Staunton City Schools’ Secondary Program of Studies provides the framework for students and families to work with school counselors to plan meaningful middle and high school schedules. Middle school students and their parents/guardians meet with school counselors to begin developing an Academic and Career Plan. This plan links student’s individual strengths and interests to possible career pathways and assists in course selections each year. The plan is revisited annually at both the middle and high schools and provides a roadmap for enabling students to successfully complete high school and to be prepared for their college and career plans.

This Secondary Program of Studies contains valuable information to help in planning a student’s course of study. At the middle school level, students select electives to explore a variety of interests. At the high school level, the focus is on meeting graduation requirements, providing career and technical training, and preparing the student for further education/training beyond high school. Students and parents/guardians are encouraged to investigate the many course opportunities available including the Valley Career and Technical Center and the Shenandoah Valley Governor’s School. Enrollment in these programs may require certain pre-requisite courses which impact a student’s course selections. Encourage your students to select elective courses that provide them with experiences in the arts, introduce them to career fields, develop life skills, foster leadership, enhance their potential for college admission, and provide a well-rounded educational experience.

It is important for students to maintain a rigorous schedule throughout all four years of high school. Employers and colleges want to see students challenging themselves academically and showing continued growth each year. Our school division offers a wide-range of courses – both in our schools and online. Additionally, students have opportunities to earn college credits through Advanced Placement and Dual Enrollment courses.

Take time to review this booklet prior to course registration. It contains graduation requirements and course descriptions to assist you in the planning process. Working with your student’s counselor and using the Academic and Career Plan creates a strong foundation for student success. Staunton City Schools’ goal is for all students to graduate from high school well-prepared to achieve their dreams and to become successful, productive members of our community.

Linda G. Reviea, Ed.D.
Superintendent of Schools
WE ARE HERE TO HELP YOU!

Staunton City School Board
Mr. Ronald Ramsey, Chair
Mr. William Lobb, Vice-Chair
Mr. Robert Boyle
Mr. Joel Grogan
Mrs. Amy Darby
Ms. Laura Kleiner

Division Superintendent
Dr. Linda Reviea
Staunton City Schools
Staunton, Virginia 24401
540-332-3920

Staunton City Secondary Schools

**Robert E. Lee High School**
1200 North Coalter Street
Staunton, Virginia 24401
540-332-3926

- Dr. Mark Rowicki
  - Principal
  - Robert E. Lee High School

- Mrs. Lori Swortzel
  - Assistant Principals
  - Robert E. Lee High School

- Mr. Mark Rexrode
  - Mr. Lawrence Chiles
  - Ms. Valerie Payne
  - Counselors
  - Robert E. Lee High School

- Mr. Brett Peters
  - Career Coach
  - Robert E. Lee High School

- Mrs. Dori Walk
  - Executive Director of Instruction
  - Staunton City Schools

**Shelburne Middle School**
300 Grubert Avenue
Staunton, Virginia 24401
540-332-3930

- Mrs. Jennifer Morris
  - Principal
  - Shelburne Middle School

- Mr. Alan Kirkdorffer
  - Assistant Principal
  - Shelburne Middle School

- Mrs. Leslie Trissel
  - Mrs. Katherine Funkhouser
  - Counselors
  - Shelburne Middle School

- Ms. Carla VanDevander
  - Secondary Differentiation Specialist
  - Shelburne Middle & Lee High School

- Dr. Jelisa Wolfe
  - Executive Director of Student Services
  - Staunton City Schools
# TABLE OF CONTENTS

## SECTION ONE - INFORMATION FOR PLANNING

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment in Staunton City Schools</td>
<td>1</td>
</tr>
<tr>
<td>Preparing Your Secondary School Plan</td>
<td>2</td>
</tr>
<tr>
<td>Science, Technology, Engineering &amp; Math Clusters</td>
<td>5</td>
</tr>
<tr>
<td>Communication, Visual &amp; Performing Arts Clusters</td>
<td>6</td>
</tr>
<tr>
<td>Business, Finance &amp; Information Technology Clusters</td>
<td>6</td>
</tr>
<tr>
<td>Health, Social Sciences &amp; Public Service Clusters</td>
<td>7</td>
</tr>
<tr>
<td>Academic &amp; Career Plan</td>
<td>8</td>
</tr>
<tr>
<td>Selecting a Diploma Type and Completing the High School Program</td>
<td>10</td>
</tr>
<tr>
<td>Standard Diploma</td>
<td>10</td>
</tr>
<tr>
<td>Advanced Studies Diploma</td>
<td>12</td>
</tr>
<tr>
<td>Credit Accommodations</td>
<td>13</td>
</tr>
<tr>
<td>Applied Studies Diploma</td>
<td>13</td>
</tr>
<tr>
<td>Individualized Student Alternative Education Program (ISAEP)</td>
<td>13</td>
</tr>
<tr>
<td>Certificate of Program Completion</td>
<td>13</td>
</tr>
<tr>
<td>Evening High School Diploma</td>
<td>13</td>
</tr>
<tr>
<td>Diploma Distinctions</td>
<td>14</td>
</tr>
<tr>
<td>Information for Transfer Students</td>
<td>15</td>
</tr>
<tr>
<td>Sample Path to Graduation</td>
<td>16</td>
</tr>
<tr>
<td>For Standard Diploma</td>
<td>16</td>
</tr>
<tr>
<td>For Advanced Studies Diploma</td>
<td>17</td>
</tr>
<tr>
<td>Matching High School Courses to Your Future</td>
<td>18</td>
</tr>
<tr>
<td>Recommended Testing</td>
<td>19</td>
</tr>
</tbody>
</table>

## SECTION TWO – THE MIDDLE SCHOOL PROGRAM

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School Information for Scheduling</td>
<td>20</td>
</tr>
<tr>
<td>Middle School General Information A-Z</td>
<td>21</td>
</tr>
<tr>
<td>Middle School Courses</td>
<td>23</td>
</tr>
<tr>
<td>6th Grade</td>
<td>26</td>
</tr>
<tr>
<td>7th Grade</td>
<td>28</td>
</tr>
<tr>
<td>8th Grade</td>
<td>31</td>
</tr>
</tbody>
</table>

## SECTION THREE – THE HIGH SCHOOL PROGRAM

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School General Information A-Z</td>
<td>35</td>
</tr>
<tr>
<td>High School Courses</td>
<td>36</td>
</tr>
<tr>
<td>Art</td>
<td>44</td>
</tr>
<tr>
<td>Career &amp; Technical Education</td>
<td>44</td>
</tr>
<tr>
<td>English</td>
<td>45</td>
</tr>
<tr>
<td>Instrumental Music, Choral Music &amp; Performing Arts</td>
<td>49</td>
</tr>
<tr>
<td>Mathematics</td>
<td>51</td>
</tr>
<tr>
<td>Physical Education</td>
<td>52</td>
</tr>
<tr>
<td>Science</td>
<td>55</td>
</tr>
<tr>
<td>Social Studies</td>
<td>55</td>
</tr>
<tr>
<td>World Languages</td>
<td>57</td>
</tr>
<tr>
<td>Programs for Exceptional Students</td>
<td>59</td>
</tr>
<tr>
<td>Virtual Virginia</td>
<td>61</td>
</tr>
<tr>
<td>Shenandoah Valley Governor’s School</td>
<td>63</td>
</tr>
<tr>
<td>Valley Career and Technical Center</td>
<td>64</td>
</tr>
</tbody>
</table>

The Staunton City School Board is committed to a policy of nondiscrimination with regard to race, color, sex, age, religion, disability, national origin, or status as a parent. This attitude will prevail in all of its policies concerning staff, students, educational programs, and services, and individuals and entities with whom the Board does business.
Section One

INFORMATION
for
PLANNING
ENROLLMENT in STAUNTON CITY SCHOOLS

The school records of an elementary or middle school student who is presently attending a Staunton City Public School will be transferred automatically to the middle school (Shelburne Middle School) when the student successfully completes the elementary program and/or to the high school (Robert E. Lee High School) when the student successfully completes the middle school program. A legal parent or guardian of a transfer student from outside the school district seeking admission to Shelburne Middle School or Robert E. Lee High School is required to present the following documentation in order to be enrolled:

- Proof of residence in Staunton City (utility bill or lease)
- A birth certificate (or, if not immediately available, a completed affidavit allowing 90 days to produce birth certificate)
- An immunization record showing proof of completed DPT, OPV, and MMR inoculations. The immunization record must indicate TWO doses of MMR vaccine (effective 9/92).
- If a student is not living with one or both parents, a copy of legal custody or substitute guardianship papers

See Staunton City School Policy JEC online at www.staunton.k12.va.us

The parent or guardian of transfer students will complete a form requesting release of records from the last school the student attended. The student will be enrolled conditionally pending receipt of his/her records. Prior to admission to any public school, the parent or guardian must provide upon registration, a sworn statement or affirmation indicating whether the student has been expelled from school attendance for an offense in violation of school board policies related to weapons, alcohol or drugs, or assault.

PREPARING YOUR SECONDARY SCHOOL PLAN

What You Need to Know: With support from their parents/guardians, students should think about their career goals and draft a plan for their individual secondary program of study to prepare them for their future aspirations. The plan may change, of course, as students progress through middle and high school and learn more about their abilities, interests, and the opportunities available to them. School counselors will work with students and parents to formalize the plan, update the plan each year, and assist students in the registration process for the next year’s courses. When drafting this plan, students and parents should refer to the diploma requirements (pages 10-14), sample course sequences (pages 16-17), and high school course descriptions (pages 44-78) in this Program of Studies. School counselors are always ready to assist with scheduling information, requirements, and planning strategies.

Getting Started

This educational planning guide is designed to:
- help students and their parents make informed choices about middle and high school courses,
- realize that kindergarten through high school performance relates to future goals,
- understand Virginia graduation requirements,
- and assist students in planning and refining their secondary plans of study.

Students should study this guide and consult with their parents/guardians and school counselor as they plan. All students should choose challenging classes which maximize their learning opportunities. Rigorous middle and high school courses prepare students well for further education and successful careers. Parents and students should consider the following when making decisions about course selection:
- previous performance in subject area,
- student test scores,
- commitment of the student, and
- recommendations from teachers, counselors, and principals.

It is important to pay close attention to the graduation requirements for the student’s particular graduating class. There are many variations based on individual elective choices and student performance. This guide is designed to assist students
and parents with long-range program planning as part of the student’s career plan and for selecting specific courses for the next year’s schedule. The school counselor, parent and student will develop an Academic and Career Plan that will address the interests and aptitudes of the student. This plan will serve as a guide for yearly conferences with counselors and decisions to be made throughout middle and high school. A sample worksheet is available on pages 8-9 to assist with these plans. Parents are encouraged to use this form to design a program that meets your child’s individual academic and career objectives. Students should choose courses that contribute toward the accomplishment of their educational, personal, and career goals.

Please keep in mind that these are tentative plans and that students and parents will need to review plans annually with a school counselor to make adjustments as necessary. Information in this booklet should generate helpful discussions about career opportunities, diploma types, and educational plans. It is important for students to realize that the educational choices made today greatly affect the opportunities available to them in the future.

What are Career Clusters and Pathways?

Career Clusters are groups of similar occupations and industries which share common features. They were developed by the U.S. Department of Education as a way to organize career planning. Through interest and aptitude inventories, students learn about their particular areas of strength and interest and determine careers for which they may be well-suited. There are sixteen Career Clusters and within each of the clusters are several pathways. Career Pathways are groups of jobs within a cluster that require common skills. By investigating pathways and clusters, students can learn about the skills and education required for certain jobs and how they might begin in a career and move from job to job as they build their experience and education (see pages 5-7).

For more information about Career Clusters and Pathways

Who can help?

Students make course and career choices and come to class prepared to learn.

Parents have the greatest influence on their child’s life.

Counselors help by:
1. Providing information and resources about courses, career planning, and the decision-making process,
2. Explaining and counseling about graduation requirements including Standards of Learning requirements for standard and verified units of credit,
3. Assisting in developing academic and career plans,
4. Arranging interest inventories, aptitude tests, and college admission tests,
5. Interpreting standardized tests, and
6. Assisting in the college application process.

Teachers teach the skills necessary for academic and career success, can help students discover their strengths and weaknesses, and can make recommendations based on their knowledge of the student.

Community members offer opportunities for volunteer activities and mentorships and their ideas about career options and courses that have made a difference in their lives.
Know where you are headed:

1. **Select a Career Cluster/Pathway**
   
   Use pages 5-7 in this Program of Study and available resources to help you
   
   - Choose a career cluster/pathway that closely relates to your interests, skills, and strengths
   - Explore occupations that relate to your skills
   - Learn what education, skills, and knowledge are required

2. **Decide your Diploma Type**
   
   Use pages 10-14 in this Program of Study and available resources to help you determine the right diploma option for you

3. **Choose Courses that relate to your Career Path and Diploma Choice**
   
   Use pages 26-34 and 44-78 in this Program of Study and available resources to help you select middle and high school courses to meet your needs and graduation requirements

4. **Set high achievement goals and monitor your progress regularly**
   
   The choices you make in middle and high school enable you to reach future goals. Set high expectations for yourself, develop good study habits, and seek help whenever you need it. A high school diploma is a ticket to future success. Staunton City Schools is committed to helping all students graduate on-time, college and career-ready.

