to studio photography, video skills, script writing, and editing. Students will complete 6 individual technical video assignments and work with the photography 4 class to complete a group project / short film. Students will photograph their personal projects on their own time outside of school.

0907 Photography IV

Course Description: In photography 4 students will choose two 8-week personal projects to complete. Projects will include artist research, an artist statement, a video presentation of their work, and printing their final images for display in the WHS art show. Students will also complete a business plan for a photography business and learn about career and college options in photography and business. We will complete 6 individual technical video assignments and work with the photography 3 class and create a group video project / short film. Students will photograph their personal projects on their own time outside of school.

PERFORMING ARTS

The Theater Program at WHS offers three consecutive Theater courses: Beginning Theater, Intermediate Theater, and Performance Theater. These courses fulfill the credit requirement in the Fine Arts for graduation and are designed to:

- ◆ Introduce students to the various aspects of Theater including: acting, directing, stage management, costume, set, makeup, and lighting design.
- ◆ Develop performance skills and stage presence.
- ◆ Increase student appreciation and understanding of theatrical literature.
- ◆ Introduce students to the major historic genres of theater.
- ◆ Develop technical theater skills.

Available to interested students are the: Virginia Theatrical Association membership and conference, Virginia High School League Conference and the Educational Theater Association.

The Music Program at Waynesboro High School offers a wide range of performing groups such as the Freshtones, the Concert Choir, and the Lyrical Ladies. The instrumental department offers Marching Band, the Jazz Ensemble, several small ensembles as well as a Beginning Band program. These classes are designed to meet Fine Arts graduation requirements and to help students:

- ◆ Develop a love and appreciation of music and the arts;
- ◆ Experience self-expression, individual responsibility, self-discipline, and group participation;
- ◆ Appreciate a variety of musical styles, such as Classical, Romantic, Modern, Folk, and Jazz;
- ◆ Understand the importance of our musical heritage and its effect on present day culture;
- ◆ Develop discriminating musical taste through an organized listening program;
- ◆ Bridge the transition from middle school to the more advanced learning in the high school setting.

During the school year students in band and chorus will learn to sing and play all types of music from around the world. They will be constantly taught, by everyday reinforcement, the music fundamentals that are critical to a good performance. Students will learn proper stage etiquette and how to take care of their voices and instruments as well as a general respect for their fellow musicians and singers.

Available to interested students are District and State events such as All District Band and Choir, All State Band and Choir, Solo and Ensemble Festival as well as opportunities to perform at many local and distant events.

0180 Theater I

Course Description: Beginning Theater is an introductory course in which students will be introduced to the basics of theatrical history, performance, design, and production. Emphasis is placed on teaching stage presence, vocal diction, basic stage movement, audition skills, theater history, and theater etiquette. Students will perform a one-act children's play as their major project.

0181 Theater II

Prerequisite: Theater I

Course Description: Intermediate Drama is a continuation of the content introduced in Beginning Theater. In addition to polishing performance and audition skills, this course emphasizes the process of theatrical set, costume, lighting, and makeup design, and gives students the opportunity to direct short plays and scenes or design sets, costumes or lights. Students will produce and perform a one-act play as their major project. Students will also study theater history from Greek Drama to Realist Drama. As part of the course work, students are required to attend performances and critique productions through written analysis. Students are required to complete 10 hours of outside practicum work.

0182/0183 Theater III/IV

Prerequisite: Theater II

Course Description: Performance Drama is the capstone course for Theater Arts at WHS. The emphasis is on honing performance, audition skills and design skills to prepare students for professional, college, or Community Theater. Students will develop a repertoire of classical and modern monologues, perform a full-length play, and compete in one-act-play competitions. Students will also study modern theater history and complete 20 practicum hours outside of class. Students will attend and critique productions through written analysis.

0953 WHS Unified Chorus

Course Description: WHS Mixed Chorus is open to all levels of singers. The choir is composed of male and female students in grades 9-12 without audition. This is a performance-based ensemble that places emphasis on proper vocal technique, and the ability to read music. WHS Unified Choir performs in the fall, winter, and spring concerts at WHS, as well as for community-sponsored events.

0932 Concert Choir

Course Description: Membership in the Concert Choir is determined by balance of parts and is highly selective as well as elective. The Concert Choir is designed for students of outstanding musical ability and ambition. Members of Concert Choir must fulfill the following requirements in order to remain enrolled:

- ◆ Attendance at all summer rehearsals and sectionals called by the Director.
- ◆ At least one voice lesson is required in the summer.
- ◆ All music must be learned thoroughly.
- ◆ A good positive attitude and the ability to work with others and the director must be demonstrated.
- ◆ A formal choir outfit is required for each member. Financial assistance is available upon request.