The Program of Study is correct as of January 2016.
Due to financial, staffing or enrollment considerations, changes may occur.
### SCIENCE, TECHNOLOGY, ENGINEERING & MATH RELATED CAREER CLUSTERS

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>DESCRIPTION</th>
<th>PATHWAYS</th>
<th>SAMPLE OCCUPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture &amp; Construction…</td>
<td>Careers in designing, planning, managing, building and maintaining the built environment.</td>
<td>Design/Pre-Construction Construction Maintenance/Operations</td>
<td></td>
</tr>
<tr>
<td>Manufacturing…</td>
<td>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/processing engineering.</td>
<td>Production Manufacturing Production Process Dev Maintenance, Installation &amp; Repair Quality Assurance Logistics &amp; Inventory Control Health, Safety &amp; Environmental Assurance</td>
<td></td>
</tr>
<tr>
<td>Transportation, Distribution &amp; Logistic…</td>
<td>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.</td>
<td>Transportation Operations Logistics Planning &amp; Management Services Warehousing &amp; Distribution Center Operations Facility &amp; Mobile Equipment Maintenance Transportation Systems/Infrastructure Planning, Management &amp; Regulations Health, Safety &amp; Environmental Management Sales &amp; Service</td>
<td></td>
</tr>
<tr>
<td>Science, Technology, Engineering &amp; Mathematics…</td>
<td>Planning, managing, and providing scientific research and professional and technical services (e.g. physical science, social science, and engineering) including laboratory and testing services, and research and development services.</td>
<td>Engineering &amp; Technology Science &amp; Math</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATION VISUAL &amp; PERFORMING ARTS RELATED CAREER CLUSTER</th>
<th>BUSINESS, FINANCE &amp; INFORMATION TECHNOLOGY RELATED CAREER CLUSTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLUSTER</td>
<td>Description</td>
</tr>
<tr>
<td>-</td>
<td>Arts, Audio-Visual Technology &amp; Communication…</td>
</tr>
<tr>
<td>PATHWAYS</td>
<td>A/V Technology &amp; Film Printing Technology</td>
</tr>
<tr>
<td>-</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>-</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>-</td>
<td>Journalism &amp; Broadcasting</td>
</tr>
<tr>
<td>-</td>
<td>Telecommunications</td>
</tr>
<tr>
<td>CLUSTER</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>Health Science …</td>
<td>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</td>
</tr>
<tr>
<td>Human Services…</td>
<td>Careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.</td>
</tr>
<tr>
<td>Law, Public Safety, Corrections &amp; Security…</td>
<td>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</td>
</tr>
</tbody>
</table>
# ACADEMIC & CAREER PLAN

**Student Name:**

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Goals:</td>
<td>Career Goals:</td>
<td>Career Goals:</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Career Clusters:</td>
<td>Career Clusters:</td>
<td>Career Clusters:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Pathways:</td>
<td>Career Pathways:</td>
<td>Career Pathways:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

______ I am interested in Valley Technical Center (VCTC). What program(s)? ____________________________

______ I am interested in Governor’s School. STEM (Science, Technology, Engineering, Mathematics) _____ AH (Arts and Humanities) _____

What type of High School Diploma do you plan to obtain? (circle one) STANDARD ADVANCED

What type of education do you want after high school? (circle choices)

On the job training Trade School 2 Year College (Associate’s Degree) 4 year college/university (Bachelor’s Degree)

______ I am interested in the Military. What branch? ____________________________

Test Information:

PSAT 8/9 ________ PSAT ___________ SAT ____________ ACT __________ ASVAB __________ COMPASS ____________

Certifications:

Parent Signature: Date:
# Six-Year Draft Plan (Class of 2015 and Beyond)
## ACADEMIC & CAREER PLAN, part 2

**Name:** __________________________  
**Class of ______________**

<table>
<thead>
<tr>
<th>Subject/Requirement</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ &amp; Pers Finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Selected Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standard Diploma Checklist

<table>
<thead>
<tr>
<th>Subject/Requirement</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Fine Arts/CTE/World Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE Credential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Verified Credits:** 6
- English  
- Math  
- Science  
- SS  
- Choice

### Advanced Diploma Checklist

<table>
<thead>
<tr>
<th>Subject/Requirement</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Fine Arts/CTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 or 2+2 World Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Verified Credits:** 9
- English  
- Math  
- Science  
- SS  
- Choice
SELECTING A DIPLOMA TYPE & COMPLETING THE HIGH SCHOOL PROGRAM

The Staunton City School Board recognizes the following types of school completion programs:

1. Standard Diploma
2. Advanced Studies Diploma
3. Other: Applied Studies Diploma, Individual Student Alternative Education Program (ISAEP), and Certificate of Program Completion

The requirements for a student to earn a diploma from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students may be awarded a diploma or certificate upon graduation from a Virginia high school. For courses completed before ninth grade to be counted toward meeting the standard credit required for graduation, they must meet SOL content requirements. These courses will not be used in computing students’ grade point averages. To earn a verified unit of credit for these courses, the course must be based on a minimum of 140 clock hours of instruction, students must successfully complete the requirements of the course, and the student must make a passing score on the end-of-course SOL test for that course. A standard credit is earned when a minimum of 140 clock hours of instruction is provided, students successfully complete the requirements of the course, and an SOL test is not given in that class.

**Standard Diploma: Minimum Course & Credit Requirements**

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

Beginning with students entering ninth grade for the first time in 2013-2014 (Class of 2017) a student must also:
- Earn a board-approved career and technical education credential to graduate with a Standard Diploma; and
- Successfully complete one virtual course, which may be non-credit bearing.

### Standard Diploma Course Requirements (8 VAC 20-131-50.B)

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Standard Units of Credit Required</th>
<th>Verified Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics [1]</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science [2 &amp; 6]</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>History &amp; Social Sciences [3 &amp; 6]</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Fine Arts or Career &amp; Technical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Language, Fine Arts or Career &amp; Technical Education [7]</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Economics and Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives [4]</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Student Selected Test [5-7]</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>6</td>
</tr>
</tbody>
</table>

[1-7] and Electives: See notes on next page.
Notes regarding the STANDARD Diploma:

NOTE 1  
Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

NOTE 2  
Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics. The Board shall approve courses to satisfy this requirement.

NOTE 3  
Courses completed to satisfy this requirement shall include U.S. and Virginia history, U.S. and Virginia Government, and one course in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

NOTE 4  
Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

NOTE 5  
A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

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

NOTE 7  
Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

ELECTIVES

- **Sequential Electives** – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives.

- **Fine Arts and Career and Technical Education** – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

Beginning with first-time ninth-grade students in the 2016-2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (IEP) or 504 Plan which documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-350.
Advanced Studies Diploma: Minimum Course & Credit Requirements

To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard units of credit and at least nine verified units of credit.

**IMPORTANT:** Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

### Advanced Studies Diploma Course Requirements (8 VAC 20-131-50.C)

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Standard Units of Credit Required</th>
<th>Verified Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics [1]</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory Science [2]</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>History &amp; Social Sciences [3]</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>World Languages [4]</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Fine Arts or Career &amp; Technical Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Economics and Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Student Selected Test [5]</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

[1-5] and Electives:  See notes below and on next page.

### Notes regarding the ADVANCED STUDIES Diploma:

**NOTE 1**
Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

**NOTE 2**
Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics. The Board shall approve courses to satisfy this requirement.

**NOTE 3**
Courses completed to satisfy this requirement shall include U.S. and Virginia history, U.S. and Virginia government, and two courses in either world history or geography or both. The Board shall approve courses to satisfy this requirement.

**NOTE 4**
Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

**NOTE 5**
A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

### ELECTIVES

- **Fine Arts and Career and Technical Education** – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

- **Foreign/World Language** – The Advanced Studies Diploma contains a requirement for either three years of one foreign/world language or two years of two foreign languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign/world language credit toward an Advanced Studies Diploma.

Beginning with first-time ninth-grade students in the 2016-2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (IEP) or 504 Plan which documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-131-350.
Credit Accommodations for Standard Diploma

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma.

Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits
- Additional tests approved by the Board of Education for earning verified credits
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses

Decisions regarding appropriate credit accommodations are part of the student’s Individualized Educational Plan (IEP). For more information, contact the student’s case manager or school counselor.

Applied Studies Diploma

This diploma is available to students with disabilities who meet certain requirements prescribed by the Virginia Board of Education pursuant to regulations, and who do not meet the requirements for any named diploma. [At the time of this publication, the Virginia State Department of Education is still developing further explanation of and criteria for the Applied Studies Diploma. Consult the following Web link for updated information: http://www.doe.virginia.gov/instruction/graduation/other_diploma.shtml.]

Individualized Student Alternative Education Program (ISAEP)

The ISAEP is an alternative program for students interested in pursuing a General Educational Development certificate (GED). The GED is awarded by the GED Testing Service of the American Council on Education and is not awarded by Robert E. Lee High School. The program contains career and technical education components. Students must be 16 years or older and meet other mandated requirements to participate. Students need to see an administrator and their counselor to qualify.

Certificate of Program Completion

If they do not qualify for a School Board Approved Diploma, students may earn a Certificate of Completion by completing the program requirements of an Alternative Education Program (A.E.P.) or by completing all course work but failing to complete the SOL requirements. Students need to see an administrator and their counselor to develop a plan for a completion program and document an A.E.P.

Evening High School Diploma

The Valley Evening High School in Fishersville, Virginia, may grant a Valley Evening High School Diploma or may issue credit toward a diploma from Robert E. Lee High School. Students who are at least 18 years old and/or whose class has already graduated are eligible to apply for admission to Valley Evening High School.
DIPLOMA DISTINCTIONS

The following distinctions may be earned by a student:

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

**Seal of Excellence**
Students may earn the Seal of Excellence on the Advanced Studies Diploma by exceeding the requirements for graduation with 30 credits earned, including 4 credits of science, 4 credits of math, and 3 credits of one foreign/world language or two credits each for two foreign/world languages while maintaining a cumulative GPA of at least 3.67.

**Board of Education Seal**
Students who complete the requirements for a Standard Diploma or Advanced Diploma with an average grade of “A” shall receive a Board of Education Seal on the diploma.

**Board of Education’s Career and Technical Education Seal**
The Board of Education’s Career and Technical Education Seal will be awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

**Board of Education’s Advanced Mathematics and Technology Seal**
The Board of Education’s Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard or Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and (ii) either (a) pass a examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

**Board of Education’s Excellence in Civic Education Seal**
Students who have completed Virginia and US History and Government with a grade of “B” or better; completed 50 hours of voluntary participation in community service or enlist in the military; have good attendance and no disciplinary infractions shall be awarded the Board of Education’s Civic Education Seal.

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

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

First-time Transfers to a Virginia Public School

Graduation requirements – in compliance with 8VAC 20-131-60 – for a student transferring into a Virginia public school for the first time in grades 9-12, depends on the grade the student is transferring into and when in the school year the student is transferring.

A student is considered to have transferred at the beginning of the school year if 20 or fewer hours of instruction have been completed. A student is considered to have transferred during the school year if more than 20 hours of instruction has been completed.

For **Standard Credits**, students transferring after tenth grade from schools or other education programs that do not require or give credit for health and physical education shall not be required to take these courses to meet graduation requirements.

**Standard Diploma Verified Credit Requirements (8 VAC 20-131-60.G.1 and H)**

<table>
<thead>
<tr>
<th>During 9th Grade OR Beginning of 10th Grade:</th>
<th>STANDARD DIPLOMA</th>
<th>During 10th Grade OR Beginning of 11th Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Must earn 6 verified credits</strong></td>
<td>Students transferring into a Virginia public school for the first time</td>
<td>Must earn 4 verified credits</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>Science</td>
</tr>
<tr>
<td>History &amp; Social Science</td>
<td>1</td>
<td>History &amp; Social Science</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Science</td>
</tr>
<tr>
<td>Student Selected</td>
<td>1</td>
<td>Student Selected</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During 11th Grade OR Beginning of 12th Grade:</th>
<th>Must earn 2 verified credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Student Selected</td>
<td>1</td>
</tr>
</tbody>
</table>

**Advanced Studies Diploma Verified Credit Requirements (8 VAC 20-131-50.C)**

<table>
<thead>
<tr>
<th>During 9th Grade OR Beginning of 10th Grade:</th>
<th>ADVANCED DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Must earn 9 verified credits</strong></td>
<td>Students transferring into a Virginia public school for the first time</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>History &amp; Social Science</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Student Selected</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During 11th Grade OR Beginning of 12th Grade:</th>
<th>Must earn 4 verified credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Student Selected</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During 10th Grade OR Beginning of 11th Grade:</th>
<th>Must earn 6 verified credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
<tr>
<td>History &amp; Social Science</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Student Selected</td>
<td>1</td>
</tr>
</tbody>
</table>

During 12th Grade:

Students should be given every opportunity to earn a diploma; if this is not possible, the school division should arrange to have the previous school award the diploma; or seek a waiver of the verified credit requirement from VDOE.
# SAMPLE – STANDARD DIPLOMA

## ACADEMIC & CAREER PLAN, part 2

**Name:** SAMPLE – STANDARD  
**Class of 2014 and beyond**

<table>
<thead>
<tr>
<th>Subject/Requirement</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Language Arts 7</td>
<td>Language Arts 8</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Course 2</td>
<td>Course 3</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra II</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science 7</td>
<td>Science 8</td>
<td>Earth Science</td>
<td>Biology</td>
<td>Ecology</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Civics &amp; Econ</td>
<td>World Studies 8</td>
<td>World Hist II</td>
<td>US History</td>
<td>VA/US Gov’t</td>
<td></td>
</tr>
<tr>
<td><strong>Health &amp; PE</strong></td>
<td>PE 7</td>
<td>PE 9</td>
<td>PE 10 Driver’s E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Band</td>
<td>Band</td>
<td>Band</td>
<td>Band</td>
<td>Band</td>
<td>Band</td>
</tr>
<tr>
<td><strong>CTE</strong></td>
<td>BETA Tech</td>
<td>Applied Engineering I</td>
<td>Applied Engineering II</td>
<td>VCTC</td>
<td>VCTC</td>
<td></td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Econ &amp; Pers Finance</strong></td>
<td>Econ &amp; Pers Fin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Selected Test</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Online Course</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standard Diploma Checklist

<table>
<thead>
<tr>
<th></th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Social Sciences</td>
<td></td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>3 Science</td>
<td></td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Economics &amp; Personal Finance</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 PE</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Fine Arts/CTE/World Language</td>
<td>CTE</td>
<td>CTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Electives</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CTE Credential</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Course</td>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Advanced Diploma Checklist

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 English</td>
<td></td>
</tr>
<tr>
<td>4 Math</td>
<td></td>
</tr>
<tr>
<td>4 Social Sciences</td>
<td></td>
</tr>
<tr>
<td>4 Science</td>
<td></td>
</tr>
<tr>
<td>Eco &amp; Pers Finance</td>
<td>NOT APPLICABLE</td>
</tr>
<tr>
<td>2 PE</td>
<td></td>
</tr>
<tr>
<td>1 Fine Arts/CTE</td>
<td></td>
</tr>
<tr>
<td>3 Electives</td>
<td></td>
</tr>
<tr>
<td>3 or 2+2 World Languages</td>
<td></td>
</tr>
<tr>
<td>Online Course</td>
<td></td>
</tr>
</tbody>
</table>
# SAMPLE – ADVANCED STUDIES DIPLOMA
## ACADEMIC & CAREER PLAN, part 2

### Name: SAMPLE – ADVANCED STUDIES

#### Class of 2014 and beyond

<table>
<thead>
<tr>
<th>Subject/Requirement</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Lang Arts 7 H</td>
<td>Lang Arts 7 H</td>
<td>English 9 H</td>
<td>English 10 H</td>
<td>AP English 11</td>
<td>AP English 12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II H</td>
<td>Pre-Calc DE</td>
<td>SVGS STEM</td>
<td>SVGS STEM</td>
</tr>
<tr>
<td>Science</td>
<td>Science 7</td>
<td>Science 8</td>
<td>Earth Science H</td>
<td>Bio H &amp; Chem H</td>
<td>SVGS STEM</td>
<td>SVGS STEM</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Civics &amp; Econ</td>
<td>World Studies 8</td>
<td>World Hist I H</td>
<td>World Hist II H</td>
<td>AP US History</td>
<td>AP Gov’t</td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>PE 7</td>
<td>PE 9</td>
<td>PE 10/Driver’s E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Band</td>
<td>Band</td>
<td>Band</td>
<td>Band</td>
<td>Band</td>
<td>Band</td>
</tr>
<tr>
<td>CTE</td>
<td>Mentorship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>Spanish I</td>
<td>Spanish II &amp; III</td>
<td>Spanish IV</td>
<td>AP Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ &amp; Pers Finance</td>
<td>Econ/Pers Fin H</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Selected Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Course</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standard Diploma Checklist

1. 4 English
2. 3 Math
3. 3 Social Sciences
4. 3 Science
5. 2 PE
6. 2 Fine Arts/CTE/World Language
7. 4 Electives
8. CTE Credential
9. Online Course

### Advanced Diploma Checklist

1. 4 English
2. 4 Math
3. 4 Social Sciences
4. 4 Science
5. Economics & Personal Finance
6. 2 PE
7. 1 Fine Arts/CTE
8. 3 Electives
9. 3 or 2+2 World Languages
10. Online Course

**NOT APPLICABLE**
Matching High School Courses to Your Future

All students should discuss their career interests and future goals with their family and school counselor. Beginning in middle school, it is always recommended that students take the most rigorous courses possible to allow them the ability to pursue all future options as they move through high school. If a student determines an interest in specific colleges, community colleges, or technical training programs, it is recommended that the student discuss this interest with the school counselor and contact the particular program(s) to ensure that any specific entry requirements can be met upon graduation.

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Area of Interest</th>
<th>Lee Related Elective Courses</th>
<th>Lee Related Clubs</th>
<th>Gov School Related Courses</th>
<th>Valley Tech Related Courses</th>
<th>BRCC Career Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, A/V Technology &amp; Communications</td>
<td>Communications, Visual &amp; Performing Arts</td>
<td>Art Electives Des/Multimedia/Web Adv Des/Multimedia/Web Mentorship College Composition Creative Writing Photo Journalism I Photo Journalism II World Language Band Chorus Theater</td>
<td>Foreign Language Marching Band Jazz Band Theater Forensics Student Government National Honor Soc</td>
<td>Humanities Acting Craft &amp; Skills Introduction to Theatre Dramatic Theory &amp; Crit Theatre Practicum Studio Art Survey of Art Art Practicum</td>
<td></td>
<td>College/Univ Transfer Program</td>
</tr>
</tbody>
</table>

College/Univ Transfer Program (Teacher Education specialization)
RECOMMENDED TESTING

PSAT 8/9
PSAT 8/9 is a middle school assessment that measures skills students need to be on track for college success. It provides insight into students’ academic progress and also equips educators with tools they can use to make informed decisions in the classroom. The test is taken in the fall of the 8th grade year and the fee is covered by Staunton City Schools.

PSAT – Preliminary Scholastic Assessment Test
The PSAT test is highly recommended as a practice test prior to taking tests for college admission. The test shows students firsthand the kinds of reading, math, and writing skills needed to succeed in college and helps students identify strengths and weaknesses while there is still time to strengthen their skills. The PSAT measures verbal and math reasoning including a writing component, but not an essay.

Students in ninth grade may elect to take the test by signing up with their school counselor. All tenth graders should take the PSAT. Those wishing to apply to the Shenandoah Valley Governor’s School must submit a PSAT score as part of the application packet. Students in grade eleven are also encouraged to take the PSAT. With qualifying scores, eleventh graders may enter special scholarship competitions such as the National Merit Scholarship Qualifying Test, National Achievement Program, and National Hispanic Scholars Program. Students taking the PSAT are responsible for the fee payment. Financial hardships may be addressed with the school counseling department. The PSAT is administered at Robert E. Lee High School on the national test day (usually in October).

SAT Reasoning Test
Eleventh and twelfth grade students should take the SAT Reasoning Test, which measures critical reading, mathematics, and writing skills. A student should begin taking the test by spring of the eleventh grade and may repeat the test several times.

Most colleges use the highest critical reading, math, and writing scores obtained by the student, even if the three subscores were earned on separate days. The SAT tests are given several times each year at high schools in the area, including Robert E. Lee High School. Students must register about six weeks in advance of the test and are responsible for the testing fee. Students may register online at www.collegeboard.com. On-line registration allows students to learn whether space exists at their preferred testing center. Hard copy registration bulletins for the SAT test are available in the counseling office, and registration forms must be mailed, along with payment, to the College Board.

Free study and preparation materials are available at www.collegeboard.com and in the counseling office. Counseling also has information about locally available SAT preparation classes and/or seminars.

SAT Subject Tests
Subject tests measure students’ knowledge and skills and ability to apply that knowledge in a particular subject. Some colleges require specific SAT Subject tests and some do not.

Students are encouraged to research their particular colleges of interest to determine the admission requirements for each.

It is important that students try to take any required SAT Subject tests as close to their completion of the course as possible. For example, if a student is completing Chemistry in Grade 11, he/she should take the SAT Subject Test on the testing date nearest his/her completion of the course. Students may register for up to three tests in one day. The tests are given on the same dates and at the same locations as certain SAT Reasoning tests. Registration and study materials are available online at www.collegeboard.com.

ACT – American College Test
The ACT measures academic achievement and reasoning in English, mathematics, reading, and science. A writing test is optional. Students should check with specific colleges to determine whether they prefer the ACT or SAT, and if a writing test is required. Registration and study guides are available at www.act.org and in the counseling office. Some students find it helpful to take both the ACT and the SAT since some colleges will use the best score.

AP-Advanced Placement
AP examinations are given in the spring on nationally standardized dates and measure the student’s knowledge in a specific subject area.

AP courses, taught by high school teachers, lay the groundwork for students to succeed on AP examinations. In Staunton City Schools, all students enrolled in AP classes who wish to receive weighted credit for the course are expected to complete the AP experience by taking the examinations near the end of the AP class. Depending on School Board funding, there may be a fee charged for the elected AP examination. Financial hardships may be addressed with the school counseling department.

Students who elect to take an AP exam without taking the corresponding AP course may have their scores sent to the colleges to which they apply; however, units of credit will be awarded only to those students who complete the course and take the related AP exam.

TOEFL – Test of English as a Foreign Language
The TOEFL measures a student’s ability to read, write, and understand English. Students who are applying to college and for whom English is a second language can demonstrate their ability to use English by taking this test. Some colleges require this test for second language speakers and some colleges will accept the SAT II English as a Second Language Test instead of the TOEFL. Students are encouraged to research the requirements of their particular schools of interest.

English Language Proficiency Test: ACCESS
ACCESS measures understanding of spoken and written standard American English and the ability to use English in the classroom and daily life. It is designed for students who are not native speakers of English, whose best language is not English, and/or who usually speak a language other than English at home or at work. It concentrates on academic and practical use of the language.
Section Two

MIDDLE SCHOOL

PROGRAM
MIDDLE SCHOOL PROGRAM OVERVIEW
Middle school bridges the elementary school years that focus mainly on developing basic skills and the high school years that emphasize more specialized preparation for post-high school education and careers. While using and further developing the basic skills, middle school encourages students to explore a variety of subject areas and activities, including careers and special interests.

In Staunton City Schools, the middle school provides a supportive and stimulating environment for students as they make the transition into adolescence, increasing academic demands and moving towards greater self-reliance. Students are placed on a team to support the developmental needs of young teenagers who may be characterized by uneven social, physical, emotional, and intellectual development. Each team helps to foster students to continue to grow into responsible, productive adults with the skills and attitudes necessary for success in life.

KEYS TO SUCCESS IN MIDDLE SCHOOL
Middle school offers many exciting academic and extra-curricular opportunities for students. Students should take advantage of all it has to offer and to accept the many challenges with interest and enthusiasm. During middle school, expectations of responsibility and leadership will increase. With clear expectations, a strong instructional program, and the support of family and teachers, students will make the most of their middle school experience.

Here are the keys critical to success in middle school:
- Consistent effort
- Completing all assignments
- Attending school regularly
- Being organized
- Participating in class
- Devoting time each day to serious study and review

MIDDLE SCHOOL SCHEDULE
Students have six classes daily and a Success period (seven periods in all). Each core class is 57 minutes in length. Elective classes are 47 minutes in length, and students participate in two elective classes each day. At the eighth grade level, elective classes include the opportunity to take a foreign language. All classes meet throughout the whole school year with the exception of certain electives, which meet for a semester depending on the class and grade level.

Success Block is a 45 minute period of time where students are assigned to intervention, remediation, or extension-related activities. In addition to these academic activities, announcements and Tuesday folders are usually distributed through this class.

REGISTERING FOR CLASSES AT THE MIDDLE SCHOOL

OVERVIEW
The registration process for rising fifth grade students and current sixth, seventh and eighth grade students occurs near the beginning of the second semester of each year. Counselors are generally responsible for this activity, but teachers are also involved in making recommendations.

- The grade-level counselor meets with students in a small group, classroom, or individually to explain course options, recommendations, and requirements. Course selections are based on the student’s current academic progress and interests, as well as teacher recommendations.
- The student shares these course selections with parents/guardians for review and signature. The student returns the signed sheet to a designated teacher. Any questions concerning registration should be directed to the student’s counselor.

SELECTING CLASSES
At the middle school, students begin to have increasing opportunities to make choices about which classes they wish to take. Staunton City Schools believes that all students need to be challenged intellectually. Teachers support student efforts to achieve in all classes. It is important for students to challenge themselves to learn and grow during school and to balance their interests and activities during school, as well as outside of school.

Before making decisions about enrolling in classes, students should seek guidance from their teachers, counselors, and parents. Selected classes should challenge students, allow them to continue to pursue special interests and skills, and provide balance in their academic and personal activities.

LEVELS OF CLASSES
Students may take a combination of grade-level, accelerated, or advanced classes in mathematics. In language arts, students can take honors or grade-level classes. Classes designated as honors, accelerated, or advanced in middle school are not weighted when determining a student’s grade point average. All levels of classes build on previous skills and require academic effort and independent efforts outside school. All levels expect students to commit to regular and frequent homework; however, honors level classes will require a greater commitment of time and effort outside class. Grading practices within the honors level will also carry a greater expectation for work, independent study, and concept mastery.

In order to select courses that reflect the individual student goals, parents should help their student consider the following:
- What grades have I earned in the subject over the past few years?
- What information do my standardized test scores and other measures tell me about my special skills and interests?
- Am I willing to make the time commitment that each course requires?
In mathematics, the skills required to be successful are more sequential and developmental than in other courses. Therefore, guidelines are set for recommended placement in middle school mathematics classes based on a student’s success on standardized tests and class performance. Parents are encouraged to discuss with counselors, teachers, or the principal any questions about the placement for their child in any classes.

**COURSE SELECTION INCLUDING HIGH SCHOOL CREDIT CLASSES**

Students should pursue the most rigorous classes of which they are capable. Most competitive colleges expect students to challenge themselves. Beginning in middle school, the courses selected and the student’s performance in those classes impact future course selection opportunities.

Students have ample opportunity at the high school to complete a rigorous course load as well as to earn all the necessary credits for graduation. However, many students elect to challenge themselves and begin taking high school credit classes in middle school. These are offered in mathematics and world language. Students who complete Algebra I, Geometry, or one year of a foreign/world language in middle school will be able to complete more advanced classes, including some college-level classes, while still in high school.

Parents and students are encouraged to carefully consider a student’s academic level, work ethic, commitment, and the recommendation of teachers who know the student when deciding if taking high school credit classes is appropriate at the middle school.

**HIGH SCHOOL CREDITS EARNED AT THE MIDDLE SCHOOL**

Students may enroll in the following high school credit courses at the middle school.

- **World Languages**
  - French I
  - Latin I
  - Spanish I

- **Mathematics**
  - Algebra I
  - Geometry

High School credit classes taken in middle school show the credit and grade on the student’s high school transcript and, if completed successfully, count as a verified credit towards graduation. The grade earned is not averaged in the student’s high school cumulative grade point average. High school class rank is determined by the student’s cumulative GPA.

**Reminder to Parents of Rising Ninth Graders:**

The parent of any student, who while in middle school, took a high school credit bearing course, may elect to have the grade and credit omitted from the student’s transcript. If the parent elects to have the course omitted, written notice of such election must be given by the parent to the counseling department of the high school on or before August 15 of the year in which the student finishes the eighth grade. The student would retake the course (or a replacement) and only the new grade/course credit would show on the high school transcript.

**ADD/DROP CLASSES**

Most classes at Shelburne are required and may not be added or dropped. Students may add or drop an elective class up to three days after the beginning of each semester, provided the student has parental consent and an alternative class is available.

**COURSE SELECTION CHANGES**

Requests from students or their parents for a particular teacher or change in teachers cannot be allowed since such changes involve teaching loads and schedules. Extenuating circumstances will be reviewed and final approval rests with the principal.