Concert Choir performs over one hundred selections and about twenty concerts each year. In addition to these performances, the choir participates in district competition each year. Juniors and seniors that make District Chorus will have the opportunity to audition for All-Virginia Chorus. Seniors will have the opportunity to audition for the Senior Honors Choir.

0927 Giant Sensations

Prerequisite: Audition

Course Description: The Freshtones is a performance-oriented group, specializing in “show” music that features choreography. This ensemble performs between ten and fifteen times a year. In this course, students develop the same skills involved in vocal performance as the WHS Mixed Chorus members. Members are expected to have shown potential to develop the skills that are associated with more

advanced vocal music course work. *A performance outfit is required. Financial assistance is available upon request.*

0954 Lyrica Bella

Prerequisite: Audition

Course Description: Lyrica Bella is an auditioned choral ensemble for females in grades 9-12. The purpose of this group is to improve vocal technique including: sight-reading skills, range, diction and intonation. Members are expected to show potential in solo singing, the skills associated with more advanced choral music and a co-operative work ethic. *A performance outfit is required. Financial assistance is available upon request.*

05114 Music Theory - Advanced Placement

Prerequisite: Teacher Rec. **AND** Junior or Senior

Course Description: This course offers students an opportunity to explore music through theoretical analysis, composition and listening, and is aimed at preparing students for musical training at the college level. Students will engage in daily sight singing and ear training as well as theoretical analysis. Students will gain a strong understanding of the specific elements of music. This course allows the opportunity for each student to experiment with music technology and the opportunity to implement this technology into his/her own composing and music making. Topics which are covered include: octave identification, music notation, transposition, rhythm, intervals, basic history of Western music, triads and 7th chords, inversions, figured bass, voice leading, cadences, part writing, analysis and composition.

0923 Band I

Prerequisite: Beginning Band **or** 8th grade Band

Course Description: Band I consists of first-year band students. At this level, students will learn the basics of a marching band: proper footing, field maneuvering, horn projection, and carriage. First-year band students are responsible for learning and being able to play four major scales: C, F, Bb, and Eb. Band arrangements are written in parts, with part number one in each section being the most difficult to play and part number four being the easiest. First-year students usually enter the band playing part number four. In part four, the rhythm and note ranges are easier to play. Band I students focus on developing basic marching and playing skills.

0928 Band II

Prerequisite: Band I

Course Description: Band II consists of second-year band students. At this level, students may be asked to assume some minor leadership duties in the marching band. Students are responsible for learning the chromatic scale along with Ab, Db, and Gb major scales. In all types of music (marching, concert, and jazz) they should be moving up from the fourth parts to third parts where rhythms become more difficult and range a little higher. As students improve in sound and counting, they will begin the move from the more supportive role to the melodic leadership role.

0929 Band III

Prerequisite: Band II **OR** Teacher recommendation

Course Description: Band III consists of third year band students. At this level students will be asked to lead marching squads, as well as some of the maneuvers on the field for halftime shows. They will be rank leaders in parades, and serve as mentors to new students. Students will be responsible for learning the

Cb, G, D, and A major scales. Students should be moving from third parts up to second parts in all marching, concert, and jazz music. They are competent and confident in tone, intonation, and sight-reading ability. They should audition for All-District Band. Students should be able to solo in front of the band as well as an audience. Students are expected to take leadership positions in the band.

0931 Band IV

Prerequisite: Band III

Course Description: Band IV consists of fourth-year band students. At this level, students should be leading the band. They are expected to mentor younger, less experienced students on marching and maneuvering as well as music. They will be squad leaders for field shows and rank leaders for parades. Students at level IV will be responsible for the last four parts in marching, concert and jazz music. They should qualify for All-District Band. At this level students should be playing most of the solos in instrumental groups. A Level IV student will be field conductor of the band.

NOTE: The instrumental music program at WHS offers a jazz ensemble that rehearses primarily at night and occasionally during the daily band class as the need arises. This group gives between five and twelve concerts per year at various school and community functions. Member selection for this group is by audition only and all who audition must be members of the marching and concert band program. Members of this group usually have four or more years of instrumental music experience.

7777 Music Appreciation I

Prerequisite: None

Course Description: This course provides students with an understanding of music and its importance in their lives. Course content focuses on how various styles of music apply musical elements to create an expressive or aesthetic impact.