**ACADEMIC AND CAREER PLANS**

Staunton City School students begin to develop an Academic and Career Plan (ACP) in sixth grade, which will be completed by the fall of the student’s eighth-grade year. The components of the ACP will include, but not be limited to, the student’s program of study for high school graduation and a post-secondary career pathway based on the student’s academic and career interests.

The ACP is designed to be a working document that maximizes student achievement by having the student accomplish goals in middle and high school that lead to postsecondary and career readiness. In addition, it will provide each middle and high school student a personal learning plan that aligns academic and career goals with the student’s course of study.

**FURTHER EDUCATION AND CAREER POSSIBILITIES**

Counselors work with middle school students to assist students in focusing on planning for further education and for careers. All students in Staunton City Schools have access to on-line career and education planning websites. Counselors have information about how students can access these websites. Teachers may also incorporate information about education and careers into the subjects they present.

Academic and elective courses allow students to sample a variety of interests and explore possibilities for further study. In addition, sixth grade students are exposed to various career pathways in a mandatory elective class called Career Exploration.
MS GENERAL INFORMATION A-Z

AFTER SCHOOL ACTIVITIES
Shelburne students have the opportunity to get involved in various clubs and activities which meet after school until 4 p.m. These vary from year to year based on student interest and teacher sponsorship, but often include a fall musical, an advanced art club, an environmental club, a robotics club, etc.

In addition, Shelburne’s Middle School Chorus meets after school, providing an opportunity for sixth, seventh, and eighth grade students to begin singing in a 2- and 3-part chorus. Students explore rhythm and sight singing in fun and dynamic ways and participate in a winter and spring concert.

Many teachers also work with students after school to make up assignments or obtain extra support in understanding a new concept. Please contact your child’s teachers to see if they have a regular day when they stay after school to work with students.

EXAMS FOR HIGH SCHOOL CREDIT CLASSES
Examinations are held at the end of each semester for 7th and 8th grade high school credit classes and count 15% of the semester grade. In all middle school classes, teachers have the option to give exams that count as a nine-weeks test grade. All students in a high school credit class will take the midterm exam at the end of first semester. Students in a high school credit class may be exempted from their final exam if the following requirements have been met:
- For courses not tested with an end-of-course SOL test – The student has not missed more than ten classes in the specific course regardless of the reason and has an average of 90 or above for the term grade.
- For courses tested with an end-of-course state SOL test – The student has not missed more than ten classes in the specific course regardless of the reason and he/she has passed the SOL test in the course.

Students may always take an exam to improve their grade. Exam make-ups are allowed for students who have a doctor’s note or who prearrange the absence with administration and teacher approval.

FAMILY LIFE EDUCATION
The Family Life Education program in grades K-10 for Staunton City Schools was developed by a 26 member parent/community involvement team composed of parents, teachers, clergy and a school board member. The Family Life Education curriculum focuses on families and human development and is designed to be comprehensive, sequential, abstinence-based and age appropriate. Copies of the curriculum are available in the libraries and in the principal’s office.

All students will participate in the Family Life Education curriculum unless parents request that their children opt out. They may do this by contacting the principal of their child’s school for an Opt Out Form. Students who opt out of the program will be provided with alternative instruction. Questions may be directed to the building principal.

GRADING SCALE

<table>
<thead>
<tr>
<th>GRADE</th>
<th>NUMERICAL EQUIVALENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

HONOR POLICY
Middle school students are expected to uphold an honor code related to their school work. Students demonstrating dishonest actions will receive a zero for the work and the administration and parents will be notified. If such actions persist, students will be subject to disciplinary actions (in addition to loss of credit for the assignment). Students may appeal through the principal’s office. THE FOLLOWING ACTIONS ARE CONSIDERED DISHONEST:
- Copying tests, homework or class work
- Doing or using someone else’s work
- Telling other students what questions are or are not on a test
- Permitting someone to copy your test, homework, or class work
- Using an answer sheet, notes, or any other such aid while taking a test or quiz
- Copying work from a book, encyclopedia, Internet, or other source without giving proper credit
- Working together on assignments when told not to
- Lying
- Having knowledge that a classmate has cheated and not reporting it
- Talking during a test

HONOR SOCIETY
Shelburne Middle School students who meet the scholastic average of having a 3.75 grade point average are eligible for nomination to the National Junior Honor Society. To be selected for admission, nominated students are rated by their teachers in the areas of service, leadership, citizenship, and character. Formal notification of selection is provided in writing at least one week before the induction ceremony.

INCOMPLETE GRADES
Extenuating circumstances could lead to a student receiving an “I” or incomplete on his or her report card. It is the student’s responsibility to make up any missing work in a timely manner that is consistent with the expectation of his or her teacher. If the student elects not to make up the incomplete work, he/she will not receive credit for the assignments. At such time, the “I” will be changed to reflect an accurate grade.

PROGRESS REPORTS & REPORT CARDS
Progress reports go home to parents every three weeks. An approximate grade will be listed with suggestions for improvement. Parents who sign up for Parent Portal (see next entry) have access to student grades at all times rather than waiting for each three week progress report.

Students receive report cards four times each year. The last report card is mailed home to parents. The dates for issuing report cards and progress reports are listed on the academic

PROGRESS REPORTS & REPORT CARDS
Progress reports go home to parents every three weeks. An approximate grade will be listed with suggestions for improvement. Parents who sign up for Parent Portal (see next entry) have access to student grades at all times rather than waiting for each three week progress report.

Students receive report cards four times each year. The last report card is mailed home to parents. The dates for issuing report cards and progress reports are listed on the academic
**PARENT PORTAL**

Use of the Power School Parent Portal is strongly encouraged. This portal allows parents to log into a Web site and access current information on their child’s progress from the teacher gradebook, including:

* Current averages in classes
* Grades and/or completion status of individual assignments
* Attendance
* Grade History

Another benefit of the Parent Portal is it gives parents the ability to change phone numbers and set preferences for the school division alert system. The Parent Portal is an excellent tool for helping parents monitor academic progress. All parents need access to Parent Portal. For more information contact your student’s school.

**PROMOTION GUIDELINES**

Promotion to the next grade, including promotion to high school, is based on teacher recommendation, final grades, and Standards of Learning scores and is at the final discretion of the principal. The parents of students failing classes or SOL tests will be notified, and those students may be required to attend remediation and/or remedial summer school.

Attendance in remediation will be required for the following:

- Students who are failing a math and/or language arts class
- Students who are failing any two subjects
- Students who have failed any two SOL tests during the current school year

Students who do not meet the requirements for promotion, who do not attend remediation when required, or who are unsuccessful at summer school may have to repeat the class failed, be retained in their current grade, or be assigned to an alternative placement. Parents may appeal through the principal’s office.

**SELF-RELIANCE**

Middle school students often want and need to assume more responsibility for themselves, their behaviors, and their difficulties; however, they still need the involvement and guidance of their parents. Balancing the need for increasing independence with the need for parental involvement is often tricky.

The school does want to hear from parents. Only when school personnel know about a problem or concern can it be addressed. The school works cooperatively with the parent and involves the student when appropriate to answer questions and to resolve concerns.

**STUDY HABITS**

A student’s study habits are often set during the middle school years. Students generally assume more personal responsibility for studying. At the same time, they usually need to have parents establish some clear limits and expectations.

Parents should see that the student has a comfortable place to study, free from distractions. Most parents find that they need to help students set aside specific amounts of time to study and prepare homework.

Often middle school teachers hear that the student did not have time to complete homework; such students may need assistance with time and task management, or the student may need to have a certain time designated specifically for study. Parents can also help by assuring students are using their planners to list assignments and that those assignments are being completed. These planners are provided to students at the start of each school year.

In general, homework varies for different subjects, except for language arts classes where students should read 30 minutes nightly. Students enrolled in honors classes or subjects for high school credit may be required to spend more time to complete homework.

Parents who frequently hear that students have little or no homework may be surprised when grades are released. Middle school students routinely have homework in several classes. Even when a student does not have assignments, reviewing what was covered in class is always a good habit since learning information and concepts in small segments is much easier and lasts much longer than trying to “cram” for tests.

A student who completes assignments before the study time is over can benefit from reading. The creators of college admissions tests indicate that the best preparation for their tests is wide reading on a variety of topics throughout school.

**VIRGINIA STANDARDS OF LEARNING TESTS**

Virginia requires that students take Standards of Learning (SOL) tests in certain academic subjects. [This icon (+) is used beside the course descriptions of courses with SOL tests at the end of the course.] These assessments include content taught in the class throughout the school year and help measure student performance on grade-level standards.

Students receiving a SOL score of 375 - 399 on the first attempt and having a D or better in the subject area may be eligible to retest through an “expedited retake”, with parent permission. If the student passes on the second attempt, the passing score (or highest score) is used in reporting. Parents are encouraged to consider allowing students to participate, if students qualify. The SOL assessments help students demonstrate mastery of standards and reinforce the importance of each grade level as a progression toward high school when passing tests are required to graduate.

Descriptions of Virginia’s testing program and information about the standards which are tested can be located on the Virginia Department of Education at [www.doe.Virginia.gov](http://www.doe.Virginia.gov). SOL test scores also determine a school’s accreditation status.

As of the 2016-2017 school year, the following areas will be tested:

- Reading: Grades 6, 7, and 8 (Writing 8)
- Mathematics: Grades 6, 7, and 8
- Algebra I *
- Geometry **
- Social Science: Civics and Economics
- Science: Grade 8

* A middle school student who completes Algebra I must take the SOL test for Algebra a few weeks prior to the end of the school year. If the student

24
achieves a passing score on the SOL test and passes the course, the student receives a “verified credit” in mathematics. “Verified credits” are awarded when students pass the class and the end-of-course SOL test. A prescribed number of “verified credits” are required for high school graduation. This class qualifies for expedited retakes if the student has passed the course but fails the SOL with a score of 375-399.

**Students who complete Geometry in the middle school must take the Geometry SOL test and may earn a “verified credit” if they pass the course and the SOL tests. This class qualifies for expedited retakes if the student has passed the course but fails the SOL with a score of 375-399.

SPECIAL PROGRAMS

**BRIDGES**
The BRIDGES program, housed at Shelburne Middle School, offers a short-term alternative placement for students in grades 6-12. The program provides students an academic experience in a structured environment where they can learn the skills necessary to be successful in the general education setting. Students who demonstrate persistent difficulty in the inability to take redirection and/or demonstrate difficulty maintaining appropriate relationships will have the opportunity to learn new behaviors and coping strategies with which they can experience success in school. Students are assigned to BRIDGES for a 45-day time period, with the option of an additional 45-day placement if a student has not met academic and behavioral goals to return to their home school setting. Students who are unsuccessful in meeting their goals after 90 days will be referred back to the Division Discipline Committee. Students enrolled in BRIDGES are considered in Poor School Standing, and are therefore not eligible to participate in any extracurricular activities at Shelburne Middle or R.E. Lee High School, including senior activities and graduation exercises at R.E. Lee High School.

**ENGLISH LANGUAGE LEARNERS**
Provisions are made for those students who need English as a Second Language instruction. Additional information is available from counselors. In some situations, the student may need more than four years to complete credits needed for graduation from high school. The counselor can advise students and parents about planning the program of studies needed for graduation.

**GENESIS ALTERNATIVE SCHOOL**
Genesis offers an alternative program for up to 92 targeted students in grades 6-12. The program uses a non-confrontational, consequence-based decision making model to help students develop attitudes and work habits required for academic and work success, to improve achievement and attendance, to reduce the incidence of school board policy violations, and to empower the students with skills to manage conflict in acceptable ways. Parent involvement is strongly encouraged. The program provides counseling services that seek to assist students in coping with home and school demands. Students enrolled in Genesis are considered in Poor School Standing and are therefore not eligible to participate in any extracurricular activities at Shelburne Middle or R.E. Lee High School.

**GIFTED**
The gifted education program in Staunton City Schools is based on the school division’s philosophy of a rigorous, dynamic, and reflective instructional program for all students. All students at middle school who meet the minimal entry requirements may self-select for Honors or high school credit classes. Differentiation is embedded in the philosophy of Staunton City Schools so regardless of formal identification, a student may be included in a gifted/differentiation activity in any subject if deemed appropriate for the learner. Identified gifted students in middle school may continue work on a continuum of K-12 goals and objectives: ENRICH Critical and Creative Thinking Skills for Advanced Learners within each subject area. These goals focus on higher-level thinking skills embedded in all disciplines. A secondary differentiation specialist is available to assist teachers, parents, and students.

**SPECIAL EDUCATION**
Special Education services are provided as indicated on a student’s current Individualized Education Plan (IEP). The IEP is developed after a student is found eligible for services.
**REQUIRED COURSES**

- Language Arts 6
- Mathematics (Students will be recommended for either Course 1 or Course 2 depending on current level of math performance)
- American History 6
- Science 6
- Health and Physical Education 6 (students take a full year or semester, depending on choice of band as an elective)
- Career Exploration
- Computer Keyboarding 6

**EXPLORATORY COURSES**

- Band 6
  - Brass
  - Woodwinds

Students choosing band will rotate through Career Exploration and Computer Keyboarding.

Exploratory Rotation for non-band students:

- Art 6
- Career Exploration
- Computer Keyboarding
- World Cultures

**REQUIRED COURSES**

+Courses with a required end-of-course SOL test

**Language Arts 6+**

*Level: Differentiated within classroom*

This course provides students with a firm foundation in literacy elements including reading comprehension, oral communication and media literacy, and written language. Students study various genres to include nonfiction, fiction, and poetry. Students will begin the study of word origins and continue vocabulary development. In addition, technology will be used to research, organize, and communicate information. Narrative, descriptive, expository, and persuasive writing is incorporated. Students practice speaking and listening skills for assessment. **Students enrolled in this class will take the Reading 6 SOL test.**

**Course 1 (Math 6)+**

*Level: Grade Level*

Course 1 is a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. Course 1 follows Virginia’s Standards of Learning. The standards emphasize rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percent as ratios; solve single-step and multistep problems, using rational numbers; and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Students will solve problems involving area, perimeter, and surface area, work with π (pi), and focus on the relationships among the properties of quadrilaterals. In addition, students will focus on applications of probability and statistics. Sixth grade math is interactive and uses hands-on, discovery, problem solving learning. **Students enrolled in this class will take the Math 6 SOL at the end of the year.**

**Course 2 (Math 7)+**

*Level: Accelerated*

Course 2 is designed to emphasize the basic foundations necessary for students to become successful in Math 8 or Algebra I. The course addresses the Math 7 Standards of Learning objectives in the areas of proportional reasoning, integer computation, solving two-step linear equations, and the real number system. In addition, students will solve inequalities, and use data analysis techniques in order to make inferences, conjectures, and predictions. Math 7 is interactive, uses hands-on activities, technology, and incorporates problem-solving learning. **Students enrolled in this class will take the Math 7 SOL at the end of the year.**

**American History 6**

*Level: Grade Level*

American History is a survey course that follows the major events that have shaped our nation and government through time. The course examines the history of our country by looking at big ideas from Pre-Columbian times through present day social issues. Learning activities will cause students to examine broad themes as they relate to our country's history, including the following: Geography, Government, Expansion, Economic Growth and International Relations. Students will be assessed throughout the course but there is not a state required SOL test associated with this course.

**Science 6**

*Level: Grade Level*

Science 6 is an activity-based course involving students in the exploration of Physics, Chemistry, Space, Weather, and Water. Students will utilize experimental design to conduct small group and individual research. The Virginia Standards of Learning are broken down into the following categories: Scientific Investigation, Matter, Energy, Water, Weather, and Space.

**Health and Physical Education 6**

*Yearlong or Semester course*

The Physical Education/Health course is a required class that runs for one semester (18 weeks) for band students and the entire year for non-band students. The students will be required to dress out in workout appropriate attire that is different from clothes that they wear to school. The students will be involved in both physical education activities as well as health related activities. The students will also be taught family life education during this course by the Staunton Office.
on Youth (see page 23). The physical education component will be divided into 3 areas: skill development, lifetime fitness/ sports activities, and personal fitness. The health component will be divided into 4 areas: nutrition, personal health, growth and development, and health and wellness. *Principal approval and parent sign-off is required for any student not taking Health and Physical Education 6.

Computer Keyboarding 6150000
9 Weeks Course
This course is designed for middle school students to develop and enhance their touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce personal, educational, and professional documents. Students will practice developing and improving keyboarding skills by entering alphanumeric, numeric and symbol information on a QWERTY keyboard. Students will learn about on-line safety and perform Internet searches. (This course uses Virginia’s CTE “Keyboarding 9 weeks” technology standards as the basis for the curriculum.)

EXPLORATORY COURSES

Assigned intervention courses

Math Plus 9828001
Semester Course
This course is for students whose math performance indicates a need to strengthen basic math skills and problem-solving strategies, as well as to help students prepare for the SOL tests. Instruction will focus on fluency with basic facts, developing math concepts, application of math in the real world, and independent thinking skills.

Reading Plus 9826004
Semester Course
This course is for students whose reading performance indicates a need to strengthen basic reading skills and strategies, as well as help students prepare for the SOL tests. Instruction will focus on phonics, fluency, comprehension, critical thinking, vocabulary, reading engagement, viewing, and test-taking.

Student choice electives:
Actual course choices offered each year are based on a student interest survey.

Art 9103000
9 Weeks Course
Students will use a variety of materials, tools, and methods to create two and three dimensional works of art. There is a focused practice and application of craftsmanship skills through drawing clean lines, blending layers of color, and the use of bold value. Composition skills will focus on placement, overlap, and size variety. The emphasis on the Elements of Art will help artwork appear more realistic. A Shelburne Sketchbook is required and will be available for purchase at registration for $3.50.

Band 6 923000B
Year-long Course 923000W
Band is offered as a year-long elective. The class is designed to introduce students to reading music and performing on a woodwind or brass instrument. At the end of the first quarter of the year, percussionists are selected, by audition, from among the successful woodwind or brass players. Opportunities to participate in concerts, parades and community events will be offered to all Band members. Grades are derived from written and performance assessments. Parents/Guardians are responsible for the cost of obtaining an approved instrument and method book for their child’s use in the class. Beyond these costs, there are no additional fees for participation in the Shelburne Sixth Grade Band.

Career Exploration 9031000
9 weeks Course
This course is designed for 6th Grade students to discover the Career Clusters and Pathways. Students will explore their interests, on-demand jobs, and local and national employment trends. During the course, students investigate specific careers and post-secondary educational opportunities of interest to them and learn school and related work-readiness skills.

World Cultures 5999000
9 Weeks Course
World Cultures develops students’ understanding of the world around them. Students will study the holidays, customs, and governments of various countries. Since there is no textbook for this class, students will learn via handouts and lessons by the teacher. Reading and cultural activities enhance student learning.
increase their vocabulary with word study. Narrative, expository, and persuasive writing is incorporated, as well as writing strategy and grammatical skill. Additionally, students in Honors Language Arts 7 will apply the cognitive processes of application, synthesis, analysis, and evaluation to the research process. **Students enrolled in this class will be required to take the Reading 7 SOL test.**

**Course 2 (Math 7)+**

**Level: Grade Level**

Course 2 is designed to emphasize the basic foundations necessary for students to become successful in Math 8 or Algebra I. The course addresses the Math 7 Standards of Learning objectives in the areas of proportional reasoning, integer computation, solving two-step linear equations, and the real number system. In addition, students will solve inequalities, and use data analysis techniques in order to make inferences, conjectures, and predictions. Seventh grade math is interactive, uses hands-on activities, technology, and incorporates problem solving learning. **Students enrolled in this class will take the Math 7 SOL at the end of the year.**

**Course 3 (Math 8)+**

**Level: Accelerated**

Course 3 intends to serve two purposes: to review or extend concepts and skills learned in previous grades, and to prepare students for more abstract concepts in algebra and geometry. The class provides students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. New concepts include solving multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem and represent relations and functions, using tables, graphs, and rules. **Students enrolled in this class will take the Mathematics 8 SOL at the end of the year.**

**Algebra I+**

**Level: Advanced; HS Credit**

**Pre-requisite:** Must pass Course 2 in 6th grade or Course 3 in 7th grade and either pass the Math 7 or Math 8 SOL or have a teacher recommendation.

The main objectives of this course are solving linear equations and inequalities, graphing linear functions, and factoring polynomials. Students will learn to use algebra as a tool for representing and solving a variety of practical problems. Tables, graphs, and statistics will be used to analyze functions and interpret data. Graphing calculators, computers, and other appropriate technology tools will be used to enhance the understanding of functions. **Students enrolled in this class will be required to take the Algebra 1 SOL end-of-course test.** Upon successful completion of this course, students will receive a math credit toward high school graduation.
### MIDDLE SCHOOL COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civics and Economics+</strong></td>
<td>2357000</td>
</tr>
<tr>
<td>Civics is the study of American government and the development of citizenship skills. An in-depth focus is given to the function, structure, and powers of the 3 branches and three levels of government. Students analyze the concepts of democracy, justice, liberty, and equality. In the Economics portion of the course students will learn basic economic concepts and examine the organization and operations of the American economy. <strong>Students enrolled in this class will be required to take the Civics and Economics SOL test.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Life Science 7</strong></td>
<td>4115000</td>
</tr>
<tr>
<td>The seventh grade life science curriculum focuses on an understanding of environmental issues, change, cycles, patterns, and relationships in the living world. Students will build on these basic principles by exploring the cellular organization and classification of organisms; relationships among organisms within the environment and change as a result of genetic information. Experimental inquiry, math, content specific reading, writing, and technology skills are integrated into the curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>Health and Physical Education 7</strong></td>
<td>7120000</td>
</tr>
<tr>
<td><strong>Semester Course</strong></td>
<td></td>
</tr>
<tr>
<td>The Physical Education/Health course is a required class that runs for 1 semester for a total of 18 weeks. The students will be required to dress out in workout appropriate attire that is different from clothes that they wear to school. The students will be involved in both physical education activities as well as health related activities. The students will also be taught family life education during this course by the Staunton Office on Youth. (The content materials for family life can be viewed in the Shelburne office, and parents have the option of opting out their child from the family life education component; see page 23). The physical education component will be divided into four areas: personal fitness, skill development, lifetime fitness/sports activities, and individual/team sports. The health component will be divided into two main areas: nutrition and the dangers of tobacco, alcohol, and drugs. <em>Principal approval and parent sign-off is required for any student not taking Health and Physical Education 7.</em>*</td>
<td></td>
</tr>
</tbody>
</table>

### ELECTIVE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math Plus</strong></td>
<td>9828001</td>
</tr>
<tr>
<td><strong>Semester Course</strong></td>
<td></td>
</tr>
<tr>
<td>This course is for students whose math performance indicates a need to strengthen basic math skills and problem-solving strategies, as well as to help students to prepare for the SOL tests. Instruction will focus on fluency with basic facts, developing math concepts, application of math in the real world, and independent thinking skills.</td>
<td></td>
</tr>
</tbody>
</table>

### 2016-2017

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Plus</strong></td>
<td>9826004</td>
</tr>
<tr>
<td><strong>Semester Course</strong></td>
<td></td>
</tr>
<tr>
<td>This course is for students whose reading performance indicates a need to strengthen basic reading skills and strategies, as well as help students prepare for the SOL tests. Instruction will focus on phonics, fluency, comprehension, critical thinking, vocabulary, reading engagement, viewing, and test-taking. It will be differentiated according to students’ needs. <strong>Student choice electives:</strong> Actual course choices offered each year are based on a student interest survey.</td>
<td></td>
</tr>
<tr>
<td><strong>Art 7</strong></td>
<td>9105000</td>
</tr>
<tr>
<td><strong>Semester Course</strong></td>
<td></td>
</tr>
<tr>
<td>Art 7 is designed to build upon the student’s familiarity of art materials and techniques learned in 6th grade. An added focus is on creating implied texture, creating depth through perspective, and applying basic color theory. The use of creative fantasy is encouraged through a number of projects. Students who want to take more advanced art in 8th grade need to take art in the 7th grade. A Shelburne Sketchbook is required and will be available for purchase at registration for $3.50.</td>
<td></td>
</tr>
<tr>
<td><strong>ART 7-II</strong></td>
<td>9105001</td>
</tr>
<tr>
<td><strong>Semester Course</strong></td>
<td></td>
</tr>
<tr>
<td>Art 7-II generally means that the student is taking a full year of art. Refined craftsmanship and creative experimentation will be encouraged. Art history and cultural appreciation are woven into the curriculum. Journaling with written art critiques will guide students to interpret works of art and how culture influences our responses. Students must take Art 7 and earn an A or B average to be eligible for Art 7-II, unless given special permission by the art teacher. Visually talented and highly motivated students are recommended for this class. A Shelburne Sketchbook is required and will be available for purchase at registration for $3.50.</td>
<td></td>
</tr>
<tr>
<td><strong>Band 7</strong></td>
<td>9231000B</td>
</tr>
<tr>
<td><strong>Brass/Percussion</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Woodwinds</strong></td>
<td>9231000W</td>
</tr>
<tr>
<td><strong>Yearlong Course</strong></td>
<td></td>
</tr>
<tr>
<td>Band is an elective for 7th grade students in their second year of study. The class strives to develop music literacy and increase technical coordination for students on their chosen instrument. Additionally, students begin to experience group musical objectives involving balance, blend and intonation. The ability to self-assess performance is fostered. Grades are derived from written and performance assessments. Opportunities to participate in concerts, parades, and community events are offered to all Band members. A $15.00 fee for the concert uniform is charged. Enrichment opportunities are offered through the Shelburne Jazz Band, Woodwind Ensemble, and District Band activities.</td>
<td></td>
</tr>
</tbody>
</table>
**Computer Solutions**  6609004
*Semester Course*
Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, databases, presentations, and spreadsheet software. Using a problem-based learning approach, students evaluate real-world situations and use computer applications to investigate and develop practical solutions individually and collaboratively. Basic Internet safety, social media etiquette and cyber citizenship are important components of this course. Students should be self-motivated and capable of working with others to thrive in this type of learning environment. (This course uses Virginia’s CTE “Computer Solutions – 18 weeks” technology standards as a basis for the curriculum.) This course cannot be repeated.

**Conversational Languages**  5999001
*Semester Course*
This course includes nine weeks of Conversational Spanish and nine weeks of Conversational French.

**Conversational Spanish**
In this part of the course students learn about Hispanic culture and participate in thematic studies in basic Spanish. Spanish foods and customs are two examples of the themes covered. Basic vocabulary and grammar will be introduced, and students will learn to hold simple conversations.

**Conversational French**
In this part of the course students learn about French and Francophone cultures and participate in thematic studies in French. French cuisine and customs are two examples of the themes covered. Basic vocabulary and grammar will be introduced, and students will learn to hold simple conversations. (Note: This language class is not for high school credit.)

**Digital Media**  6160000
*Semester Course*
**Prerequisite(s): Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills. It is recommended students make a C or better in Keyboarding to take this class.**
Digital Media explores photographic development techniques, cloud computing software applications, digital cameras, mobile devices, professional-level vector graphic software, keyboarding, digital animation, multimedia production, website design, digital storytelling and digital design to prepare students for using tools that are becoming standard in the workplace and everyday life. Basic Internet safety, netiquette and cyber ethics, how the media influences our lives, online identity, social media and the importance of being a responsible digital citizen are important components of this course. (This course uses Virginia’s CTE “Digital Input Technologies – 18 weeks” technology standards as a basis for the curriculum.) This course cannot be repeated.

**Family and Consumer Science 7**  8263001
*Semester Course*
Students will develop skills that will be useful throughout life. They will focus on their individual development, as well as their relationships and roles within the family unit. Topics will include personal development, food and nutrition, consumer education, clothing and textiles, housing, and babysitting. There is a $10 fee for this class to cover sewing materials.