9222 Music Appreciation II

Prerequisite: Music Appreciation I

Course Description: This course surveys different musical styles and periods with the intent of increasing students' understanding of music and its importance in relation to the human experience. In this course students will focus on how various styles of music apply musical elements to create an expressive or aesthetic impact.

Modern Dance

Course Description: Modern Dance fosters students' health and well-being and their artistic expression, through movement, technique, alignment, strengthening, and flexibility. Students explore concepts and skills to create artistic identity, aesthetic of dance form, and expression through performance, research, and choreography. This includes developing vocabulary, critiquing artistic works, and understanding the history of dance. The WHS dance curriculum supports the National Core Arts Standards and incorporates the Dance Arts Virginia Standards of Learning which include a variety of dance techniques and styles such as ballet, modern, jazz, and the dance of world cultures. No prior dance knowledge or experience is required for this class. Curricular and extracurricular dance activities provide opportunities for students to explore various aspects and areas of dance, including field trips to professional dance performances, workshops, dance concerts, and dance showcases.

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education Program at WHS has fitness and wellness as its primary focus. In addition to the courses required for graduation, an elective sequence in Weightlifting and Conditioning is available.

0694 Health / Physical Education I

Course Description: This course is designed for students to apply current health information towards making healthy decisions. The content focuses on nutrition, health fitness, prevention of drug abuse, caring for self and others, and family life education. Students will also be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. In physical education emphasis is placed on students becoming confident and competent in performing lifetime physical activities and in participating regularly in physical activity. Fitness experiences and individual fitness assessments are integrated throughout the year.

0696 Health / Physical Education II

Prerequisite: Health / Physical Education I

Course Description: This course is designed for students to continue applying current health information towards making healthy decisions. The content focuses on driver education, health fitness, and family life. In physical education emphasis is placed on students' confidence and competence in lifetime physical activities and on students' designing, implementing, evaluating and refining personal fitness plans. Dressing for and participating in P. E. are requirements for this class.

HEALTH AND PHYSICAL EDUCATION ELECTIVES

08016 Beginning Weightlifting/Conditioning

Prerequisite: Health/PE I

Course Description: This course deals primarily with weight training, bodybuilding and conditioning. It is meant for 9th and 10th grade students as an introduction to weightlifting, bodybuilding, and conditioning in hopes of benefiting students' performances in the interscholastic sports they are already involved in and also create knowledge and interest in the ways in which weightlifting and conditioning can add to a healthful lifestyle.

0712 Weightlifting and Conditioning I

Prerequisite: Completion of Health/Physical Education II **AND** Beginning Weightlifting **OR** Teacher Recommendation

Course Description: This course deals primarily with weight training, bodybuilding and conditioning. An individual program is developed in cooperation with the various athletic coaches. Members of all athletic teams should consider enrolling in this course, if time is available, as it will aid in developing athletic skills in varsity interscholastic sports. It is hoped that participation in this course will create benefits in students' performances in the interscholastic sports they are already involved in and also create knowledge and interest in the ways in which weightlifting and conditioning can add to a healthful lifestyle.

0610 ECONOMICS & PERSONAL FINANCE

Industry Credential: WISE Financial Literacy Certification Test

Course Description: Students learn how to navigate financial decision making and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. Students learn how economies and markets operate. Students also learn the importance of investing in themselves to gain valuable knowledge and skills. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship, more effective participation in the workforce, and career success.

CAREER AND TECHNICAL EDUCATION

The Career and Technical Education Department for Kate Collins Middle School and Waynesboro High School is focused on providing all students with competent training which will provide them with the basic skills, knowledge, and techniques of their chosen career in order to strengthen their opportunities for lasting and rewarding employment and lifelong learning. Instruction at all levels incorporates and reinforces the Virginia Standards of Learning, and enhances academic instruction.

The Career and Technical Education department at Waynesboro High School offers coursework in Technology, Family & Consumer Sciences, Health and Medical Sciences, Agriculture, and Business & Information Technology. A Career and Technical Education diploma seal is awarded to students who complete two CTE classes within the same program area AND receive a B average or better.

SCIENCE, TECHNOLOGY, ENGINEERING, & MATH

The focus of Technology Education in Waynesboro High School is the practical application of industry skills and problem solving utilizing a blend of computer, conventional, and combination computer/machine tool sources. This is accomplished through a series of sequentially challenging courses utilizing at their core, problem-solving method, Internet, industry research, and the utilization of available machine tools and resources. Kaizen techniques and design teams are the template used in each project presented to the student. Students will learn organizational techniques that are designed to utilize the strengths of each team member in the resolution of the class problem. Each course will expose students to problems in each Technology area, Communication, Construction, Transportation, and Manufacturing.

1031 Technology Foundations

Course Description: This is an introductory level course, in which the design concepts discussed are heavily based on problem solving methods, problem resolution, and written analysis.

1033 Technology Transfer

Prerequisite: Technology Foundations

Course Description: Technology Transfer offers problems of deeper complexity and societal impact, similar concepts to those addressed in Technology Foundation are stressed and reinforced.

1951 Technical Drawing & Design

Prerequisite: Technology Transfer OR Teacher Recommendation

Course Description: In this foundational course, students design, sketch, and make technical drawings, models, or prototypes of real design problems while learning the language of technical drawing and design. Gives an in-depth exposure to detail and working drawings, dimensioning, tolerancing and conventional drafting practices. Teaches CAD modeling and may include parametric modeling (3D).

1950 Dual Enrolled Technical Drawing -- BRCC, CAD 140 (3 credit hours)

Prerequisite: Sophomore, Junior, or Senior

Course Description: Teaches computer aided drafting concepts and equipment designed to develop a general understanding of components and operate a typical CAD system. Lecture 1-2 hours. Laboratory 2-3 hours. Total 3-5 hours per week.

BRCC Career Studies Certificate in Computer Aided Drafting

WHS offers a unique opportunity for students to complete the full Career Studies Certificate as a Dual-Enrolled student at BRCC. Students must qualify for enrollment at BRCC and complete the following course sequence: CAD 140, CAD 241, CAD 242, ARC 121. Check www.brcc.edu for more information on this certificate.

BUSINESS & INFORMATION TECHNOLOGY

0615 Digital Applications

Course Description: This course is designed for students to develop real-life skills for digital citizenship, basic computer operations (like-word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and postsecondary education. Students who successfully complete this course may be eligible for a rigorous and relevant industry certification examination. Student skills will be enhanced by participation in work-based learning activities and/or the Future Business Leaders of America (FBLA). FBLA activities support this course. FBLA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

0619 Design, Multimedia, and Web Technology

Prerequisite: Digital Applications OR Teacher recommendation

Course Description: Students develop proficiency in designing and creating desktop-published projects, multimedia presentations/projects, and web sites. Students apply principles of layout and design in completing projects. Students create portfolios that include a résumé and a variety of desktop-published, multimedia, and Web-site projects produced in the course. Students will also utilize authentic workplace scenarios that reflect current industry trends and participate in work-based learning activities. Distributive Education Club of America (DECA) activities support this course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

0622 Advanced Design, Multi Media & Web Technologies

Prerequisite: Design, Multimedia and Web Technology

Course Description: Students develop advanced skills for creating desktop-published, interactive multimedia, and web-site projects. Students work with sophisticated hardware and software, applying skills to real-world projects. Students will also utilize authentic workplace scenarios that reflect current industry trends and participate in work-based learning activities. Students will enhance workplace skills by participation in real-world or virtual work-based experiences, job shadowing, internships,

apprenticeships, and/or cooperative education. Distributive Education Club of America (DECA) activities support this course. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

6115 Principles of Business & Marketing

Course Description: Students discover the role of business in our society and the importance of effective advertising. Use of technology (including social media), effective communication, and interpersonal skills are areas of focus in this class. Students learn about the roles of business and marketing in the free enterprise system and the global economy. Student skills will be enhanced by participation in work-based learning activities and/or the Future Business Leaders of America (FBLA). FBLA activities support this course. FBLA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

6135 Business Management

Prerequisite: Principles of Business & Marketing

Course Description: Students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations. Quality concepts, project management, problem solving, and ethical decision making are an integral part of the course. Students will enhance leadership skills by participation in school-based or virtual enterprises, job shadowing, internships, apprenticeships, cooperative education, and/or the Future Business Leaders of America (FBLA). FBLA activities support this course. FBLA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

0612 Accounting

Prerequisite: Principles of Business & Marketing

Course Description: Students study the basic principles, concepts, and practices of the accounting cycle (process of managing money for a business). Topics covered include analyzing transactions, journalizing & posting entries, preparing payroll records & financial statements, and managing cash control systems. Business ethics and professional conduct are emphasized. Students learn fundamental accounting procedures, using both manual and electronic systems. Students may enhance leadership skills by participation in school-based or virtual enterprises, job shadowing, internships, apprenticeships, cooperative education, and/or the Future Business Leaders of America (FBLA). FBLA activities support this course. FBLA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