**Fitness for Life 7**  7121000
*Semester Course*
**Prerequisite: A “B” or better in required PE/Health or teacher and administrator approval.**
This elective physical education class is designed to give students the opportunity to participate in physical activity for an additional semester. There is no health or family life in this class. Students will need to dress out in appropriate attire. Fitness for Life is a class in which each student will design and implement their own fitness portfolio. They will be graded on assignments according to their plan and performance. There will not be any team sports played during this class. All activities that are done will cater to the physical fitness test.
### MIDDLE SCHOOL COURSE DESCRIPTIONS

### 8th Grade

In the 8th grade, students think about their interests and learning profile to give input about their team selection. This student input is considered along with class sizes and demographics when making team assignments.

#### 8th Grade Teams

<table>
<thead>
<tr>
<th>BETA</th>
<th>Quest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in BETA will apply scientific principles as they build, explore, tinker, and apply ideas across their core classes.</td>
<td>Quest students will develop as critical thinkers in a global society as they question, connect, relate and act on ideas across their core classes.</td>
</tr>
</tbody>
</table>

#### Courses
- Language Arts
- Mathematics
- Physical Science
- World Studies
- Elective 1: Technology
- Elective 2: Student Choice

#### REQUIRED COURSES
- **Language Arts 8+**
  - Language Arts 8
  - Language Arts 8 Honors
- **Mathematics**
  - Course 3 (Math 8) or
  - Algebra I (HS Credit Course) or
  - Geometry (HS Credit Course)
- **Physical Science 8**
- **World Studies**
- **Health & PE 8** (see page 33)

#### ELECTIVE COURSES
- **Art 8**
- **Art 8-II**
- **Band 8**
  - Brass/Percussion
  - Woodwinds
- **Family & Consumer Science 8**
- **Fitness for Life 8**
- **BETA Technology - required**
  - Technological Systems
  - Inventions & Innovations
- **Quest Technology**
  - Computer Solutions
  - Digital Media
- **Make It Your Own Business**
- **World Languages**
  - French I (HS Credit Course) or
  - Latin I (HS Credit Course) or
  - Spanish I (HS Credit Course)

### 2016-2017

#### REQUIRED COURSES
+ Courses with a required end-of-course SOL test

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts 8+</strong></td>
<td>Grade Level</td>
<td>112000</td>
</tr>
<tr>
<td><strong>Language Arts 8 Honors+</strong></td>
<td>Accelerated</td>
<td>112000H</td>
</tr>
</tbody>
</table>

#### Course 3 (Math 8)+
**Level: Grade Level**
Course 3 intends to serve two purposes: to review or extend concepts and skills learned in previous grades, and to prepare students for more abstract concepts in algebra and geometry. The class provides students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. New concepts include solving multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings,
and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem and represent relations and functions, using tables, graphs, and rules. **Students enrolled in this class will take the Math 8 SOL at the end of the year.**

**Algebra I+**  
*Level: Accelerated; HS Credit*  
**Prerequisite:** Must pass Course 2 in 6th grade or Course 3 in 7th grade and either pass the Math 7 or Math 8 SOL or have a teacher recommendation.  

The main objectives of this course are solving linear equations and inequalities, graphing linear functions, and factoring polynomials. Students will learn to use algebra as a tool for representing and solving a variety of practical problems. Tables, graphs, and statistics will be used to analyze functions and interpret data. Graphing calculators, computers, and other appropriate technology tools will be used to enhance the understanding of functions. **Students enrolled in this class will be required to take the Algebra I SOL end-of-course test.** Upon successful completion of this course, students will receive a math credit toward high school graduation.

**Geometry+**  
*Level: Advanced; HS Credit*  
**Prerequisite:** Must pass Algebra I and pass the Algebra I SOL.  

The Geometry course contains the usual topics in geometry with an emphasis on inductive reasoning and discovery of geometric concepts. The students are challenged to make conjectures and logical proofs on their own. Group and individual projects based on independent research are required. **Students enrolled in this class will be required to take the Geometry SOL end-of-course test.** Upon successful completion of this course, students will receive a math credit toward high school graduation.

**Physical Science 8+**  
*Level: Advanced; HS Credit*  
**Prerequisite:** Must pass Course 2 in 6th grade or Course 3 in 7th grade and either pass the Math 7 or Math 8 SOL or have a teacher recommendation.  

Physical Science includes topics on chemistry and physics. Areas covered during this semester of physical science are: Scientific methods, measurements, discoveries, and inventions, Forces and Motion, Heat and Energy, Waves and Wave Energy, Electricity and Magnetism, Matter and its properties, Atomic Structure & Theory, the Periodic Table, Chemical Bonding, and Chemistry Applications. **This year the students will take the middle school science SOL test, which covers information from 6th, 7th, and 8th grade.**

**World Studies**  
*Level: Advanced; HS Credit*  
**Prerequisite:** Must pass Course 2 in 6th grade or Course 3 in 7th grade and either pass the Math 7 or Math 8 SOL or have a teacher recommendation.  

World Studies covers concepts involving basic geography, map skills, vocabulary, and current events. Students will be examining the relationship between the United States and other regions/peoples from around the world. Students will consider the relationships between people and places and will debate and discuss various global issues. Students will be assessed throughout the course but there is not a state required SOL test associated with this class.

**2016-2017**

**Health and Physical Education 8**  
*Semester Course*  
The Health and Physical Education course is a required class that runs for 1 semester for a total of 18 weeks. See page 34 for a complete description.

**ELECTIVE COURSES**

**assigned intervention courses**

**Math Plus**  
*Semester Course*  
This course is for students whose math performance indicates a need to strengthen basic math skills and problem-solving strategies, as well as to help students to prepare for the SOL tests. Instruction will focus on fluency with basic facts, developing math concepts, application of math in the real world, and independent thinking skills.

**Reading Plus**  
*Semester Course*  
This course is for students whose reading performance indicates a need to strengthen basic reading skills and strategies, as well as help students prepare for the SOL tests. Instruction will focus on phonics, fluency, comprehension, critical thinking, vocabulary, reading engagement, viewing, and test-taking. It will be differentiated according to students’ needs.

**Student choice electives:**  
*Actual course choices offered each year are based on a student interest survey.*

**Art 8**  
*Semester Course*  
Art 8 is designed for students who have taken art in 6th and 7th grade. This course offers a more in-depth application of the Elements of Art and the Principles of Design. Students will be challenged while using a variety of art materials and techniques on projects that require creative thinking skills. Art history and the influence of culture will be part of the curriculum. Students will respond to artwork with an emphasis on becoming more open and tolerant to others’ opinions. They will also develop stronger skills with the written art critique, observing their own work, and the work of others. A Shelburne Sketchbook is required and will be available for purchase at registration for $3.50.

**ART 8 – II**  
*Semester Course*  
This is an ADVANCED section of art for 8th graders who have taken art first semester (Art 8) or students who took Art 7 - II in 7th Grade. It is a class recommended for highly motivated and visually talented art students, as they are expected to work creatively and more independently. There will be a focus on painting and crafts. Art 8 - II is the most challenging art level at Shelburne, where students are developing their art skills for high school and a lifetime of art appreciation. Art Classes available at Lee High
School and requirements for pursuing a variety of careers in art will be explored. A Shelburne Sketchbook is required for planning, practice, and written critiques and will be available for purchase at registration for $3.50.

**Band 8 9229000**

*Yearlong Course*

Band is offered as an elective for students in their third year of musical study. An emphasis on individual development in the beginning of the year allows the students to increase facility. Ensemble techniques are fostered in a variety of musical styles, as bands develop a more mature tone, balance and blend. Self-assessment skills are utilized to compare performance skills for correction. Grades are derived from written and performance assessments. Opportunities to participate in concerts, parades and community events are offered to all Band members. Enrichment opportunities are offered through the Shelburne Jazz Band, Woodwind Ensemble, and District Band activities.

**Computer Solutions 6609004**

*Semester Course*

Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, databases, presentations, and spreadsheet software. Using a problem-based learning approach, students evaluate real-world situations and use computer applications to investigate and develop practical solutions individually and collaboratively. Basic Internet safety, social media etiquette and cyber citizenship are important components of this course. Students should be self-motivated and capable of working with others to thrive in this type of learning environment. (This course uses Virginia’s CTE “Computer Solutions – 18 weeks” technology standards as a basis for the curriculum.) This course cannot be repeated.

**Digital Media 6160000**

*Semester Course*

**Prerequisite(s): Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills. It is recommended students make a C or better in Keyboarding to take this class.**

Digital Media explores photographic development techniques, cloud computing software applications, digital cameras, mobile devices, professional-level vector graphic software, keyboarding, digital animation, multimedia production, website design, digital storytelling and digital design to prepare students for using tools that are becoming standard in the workplace and everyday life. Basic Internet safety, netiquette and cyber ethics, how the media influences our lives, online identity, social media and the importance of being a responsible digital citizen are important components of this course. (This course uses Virginia’s CTE “Digital Input Technologies – 18 weeks” technology standards as a basis for the curriculum.) This course cannot be repeated.

**Family and Consumer Science 8 8244000**

*Semester Course*

Students will develop skills that will be needed to become independent. Students focus on their individual roles in the community, as well as how the community influences individual development. Topics will include decision-making, goal setting, character, food preparation, nutrition, money management, clothing and textiles, and career exploration. There is a $10 fee for this class to cover sewing materials.

**Fitness for Life 8 7210000**

*Semester Course*

**Prerequisite: A “B” or better in required PE/Health or teacher and administrator approval.**

This elective physical education class is designed to give students the opportunity to participate in physical activity for an additional semester. There is no health or family life in this class, but students will still need to dress out in appropriate attire. Fitness for Life is a class in which each student will design and implement their own fitness portfolio. They will be graded on assignments according to their plan and performance. There will not be any team sports played during this class. All activities that are done will cater to the physical fitness test.

**Health and Physical Education 8 7200000**

*Semester Course*

The Health and Physical Education course is a required* class that runs for 1 semester for a total of 18 weeks. The students will be required to dress out in workout appropriate attire that is different from clothes that they wear to school. The students will be involved in both physical education activities as well as health related activities. The students will also be taught family life education during this course by the Staunton Office on Youth (see page 23). The physical education component will be divided into four areas: skill development, team sports, personal fitness, and lifetime fitness activities. The health component will be divided into three areas: nutrition, communicable/non communicable diseases, and safety. *Principal approval and parent sign-off is required for students not taking Health and Physical Education 8.

**Make It Your Own Business 6111000**

*Semester Course*

**Prerequisite: Teacher recommendation**

Ever thought of starting your own business? As a member of a team, students will go through the business planning process to create and implement a business idea. Students will learn about how real businesses operate, including how businesses make money. Emphasis is placed on the introduction and application of business terminology, basic entrepreneurship concepts, and fundamental business principles. Basic academic skills (mathematics, science, English, and history/social science) are integrated into this course. (This course uses Virginia’s CTE "Make It Your Business – 18 weeks" standards as the basis for the curriculum.)
Technology 8463000  
*Yearlong Course-BETA*

BETA’s technology course challenges students to incorporate new technologies as they tackle real-world design problems in areas like community-building, computing, and transportation. Students work in a collaborative environment to develop habits in creativity, problem-solving, and responsibility. The rigor of design thinking and the relevance of hands-on projects engage students with interdisciplinary learning in civics, mathematics, physics, and reading and writing. Specific areas of study include computer-assisted design and modeling, physical computing technologies such as Arduinos, MaKey MaKey boards, and Raspberry Pi computers, an introduction to coding languages including Arduino, Logo, and Python, and coding for the Web with HTML, CSS, and JavaScript.

**World Languages**

**French I** 511000A  
*Yearlong Course; HS Credit*

*Prerequisite: Teacher recommendation*

Level 1 provides students with the skills necessary to begin developing communicative proficiency in the language. Students are introduced to the diverse cultures of the Target Language. Vocabulary and basic grammar structures are emphasized. **Students earn one high school credit for this class.**

**Latin I** 531000A  
*Yearlong Course; HS Credit*

*Prerequisite: Teacher recommendation*

This course is primarily concerned with the fundamentals of the ancient language of the Romans. Its aim is to prepare students to read Latin literature, to improve their command of the English language by studying the close relations (historic and linguistic) between English, Latin and the Romance Languages, and to gain exposure to roman culture. **Students earn one high school credit for this class.**

**Spanish I** 551000A  
*Yearlong Course; HS Credit*

*Prerequisite: Teacher recommendation*

Level 1 provides students with the skills necessary to begin developing communicative proficiency in the language. Students are introduced to the diverse cultures of the Target Language. Vocabulary and basic grammar structures are emphasized. **Students earn one high school credit for this class.**
Section Three

HIGH SCHOOL PROGRAM
ACCESS to COURSES
As required by federal laws and regulation, the Staunton City School Board does not discriminate on the basis of gender, color, race, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

ACTIVITY & ATHLETIC PARTICIPATION
To be eligible to participate in any Virginia High School League competition, a student must be currently enrolled in and passing three out of four subjects for credit or the equivalent, and have passed three subjects for credit or the equivalent the previous semester. If a passed course is being repeated, that course may not be counted as one of the three subjects for credit.

Students who are planning to participate in Division I and II interscholastic sports in college should see their school counselor and/or athletic director to learn about NCAA regulations. These rules require certain high school courses, minimum grade point averages, and minimum college admissions’ testing scores before a student can be found eligible for participation.

ACADEMIC LETTER AWARD PROGRAM
The Academic Letter Award Program encompasses grades 9-12. Any student honored must meet the following criteria:
- Must have a 3.67 GPA on a four-point scale (based on the final yearly average) with no more than one C
- Any transfer student must be at Robert E. Lee High School at least one full term and meet the above criteria

ADVANCED PLACEMENT
Advanced Placement (AP) courses are college level courses offered at the high school. To enroll in an AP course, students must meet the Honors Program Requirements. Upon successful completion of the class, students receive one weighted (1.0) high school credit for the course. To receive this weighted credit, students are expected to take the accompanying Advanced Placement exam at the end of the course. College credit may be earned depending on the student’s score on the exam and the college the student attends.

COURSE CANCELLATIONS
Any course that does not have sufficient enrollment will be cancelled. Some courses with low enrollment may be offered in alternate years or not at all. Approval of classes will be at the discretion of the principal and/or superintendent of schools.

COURSE SELECTION CHANGES
Students are expected to select their courses in the spring prior to the next academic year and to adhere to their selections. Student requests for specific class changes will be accepted during the first week of first term ONLY. After the first week, special schedule changes may only be addressed by a meeting with counselors, teachers, and administration.

Teachers may request a schedule level change within a department at any time (such as Honors English to regular English). The administration may approve schedule changes throughout the semester based on extenuating circumstances. Any student withdrawing from a course following the drop/add period, will receive either a WP (withdraw/pass) or a WF (withdraw/fail) on his/her transcript depending on the student’s grade at the time of the drop.

Requests from students or their parents for a change in teacher or block cannot be allowed since such changes involve teaching loads and schedules. Consideration will be given to requests from students assigned to repeat work with a teacher under whom they have previously failed. Final approval for all schedule changes rests with the principal.

COURSES ALREADY PASSED
Students who pass a course may repeat it for grade improvement, but a duplicate credit will not be given. Both grades will appear on the transcript but only the higher grade is included in calculating the grade point average and class rank.
COURSES REQUIRING APPLICATION FOR ENROLLMENT
Application is required for the following courses/programs. Applications are available in the School Counseling Department or from the classroom teacher
- Dual-enrollment courses
- Governor’s School Courses
- Mentorship/Service Learning
- Valley Tech/Career Exploration Courses
- Early Work Release (AEP)
- Online Courses

CREDENTIALING, LICENSURE & CERTIFICATION
Beginning with students entering the ninth grade in 2013-2014, all students earning a standard diploma must also earn an industry credential. Certain programs within Career and Technical Education provide students with an opportunity for professional credential, licensure or certification that will meet this requirement and/or count as “student choice” verified credit toward those required for graduation.
To obtain the credit, the student must successfully complete the course or course sequence that prepares individuals for state licensure or certification and pass the test required by the certifying agency. Such credentials may give students a competitive edge in the workplace, offer better opportunities for earning money for college expenses, provide increased opportunities in military service, and help to define career pathways.
Information about the testing opportunities is available in the course descriptions in this publication and from the counseling office.

CREDITS FROM MIDDLE SCHOOL
Students who successfully complete Algebra I, Geometry, and/or the first year of a world language in middle school will earn a high school credit for the course. Each credit will count toward graduation requirements but not toward computing GPA or toward determining class rank.

Reminder to Parents of Rising Ninth Graders:
The parent of any student, who while in middle school, took a high school credit bearing course, may elect to have the grade and credit omitted from the student’s transcript. If the parent elects to have the course omitted, written notice of such election must be given by the parent to the counseling department of the high school on or before August 15 of the year in which the student finishes the eighth grade. The student will retake the course (or a replacement) and only the new grade/course credit will show on the high school transcript.

DUAL-ENROLLMENT & CONCURRENT ENROLLMENT OPPORTUNITIES
Blue Ridge Community College
College-level courses are offered to Lee High students through a dual enrollment/concurrent enrollment agreement with Blue Ridge Community College (BRCC). These agreements include opportunities to enable qualified students to complete an associate’s degree or a one-year Uniform Certificate of General Studies concurrent through BRCC with a high school diploma. Both high school and college credit may be earned; however, all regulations of BRCC must be followed, including application to the college prior to the first day of the course.
Virginia Community College System (VCCS) policy mandates that only qualified high school juniors and seniors of sixteen years of age or older may enroll in Dual Enrollment courses. Occasionally, exceptions can be made (with the written permission of the BRCC President or his designee) for exceptionally qualified sophomore students. Permission for an exception should be requested well in advance of the start of the course.
Students who enroll in dual enrollment courses must demonstrate academic readiness for collegiate work, as evidenced by above average academic performance in high school, and through the recommendation by the high school principal or his/her designee. Students who wish to enroll in English or math dual enrollment courses must also have completed College Preparedness Testing at BRCC, unless they have equivalent documentation through SAT or ACT test scores. SAT/ACT scores that exempt students from Preparedness Testing are: SAT score of 520 Math (Qualitative), 530 Writing, and 530 Critical Reading, or ACT score of 22 Math/22 English. Once enrolled in a BRCC course, students must complete the course with a grade of C or better to continue to the next level. See course descriptions for prerequisite information.

Other College Concurrent Enrollment Opportunities
Permission may be granted by the principal for courses to be taken at a college campus for high school/college credit (Concurrent Courses). Concurrent Courses may be weighted. Students who wish to receive weighted credit for a concurrent course should discuss this option with their counselor and complete the appropriate paperwork for the request. Certain local concurrent programs such as the Mary Baldwin College Concurrent Enrollment Program have been pre-approved for high school weighted credit. Interested students should see their counselor for information.
Lee High School and college or university prerequisite courses must be completed prior to enrollment in college courses and all rules and policies of the college must be followed.

For all dual and concurrent enrollment, students are responsible for all student fees and tuition costs. College credits earned vary according to the course. One (1) credit on the high school transcript will be awarded upon the successful completion of the BRCC or college semester courses taught either at the high school or on the college campus. It is the student’s responsibility to request a transcript from the college or community college be sent to any college the student attends after graduation.
**HIGH SCHOOL INFORMATION**

### EARLY COLLEGE SCHOLARS PROGRAM

The Early College Scholars program allows eligible high school seniors to complete their high school diploma while earning at least 15 hours of transferable credits toward a college degree, resulting in a more productive senior year and reducing the expense of college tuition for families. Students earn these credits through dual-enrollment programs and by taking Advanced Placement courses at their home high schools or through the Virtual Virginia Advanced Placement School.

To qualify for the Early College Scholars program, a student must:
- Have a "B" average or better;
- Be pursuing an Advanced Studies Diploma; and
- Take and complete college-level course work (i.e., Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits. More information about this program is available at the Virginia Department of Education website: [www.doe.virginia.gov](http://www.doe.virginia.gov).
- Students interested in this program should contact their school counselor.

### ELECTIVES

In order to meet diploma requirements, certain courses in each department are prescribed by the VDOE. Other courses are electives selected by students to finish graduation credits/requirements, provide a well-rounded education, and/or lead to a particular career pathway. The skills and information learned in many elective courses provide background knowledge for further work or education after high school and/or provide greater understanding and appreciation of areas which increase the quality of one’s life.

### ENGLISH LANGUAGE LEARNERS

Provisions are made for those students who need English as a Second Language instruction. Additional information is available from counselors. In some situations, the student may need more than four years to complete credits needed for graduation from high school. The counselor can advise students and parents about planning the program of studies needed for graduation.

### EXAMINATIONS/ASSESSMENTS

Examinations or appropriate assessments shall be given to all students in grades nine through twelve according to an established schedule. Appropriate assessments include traditional examinations, research papers, presentations, projects, performance assessments, portfolio assessments, culminating experiences, and other teacher-created forms of assessment. At the high school level, examinations will be given at the end of each nine-week grading period, and will count up to 15% of the grade for that nine-week period.

Exam make-ups are allowed for students who have a doctor's note or who prearrange the absence with administration and teacher approval. Exam make-ups will be scheduled AFTER the original exam date. During mid-term and final exams students are required to remain in the classroom for the entire exam period to prevent classroom disruptions and allow

### 2016-2017

- **EXEMPTIONS**
  All students will take the midterm exam at the end of the first nine weeks in each term (or at the end of first semester for year-long classes). During each term, any student in grades nine through twelve may exempt a final exam if the following requirements have been met:
  - For courses not tested with an end-of-course SOL test – The student has not missed more than five courses (10 for classes that meet every day for the entire year) in the specific course regardless of the reason and has an average of 90 or above for the term grade.
  - For courses tested with an end-of-course state SOL test – The student has not missed more than five courses (10 for classes that meet every day for the entire year) in the specific course regardless of the reason and he/she has passed the SOL test in the course.

Students may always take an exam to improve their grade. Exam make-ups are allowed for students who have a doctor’s note or who prearrange the absence with administration and teacher approval.

### FAMILY LIFE EDUCATION

The Family Life Education program in grades K-10 for Staunton City Schools was developed by a 26 member parent/community involvement team composed of parents, teachers, clergy and a school board member. The Family Life Education curriculum focuses on families and human development and is designed to be comprehensive, sequential, abstinence-based and age appropriate. Copies of the curriculum are available in the libraries and in the principal’s office.

All students will participate in the Family Life Education curriculum unless parents request that their children opt out. They may do this by contacting the principal of their child’s school for an Opt Out Form. Students who opt out of the program will be provided with alternative instruction. Questions may be directed to the building principal.

### FINE ARTS or CAREER & TECHNICAL EDUCATION COURSES

A fine arts or career & technical education course is any state-approved course, grades 9-12, in Art, Drama (including those at SVGS), Newspaper, Journalism, Photojournalism, Music, or Career & Technical Education and any course at VCTC.

### FRESHMAN ACADEMY

Lee High School has established a Freshmen Academy carefully designed with very intentional activities that begin in the spring of the 8th grade year to transition students to high school. At Lee, students are paired with Freshman Academy teachers during PRIDE block to address key issues they may face as a high school student. In addition, the PRIDE block teacher serves as a mentor during freshman year.
HIGH SCHOOL INFORMATION

GENESIS
Genesis offers an alternative program for up to 92 targeted students in grades 6-12. The program uses a non-confrontational, consequence-based decision making model to help students develop attitudes and work habits required for academic and work success, to improve achievement and attendance, to reduce the incidence of school board policy violations, and to empower the students with skills to manage conflict in acceptable ways. Parent involvement is strongly encouraged. The program provides counseling services that seek to assist students in coping with home and school demands. While the expectation for all students is to return to their home school, the program also offers sufficient curriculum options so that requirements for graduation can be met while they are placed in the program. Students enrolled in Genesis are considered in Poor School Standing and are therefore not eligible to participate in any extracurricular activities at Shelburne Middle or R.E. Lee High School, including senior activities and graduation exercises at R.E. Lee High School. All official records bear the name of Robert E. Lee High School.

GIFTED
The gifted education program in Staunton City Schools is based on the school division’s philosophy of a rigorous, dynamic, and reflective instructional program for all students. There are multiple opportunities for challenging classes at the high school through the Honors, Dual Enrollment (DE), and Advanced Placement (AP) programs. In addition, Shenandoah Valley Governor’s School offers a highly competitive program for juniors and seniors in Science, Technology, Engineering and Mathematics (STEM) and Arts/Humanities.

All students in high school who meet the minimal entry requirements may self-select for Honors, DE or AP and/or apply to competitive programs. Identified gifted students in high school will continue to work on goals which focus on higher-level thinking skills embedded in all disciplines.

Eligible high school juniors and seniors may apply for the Virginia Governor's Summer Residential Foreign Language Academies (full-immersion academies in various languages) or the Virginia Summer Residential Governor’s School Programs (intensive educational experiences in a variety of areas). Acceptance into these state programs is highly competitive and based on application and recommendation. A secondary differentiation specialist and the school counselor are available to assist teachers, parents, and students.

GRADE POINT AVERAGE
Grade Point Average (GPA) is based on grades earned in courses for which high school credit is awarded, in grades 9-12 only. Courses taken in 8th grade for high school credit will count toward meeting graduation requirements but not toward computing GPA or toward determining class rank. Students may elect to retake an identical course or a course at a higher level to replace a grade on the transcript and to be used toward the GPA. Advanced Placement, Governor’s School, and Dual Enrollment courses are weighted a 1.0 additional grade-point per credit. Honors level courses are weighted an 0.5 additional grade-point per credit. GPA points are totaled to identify a student’s rank in class. Summer enrichment courses will not count towards meeting state requirements for graduation.

GRADING SCALE

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Scale</th>
<th>Quality Points</th>
<th>1.0 Weighted</th>
<th>0.5 Weighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>4.33</td>
<td>5.33</td>
<td>4.83</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>4.00</td>
<td>5.0</td>
<td>4.50</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
<td>4.67</td>
<td>4.17</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
<td>4.33</td>
<td>3.83</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
<td>4.00</td>
<td>3.50</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
<td>3.67</td>
<td>3.17</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
<td>3.33</td>
<td>2.83</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
<td>3.00</td>
<td>2.50</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
<td>2.67</td>
<td>2.17</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.33</td>
<td>2.33</td>
<td>1.83</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.00</td>
<td>2.00</td>
<td>1.50</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.67</td>
<td>1.67</td>
<td>1.17</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

4.0 Quality Point System
- Numeric grades will be used by teachers.
- Numeric grades for courses taken for high school credit will be converted to a 4.0 scale for the purposes of computing grade point averages (GPA), class rank, magna cum laude, cum laude, honor roll and academic letters.
- College Dual Enrollment and Advanced Placement grades shall be weighted 1.0 quality points per credit.
- Governor’s School grades will be weighted 1.0 per credit.
- Honors level course grades will be weighted 0.5 per credit.

GRADUATION REQUIREMENTS
Students must meet the graduation requirements based on when they enter the ninth grade for the first time. Requirements for graduation listed in this publication reflect those adopted by the Virginia Board of Education.

GRADE CLASSIFICATION/PROMOTION
Graduation is based on the number of credits earned. The following standards have been set to determine the average minimum credit progression within the high school:
- Grade 10 6 units
- Grade 11 12 units
- Grade 12 18 units

The school counselor will alert students who advance in grade but have not attained the minimum number of required credits and therefore may not be on track to graduate on time. Students must attend the normal progression of four years of high school before graduation unless granted special permission to graduate early.

GRADUATION CEREMONY PARTICIPATION
In order for students to participate in the graduation ceremony, all academic requirements for graduation must be met prior to the ceremony. If a student has not met all the academic requirements for graduation then he or she may continue working on those requirements, but will not be
permitted to participate in the graduation ceremony. If a student is unable to participate in the ceremony, once he/she meets the academic requirements, the student may receive a diploma individually from the principal or participate in the ceremony the following year. Additionally, all fees and fines must be paid prior to the graduation ceremony to be eligible to participate.

**GRADUATION – SUMMER SCHOOL**

Students completing graduation requirements in a state-accredited summer school will be eligible for a diploma. The last school attended during the regular session will award the diploma.