0613 Advanced Accounting

Prerequisite: Accounting

Course Description: Students gain knowledge of advanced accounting principles, procedures, and techniques used to solve business problems and make financial decisions for a business. Students work in a technology-integrated environment, using accounting and spreadsheet software to analyze, synthesize, evaluate, and interpret business financial data related to inventory, fixed assets, notes/accounts payable and receivable, implementation of a partnership and a corporation, and other specialized accounting systems. Using authentic workplace scenarios that reflect current industry trends and standards, students analyze financial data and acquire knowledge of business ethics. Students may enhance leadership skills by participation in school-based or virtual enterprises, job shadowing, internships, apprenticeships,

cooperative education, and/or the Future Business Leaders of America (FBLA). FBLA activities support this course. FBLA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

MARKETING

0139, 0138, 1038A Graphic Marketing I, II, III

Prerequisite: Sophomores, Juniors, or Seniors OR Teacher Recommendation

Course Description: Students gain an understanding of marketing in today's society through the lens of technical yearbook design, development, and production. They will develop skills related to layout design, digital presentation, interpersonal communication, advertising, budgeting, sales, employability, career discovery, and ethical decision-making. Students will also utilize authentic workplace scenarios that reflect current industry trends and participate in work-based learning activities. Students will enhance workplace skills by participation in real-world or virtual work-based experiences, job shadowing, internships, apprenticeships, and/or cooperative education. Computer/technology applications and Distributive Education Club of America (DECA) activities support these courses. DECA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

FAMILY & HUMAN SERVICES

0792 Independent Living

Course Description: Independent Living students become prepared to meet the challenges of living on their own. Students build life skills focusing on creating and maintaining healthy relationships and making responsible financial, consumer, nutrition, and housing decisions. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) 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.

0798 Child Development and Parenting

Course Description: Students enrolled in Child Development and Parenting learn about parenting roles and responsibilities and parenting practices that maximize human growth and development. They focus on ensuring a healthy start for parent and child, balancing work and family, and understanding support systems that provide services for families. Contextual instruction and student participation in a co-curricular career and technical student organization (CTSO) 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.

8264 Family and Human Services I

Course Description: Family and Human Services I introduces students to the provision of human services. Students assess needs and examine ethical and professional concerns within the field. Students also investigate assisting those with needs, including caring for the aging, providing physical care, managing the home environment, and managing food, nutrition, and dietary plans. Students will develop communication skills that are important in the field, and explore family and human services careers. This course emphasizes critical thinking and practical problem solving. Contextual instruction and student

participation in co-curricular career and technical student organization (CTSO) 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.

8265 Family and Human Services II

Prerequisite: Family & Human Services I

Course Description: Family and Human Services II continues to prepare students for the provision of human services to individuals and families. Students gain hands-on experience in the principal activities of the field by assessing the effect of caregiving on the family; assessing work-family integration; examining ethical and professional concerns related to the field; assisting individuals with diverse needs and challenges, including caring for older adults and providing physical care; managing the home environment; managing food to meet nutritional needs and specialized dietary constraints; demonstrating communication skills that are important in the field; and seeking employment in the field. Students develop skills in critical thinking, practical problem-solving, and cultural awareness. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) 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.

0793 Hospitality, Tourism & Recreation I

Prerequisite: Independent Living (recommended); Grade 10, 11, 12

Course Description: Students begin preparation for employment in hospitality industries by focusing on principles of operations in food services, recreation, hospitality planning, and business relations. Special attention is paid to the development of culinary skills (food sanitation, food preparation, and serving) and customer service skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) 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.

HEALTH & MEDICAL SCIENCES

8302 Introduction to Health and Medical Sciences

Course Description: This course introduces the student to a variety of healthcare careers and develops basic skills required in all health and medical sciences. It is designed to help students understand the key elements of the U.S. healthcare system and to learn basic healthcare terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field. In addition, instruction may include the basics of medical laboratory procedures, pharmacology fundamentals, biotechnology concepts, and communication skills essential for providing quality patient care.

8383 Medical Terminology

Prerequisite: Intro to Health and Medical Science

Course Description: Students learn common medical terms essential for safe patient care. Topics are presented in logical order, beginning with each body system's anatomy and physiology and progressing through pathology, laboratory tests and clinical procedures, therapeutic interventions, and pharmacology. Students learn concepts, terms, and abbreviations for each topic. Health Occupations Students of America (HOSA) activities support this course. HOSA, the co-curricular student organization, offers opportunities in leadership, community, and competitive events.

0716 Sports Medicine I

Prerequisite: Health/Physical Education I **OR** Introduction to Health and Medical Sciences **OR** Teacher Recommendation

Course Description: Sports Medicine is an introductory class that will introduce the high school student to the field of sports medicine and athletic training. Students study the anatomy and physiology of the skeletal and muscular systems, kinesiology, and CPR, as they relate to the care and prevention of athletic injuries. Students learn and practice taping techniques and emergency medical care for athletes, and investigate and study liability for athletics. Career opportunities related to this field are physical therapist, athletic trainer, physician, exercise physiologist, nurse, physical therapy assistant, physician's assistant, kinesiologist, emergency medical technician and paramedic.

0717 Sports Medicine II

Prerequisite: Sports Medicine I

Course Description: Sports Medicine II will build on concepts learned in Sports Medicine I with a more in-depth focus on the assessment of athletic injuries, emergency procedures, and therapeutic modalities. In addition, students will become more familiar with current issues in the field of Sports Medicine, as well as learn more practical applications for preventing and treating athletic injuries.

1874a Emergency Medical Services (Dual Enrollment BRCC: EMS 100, EMS 111, & EMS 120 = 9 credits)

Prerequisite: 16 years old, Biology I, Algebra I, 3.0 GPA

Industry Credential: EMT Basic

Course Description: **EMS 100. CPR for Healthcare Providers. (1 Credit)** Provides instruction in Cardiopulmonary Resuscitation that meets current Emergency Cardiac Care (ECC) guidelines for Cardiopulmonary Resuscitation education for Healthcare Providers. **EMS 111. Emergency Medical Technician. (7 Credits)** Prepares student for certification as a Virginia and National Registry EMT. Focuses on all aspects of pre-hospital basic life support as defined by the Virginia Office of Emergency Medical Services curriculum for Emergency Medicine Technician. **EMS 120. Emergency Medical Technician - Clinical. (1 Credit)** Provides supervised direct patient contact introducing the student to the assessment and emergency care of sick and injured patients. This course is a co-requisite for EMS 111.

AGRICULTURE

6119 Introduction to Agriculture

Students gain positive experiences through fundamental agricultural competencies needed for rural or urban living. Areas of instruction include food production, handling, and preparation; introduction to the livestock and poultry industry; soil, soil fertility, and cultural practices; mechanical applications; plant systems and disease/pest management for shrubs, lawns, pastures, gardens, and fruit trees. The course

emphasizes leadership development and participation in activities to assist students in learning. Electrical, plumbing, carpentry, and metalworking lab competencies are incorporated throughout the course.

3121 Horticulture

Prerequisite: Introduction to Agriculture

Course Description: Through laboratory activities, students apply scientific principles to the field of horticulture, including the areas of floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. They practice safety, develop leadership traits, use plant-growing media, and identify, propagate, and grow horticultural plants in the greenhouse and land laboratory. Topics of Study: 1. Workplace Readiness, 2. FFA, SAE, and leadership, 3. Horticulture Industry Overview, 4. Applying Science to Horticulture, 5. Floral Design, Landscaping, 6. Turf Grass, 7. Pest Management, 8. Fruit and Vegetable Production.

3122 Animal Science

Prerequisite: Introduction to Agriculture

Course Description: Students develop competency in each of the major areas of the animal systems career pathway including animal nutrition, reproduction, breeding, care, management, and safety. Students also learn agricultural mechanics skills applicable to animal systems. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills.

OTHER CAREER & TECHNICAL EDUCATION OPPORTUNITIES

0900 Mentorship

Prerequisite: Junior or Senior, Application Required

Course Description: Mentorship is a career exploratory program designed to provide insight into a student's career interests. The mentorship program provides real world workplace experience for high motivated students in grades 11 and 12. Students will work with a mentor from the community for a designated number of hours over the semester to learn about the profession and what it takes to be successful in the working world.

9886 Internship

Course Description: Internship is a High-Quality Work-Based Learning experience that places the student in a real workplace environment. Internship promotes Career awareness, exploration, and preparation. The work-based learning experiences are related to the students' career interests and take place in partnership with local businesses and organizations.

Duration: Students work a minimum of 280 hours for the school year (July, 1 current year to May, 1 following year) to earn a credit toward graduation. Students must complete a "Training Agreement" with their employer and submit verification of the hours they worked in order to receive credit.

PROGRAMS FOR IDENTIFIED STUDENTS

Only identified students are eligible to enroll in these courses. Case Managers are assigned to facilitate the appropriate selection of courses to address academic needs and future goals.

0002 Academic Lab

Prerequisite: Teacher Recommendation

Course Description: Academic Lab is designed to assist students in developing skills that enhance their ability to be successful in school and transition to life skills needed after high school.

E201 Strategic Reading

Prerequisite: Teacher Recommendation

Course Description: Strategic Reading is designed to strengthen student's reading skills and practice strategies which can be used to assist in comprehension.

0938 Directed Study

Prerequisite: Teacher Approval; Junior or Senior

Course Description: Students partner with a teacher to assist them in daily activities of the school day. Students will gain insights into the profession of their partner teacher. *This course is offered as Pass/Fail.*

0971 LIEP Newcomer

Prerequisite: Language Assessment and LIEP teacher recommendation

Course Description: The LIEP Newcomer class is designed for non-English speakers to develop beginning English language skills in the areas of listening, reading, writing, and speaking. *This course conveys one elective credit.*

0832 LIEP I, II, III

Prerequisite: Language Assessment and LIEP teacher recommendation

Course Description: The LIEP classes are designed to improve academic English language skills in the areas of listening, reading, writing, and speaking.

SCHEDULED RELEASE PERIOD

As a privilege for completing the majority of graduation requirements, seniors are allowed to not carry a full schedule of courses and obtain a release period. Release periods are scheduled at the beginning of the school year and subject to availability based on the student's academic needs. Students participating in VHSL activities should consult the Athletic Director and reference page 7 of this document when scheduling release periods. Parent permission is required.

Career Clusters



- Are you a nature lover?
- Are you practical, curious about the physical world, and interested in plants and animals?
- Do you enjoy hunting or fishing?
- Do you like to garden or mow the lawn?
- Are you interested in protecting the environment?

The Agriculture, Food, and Natural Resources cluster is about improving the abundance, quality, and safety of food, cultivating and preserving our natural resources, and caring for animals.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Biology (Academic or honors) Intro to Agriculture	Chemistry Animal Systems Physics	Biology II/Ecology AP English 11 VV AP Physics Horticulture	Mentorship Dual Enrollment English 12 AP English 12

Other Potential Courses:

[Shenandoah Valley Governor's School](#)

[Valley Career & Technical Center](#)



→ Do you like reading diagrams and blueprints, and drawing building structures? → Do you like working with your hands?

The Architecture and Construction cluster is about designing, building, and maintaining structures and sites. Workers in this cluster turn concepts into plans; build homes, workspaces, and schools; develop transportation corridors and facilities; and install and maintain machinery to keep industrial sites running smoothly.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Technology Foundations Technology Transfer Computer Applications	Technical Drawing & Design BRCC Technical Drawing	AP English 11 DE Advanced Drawing & Design Mentorship	Physics DE English 12 AP English 12 DE Architectural Drawing & Design

Other Potential Courses:

[Shenandoah Valley Governor's School](#)

[Valley Career & Technical Center](#)



- Are you a creative thinker?
- Are you good with computers?
- Are you imaginative, innovative, and original?
- Do you like crafting, drawing, playing a musical instrument, taking photos, or writing stories?

The Arts, Audio/Video Technology, and Communications cluster is about flexing your creativity, design, writing, performing, and multimedia skills. Prepare for creative careers from graphic design to film and video editing through a focus on learning how to apply advanced technologies.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Photo I Art I Crafts I Digital Applications Chorus Band	Photo II Art II Crafts II Design & Multimedia Creative Writing I Music Appreciation	Photo III Art III Crafts III Adv. Design & Multimedia Graphic Marketing I Creative Writing II Journalism I	Photo IV Art IV or V Mentorship Graphic Marketing II Journalism II DE English 12 AP English 12

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)



- Do you enjoy being a leader, organizing people, planning activities, and talking?
- Do you like to work with numbers or ideas?
- Do you enjoy following through with an idea and seeing the finished product? → Would you enjoy following the stock market or surfing the internet?

Business Management and Administration careers involve using your organizational and leadership skills to plan, direct, conduct, and evaluate business operations. Whether it involves managing people, information, projects, or operations, this career cluster offers the most jobs of any in Virginia.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Principles of Business & Marketing Digital Applications	Business Finance Business Management Design & Multimedia Pre-Calculus (DE option) Accounting Economics & Finance	Advanced Business Finance Entrepreneurship AP English 11 Adv Design & Multimedia	DE English AP English 12 Mentorship DE Calculus DE Elem Statistics Prob & Stats

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)



- Do you like to work with people to solve problems?
- Is it important to you to do something that makes things better for other people? → Do you like reading, storytelling, traveling, or tutoring young children?

The Education and Training cluster is about using your love of people and your ability to motivate to provide education and training to a diverse set of learners in a wide variety of environments. Careers include teaching in a classroom, leading as a college president, and circulating educational materials as a librarian or library technician.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Human Behavior Independent Living	Human Behavior & Social Problems Hospitality and Tourism Parenting World History II (academic or honors) AP European History	Psychology Virtual VA AP Psychology AP English 11 AP US History	Mentorship DE English 12 AP English 12 Library Aide

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)



→ Would you like to help your community use energy in a more efficient way?

Virginia's Energy cluster is about applying your passion for your community to produce, distribute, and sustain power and energy. Energy occupations may involve extracting natural resources used as fuel; operating power plants; constructing, operating, and maintaining energy infrastructure, such as pipelines and power lines; and installing solar and wind power equipment. The cluster also deals with energy efficiency and sustainability.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Tech Foundations	Tech Transfer	Chemistry	Physics

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)



- Are you good at math?
- Do you like to work with numbers?

The finance cluster is about using your skills in math and statistics to prepare for well-paying careers in financial and investment planning, banking, insurance, and business financial management. Every part of the economy offers a career in this field, providing endless opportunities to work in a variety of areas.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Digital Applications Principles of Business & Marketing	Business Finance	Business Management Entrepreneurship DE Pre Calculus AP English 11 Advanced Business Finance	Mentorship DE Calculus DE English 12

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)



- Are you interested in politics?
- Are rules & laws important to you?

The government and public administration cluster is about using your passion for public service to prepare to work in a diverse array of jobs found in local, state, and federal government. Virtually every occupation can be found within this field. You may help protect our country, represent our interests abroad, or pass and enforce laws.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Human Behavior	Human Behavior & Social Problems	US History Honors US History AP US History Psychology VV AP Psychology	AP United States Government & Politics

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)



→ Would you like to get paid for taking care of someone else?

The health science cluster is about using your love of science to help keep people healthy and treat those who are not. Work directly with people as a doctor or physical therapist or on your own by conducting research on diseases and other important health information. This field allows you to work in diverse environments such as hospitals, medical and dental offices, or labs.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Biology (Academic or honors) Intro to Health & Medical Sciences Sports Medicine I	Chemistry Medical Terminology Computer Applications Sports Medicine II	Biology/Anatomy Psychology Sports Medicine III	Mentorship Sports Medicine IV DE English 12

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)



→ Would you like to get paid for helping someone else have fun?

The Hospitality and tourism cluster encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Digital Applications Independent Living	Business Finance Principles of Business & Marketing	Advanced Business Finance Business Management Entrepreneurship	Mentorship DE English 12

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)



→ Do you care about people and want to find a way to help make things better?

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Digital Applications Independent Living	Business Finance Principles of Business & Marketing	Advanced Business Finance Business Management Entrepreneurship	Mentorship DE English 12

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)



→ Would you like to get paid to work on computers?

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Digital Applications Computer Science Foundations Design Multimedia & Web Technologies	Computer Science Principles Adv Design Multimedia & Web Technologies	Computer Science Programming Physics	Mentorship DE English 12

Other Potential Courses:

[Shenandoah Valley Governor's School](#)

[Valley Career & Technical Center](#)



- Do you like the idea of protecting people?
- Can you work in the face of danger?
- Do you want to help people figure out the legal system?

Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Digital Applications Human Behavior Biology	Psychology Human Behavior & Social Problems	AP Psychology AP US History	Mentorship DE English 12 AP Government

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)



→ Are you good at working with your hands? → Can you figure out how a machine works?

Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Digital Applications Geometry Tech Found	Tech Transfer TechDrawDesign	DE BRCC AdvDrawDesign DE BRCC ArchDrawDesign	Mentorship DE BRCC Tech Draw

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)



- Are you friendly and outgoing?
- Do you enjoy public speaking? → Can you be persuasive?

Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Digital Applications Principles of Business & Marketing Design & Multimedia	Design & Multimedia II Business Finance Graphic Marketing I	Entrepreneurship Advanced Business Finance Graphic Marketing II	Mentorship Graphic Marketing III DE English 12

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)



- Are you detail oriented?
- Do you want to know how things work? → Do you enjoy solving problems?

Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Digital Applications Computer Science Foundations	Computer Science Principles Chemistry Tech Foundations	Entrepreneurship Computer Science Programming Physics Calculus	Mentorship Computer Science IV DE Tech Drawing

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)



→ Have you always been fascinated by vehicles? → Do you enjoy solving problems?

The planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Learn more [here](#).

Recommended High School Courses (in conjunction with ones required for graduation)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Digital Applications Tech Foundations	Technical Drawing Geometry	Another Math Class	Mentorship DE Tech Drawing

Other Potential Courses:

[Shenandoah Valley Governor's School:](#)

[Valley Career & Technical Center](#)