**GRASP**

GRASP is a non-profit charitable education organization funded by donations from individuals, businesses, and foundations to support our in-school student advising program and to provide Last Dollar Scholarships. GRASP provides weekly advisory services at selected Virginia high schools to help students and their families establish a plan for education after high school. Advisors assist students in the process of identifying, apply for, and obtaining scholarships and other financial aid. Lee High’s GRASP advisor is available in the guidance office and assists any interested students

**HIGH SCHOOL SCHEDULE**

**BLOCKED COURSES** - Robert E. Lee High School uses a 4X4 block schedule that generally permits students to take eight single-blocked courses during the year (completing four classes during each term). Under 4x4 block scheduling (two terms of four classes per day, five days per week, for 18 weeks); students may take up to 32 courses for credit. Students are encouraged to explore elective courses in departments of interest to them, to investigate college level academic or technical courses and to pursue school-to-work options such as mentorships, career certification, community service and cooperative work experience.

**DOUBLE BLOCKED and PAIRED COURSES** - While most courses at the high school are completed in 18 weeks (one semester), some courses require 36 weeks (a full school year) to complete. The term “double blocked” is used to describe these courses in the course description section of this publication. Double-blocked courses meet all year for one block for one high school credit for the course.

To allow for some scheduling flexibility, a few courses have been paired. These courses meet during the same block throughout the entire year. Paired courses earn one high school credit per course.

**HONOR COUNCIL**

The council consists of five seniors who have been selected by the faculty. The identities of the five council members are not revealed until the end of the school year. A faculty member serves as the adviser. The Honor Council meets with offenders of the Honor Code to help them avoid future offenses. This group does not have the authority to punish.

**HONOR ROLL**

Honor rolls will be published twice and will be based on the final average for each semester. There will be two honor rolls: Principal’s List and Honor Roll. A student cannot receive more than one “C” on his/her conduct for the reporting period and still be eligible for honor rolls.

Qualifications are as follows:

- **Principal’s List** - In order to qualify, students must have “A’s” in all courses
- **A Honor Roll** – To qualify, students must have a grade point average of 3.67 point average or above with no grade below a “B.”
- **B Honor Roll** – To qualify, students cannot receive a grade below a “C” in any course and they must have a grade point average of 2.67 or above.

**HONOR GRADUATES**

In determining valedictorian and salutatorian, all grades of courses taken for credit (including PE) shall be counted in the final averages. The final average will be calculated at the end of the fourth nine weeks in the second term. In order to be eligible to be awarded Valedictorian or Salutatorian, a student must have been enrolled at Robert E. Lee High School for a minimum of 4 semesters.

A candidate for a magna cum laude diploma shall have a cumulative grade point total of 4.00 or above on credits taken toward a standard or advanced studies diploma. A candidate for a cum laude diploma shall have an average of 3.67 or above on credits taken toward a standard or advanced studies diploma.

**HONORS REQUIREMENTS**

The Honors Program at Robert E. Lee High School is designed to be more academically challenging and taught at a higher level than a typical high school class. Due to this challenge, a student’s grade in an Honor’s course will receive an additional 0.5 weight when calculating the student’s GPA. Students wishing to enter the program need to be ready and willing to do work beyond the minimum expectations and to dig deeper into the concepts and theories of the subject. The basic requirements for entering all honors classes include:

- Reading on grade level or above for English, science, and history
- Passing all previous SOL tests specific to the subject the student wishes to enroll (minimum score of 425 is required, advanced scores of 500 or above are strongly recommended)
- Receiving a grade of 87 (B+) or above in the previous course
- Parent approval
- If the above requirements are not met, students still wishing to pursue an honors class are required to provide a teacher recommendation and to meet with the principal to discuss the desired course and its expectations. Students are encouraged to pursue a high level of academic rigor, so teacher recommendations and a principal interview can weigh heavily in the process.
final decision for entry to an honors class rests with the principal.

Expectations of all honors classes include:
- Honors classes will move at a faster pace.
- Material taught is beyond what is required for the SOL test.
- Information is provided in such a manner to promote higher-order thinking.
- Homework expectations are increased.
- Additional reading and projects will be required.
- Students are required to turn in assignments on time.
- Students must display a good work ethic, high quality work, and strong study skills.
- Individual classes may have further expectations which will be explained at the beginning of the class. Students not working to class expectations may be required to transfer to a non-honors class.

HONOR SOCIETY
Robert E. Lee High School has a chapter of the National Honor Society (NHS), an organization established to recognize outstanding high school students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. In order to be considered for membership, students must have a cumulative GPA of at least 3.75 and show evidence of strong leadership, character, and service. The NHS sponsor meets with all juniors and seniors who meet the GPA requirement and provides them with an application.

INCOMPLETE GRADES
Teachers may assign “incomplete” grades in instances where the required assignments have not been submitted due to unusual but excused circumstances. In such cases, the teacher shall assign a deadline for makeup of the work; however, the work must be completed by the end of the following grading period. Incomplete grades may not be carried over from one academic year to another.

INTERVENTION/REMEDICATION/ENRICHMENT
The schedule at Lee High is designed to include an additional “Plus Block” each day to provide support for student learning. During this time, students with a current average of C, D or F in a class remain with their teacher for intervention and remediation. Students who have earned an A or B are also encouraged to return to class for additional help and support or to make up any missed assignments. For students not requiring support, enrichment opportunities and positive incentives are provided during the “Plus Block” time.

MAKEUP WORK
The day a student returns to school from being absent, he/she should report to each of his/her teachers for makeup work. Students must bring notes explaining the reasons for any absence. The number of regular school days allowed for the completion of makeup work will equal the number of days absent plus one day, up to a maximum of 10 days. It is the student’s responsibility to see his/her teachers for makeup work as quickly as possible. Assignments made prior to the student’s absence and due during the absence or on the return date are due upon returning to class. Any exception to these policies will need the approval of the principal.

MENTORSHIP PROGRAM
The mentorship program is an elective course for students who plan to pursue employment in a professional career. The program is designed to provide students with an in-depth orientation to a career and exposure to the supervisory, management and decision-making skills needed for the profession. Mentorship opportunities offer placement with executive level positions in business, industry, government and service industries. As an intensified occupational experience program, the mentorship does not include the payment of wages to the student learner. A minimum of 125 hours each term is required in addition to the submission of a portfolio of learning experiences that were encountered during the mentorship training. The mentorship coordinator will provide identification of mentorship opportunities, student placement and student evaluation.

PARENT PORTAL
Use of the Power School Parent Portal is strongly encouraged. This portal allows parents to log into a Web site and access current information on their child’s progress from the teacher gradebook, including
* Current averages in classes
* Grades and/or completion status of individual assignments
* Attendance
* Grade History

Another benefit of the Parent Portal is it gives parents the ability to change phone numbers and set preferences for the school division alert system. The Parent Portal is an excellent tool for helping parents monitor academic progress. All parents need access to Parent Portal. For more information contact your student’s school.

REPORT CARDS and PROGRESS REPORTS
Students receive report cards four times each year at the end of each nine-week grading period. The final report card is mailed home to parents. Other report cards are sent home with students. Progress reports are sent home with students twice during each nine-week grading period, every three weeks. The dates for progress reports and report cards are indicated on the Staunton City Schools master calendar each year.

SCHOOL-WORK TRANSITION OPTIONS (DESIRED FOR ALL STUDENTS)
Career Exploration, Mentorships, Service Learning, Cooperative Education Programs and Student Apprenticeships are practical course options for students. These options are available in a variety of formats to provide students with real-life experiences that will assist them in preparation for life beyond high school.
SEQUENTIAL ELECTIVES
Students seeking Standard and Modified Standard Diplomas must earn at least two electives that are sequential. These must be two electives in one subject area. See a counselor for further details.

SHENANDOAH VALLEY GOVERNOR’S SCHOOL (SVGS)
The Shenandoah Valley Governor’s School is a regional program offered for high school juniors and seniors by application. Students attend the school for half day morning sessions and return to Robert E. Lee High School for afternoon classes. Admission is highly competitive and certain prerequisite courses may be required. Courses taken at SVGS are listed on the transcript with the prefix “GS”.

The school offers a Science, Technology, Engineering and Mathematics (STEM) program which involves the study and application of laboratory-centered and research-based concepts of Science, Technology, Engineering and Mathematics. SVGS also offers an Arts and Humanities Program. This program is available to juniors and seniors who are gifted, talented, highly motivated artists, performers, and technicians. Concentrations include visual arts and theatre arts. Coursework is rigorous with emphasis on integration of disciplines, philosophical and theoretical base, and hands-on stage and studio experiences.

Students interested in SVGS should consult with their school counselor during their 9th grade year to ensure prerequisite courses can be met. Information about the school is available in the counseling office or from the secondary differentiation specialist. For more information or for questions or changes regarding classes or curriculum at Shenandoah Valley Governor’s School, please contact SVGS directly, www.SVGS.k12.va.us or 540-245-5088.

SPECIAL EDUCATION
Special Education services are provided as indicated on a student’s current Individualized Education Plan (IEP). The IEP is developed after a student is found eligible for services.

STANDARD AND VERIFIED CREDITS
A standard unit of credit is earned by passing a course with a minimum of 140 clock hours of instruction.
A verified unit of credit is earned by passing a course and its related end-of-course Standards of Learning test where an end-of-course test is required. Students may repeat end-of-course tests to earn the verified credits needed for graduation.

STANDARDS OF LEARNING (SOL) TESTS
Designated in the course descriptions in this publication are those courses in which a Virginia Standards of Learning (SOL) test is administered a few weeks before the conclusion of the course. SOL tests at the end of certain courses determine whether the student receives a verified credit, a certain number of which are required for graduation. SOL tests must be taken by all students taking the course regardless of the number of verified credits a student may need for graduation. Students will be notified about passing these tests as soon as the scores are available. Students who do not pass

TUTORIAL HELP
Any student may seek extra help from subject area teachers if the work is too difficult, if the student does not understand the assignment, or if a student has missed assignments and classroom discussion. A conference may be arranged with the appropriate teacher before school, after school or at a mutually convenient time. At times a teacher may request that a student remain after school or come to school early if it is apparent that the student is having difficulty with work.

SOL tests shall be required to take specific courses or to participate in remediation to ensure the skills and content necessary to pass a test needed for graduation. It is imperative that students and parents be aware of the testing dates, take the tests seriously, and do their best to obtain passing scores. Counselors can provide more information about Virginia Department of Education-approved substitute tests for some courses. For a listing of the high school courses which have SOL tests, please see VERIFIED CREDIT in this document.

Student scores on SOL tests and approved substitute tests are a major factor in determining a school’s accreditation status.

SUBJECT LOAD
Robert E. Lee High School is on a 4x4 block schedule. Students are expected to be enrolled in the equivalent of 4 subjects per term/8 per year. Variations in the total number of courses may occur due to year- long courses or enrollment in special programs such as VCTC and the Shenandoah Valley Governor’s School. Other deviations from enrollment in a full course load must be approved by the principal.

TRANSFER OF CREDIT
Students transferring into a Virginia school division shall be required to earn a minimum of 22 standard credits for graduation. Each student’s prior record shall be evaluated to determine the number of credits previously earned and the number of additional credits required for graduation. Transfer students will be provided the opportunity to take the associated SOL end-of-course tests for courses they have passed. Specified courses normally taken at lower grade levels shall not be required, provided the student has completed the courses required at those grade levels by the school division or state from which he or she has transferred. Students transferring from states not giving credit for health and physical education shall not be required to repeat these courses. Students transferring after the beginning of their senior or 12th grade year shall be given every opportunity to earn a standard or advanced studies diploma. If it is not possible for the student to meet the requirements for a diploma, Robert E. Lee High School will attempt to make arrangements for the student’s previous school to award the diploma. If this arrangement cannot be made, a waiver of the verified credit requirements may be available to the student. Please see page 16 of this document for more information.
VERIFIED CREDIT
A verified credit is earned by passing the course and passing the accompanying end-of-course SOL test. Re-testing is offered multiple times during the school year. Students who need to re-test will be contacted by school staff regarding required remediation and retesting opportunities. The following high school courses have end-of-course SOL tests:
- Algebra I/Algebra I H
- Geometry /Geometry H
- Algebra II/Algebra II H
- Earth Science or Earth Science H
- Biology/Biology H
- Chemistry/Chemistry H
- World Geography
- World Studies I/World Studies I H
- World Studies II/World Studies II H
- VA & US History/ AP US History
- English Reading (administered in Grade 11)
- English Writing (administered in Grade 11)

VIRTUAL (ONLINE) LEARNING
Beginning with students entering ninth grade in 2013-2014, all students must complete an online learning experience. Staunton City Schools welcomes the opportunity for secondary students to take virtual learning courses. There are several options available to students for online learning.

Blended Learning – Courses offering blended learning (a combination of classroom/face-to-face and online modules) are noted in the course descriptions. These courses satisfy the online learning diploma requirement.

Partnership Program - The counseling office at Robert E. Lee High School can help students who have difficulty scheduling a particular course, wish to take a course not offered at Lee High, or to take additional summer courses to find available online options. Staunton City Schools partners with vendors to provide high school credit courses for students. All courses need to be approved before enrollment and all fees and textbooks for these courses are the responsibility of the student. For more information regarding specific courses and fees, please contact your student’s counselor.

Virtual Virginia School Course Program - The Virginia Virtual Advanced Placement School offers online AP and foreign/world language courses to students across the state and nation. Each course contains video segments, audio clips, and whiteboard and online discussions as well as text. Teachers are available for telephone conversations with students throughout the school day and the courses can be scheduled flexibly throughout the school day. In addition to the online time commitment, students are expected to spend 8-12 hours/week outside of school working on Virtual Virginia class work. Students in middle and high schools who meet the prerequisites may enroll through their schools. Students need to meet with their school counselor to enroll in a Virtual Virginia course.

There is no tuition charged for Virtual Virginia Courses and textbooks are provided for any student who is participating in the Early College Scholars (ECS) Program.

2016-2017
For students not enrolled in the Early College Scholars Program, there is a tuition fee charged for some Virtual Virginia Courses. This fee is based on the composite index of the school division and is approximately $150 per course in Staunton City Schools.

For ALL students, there is a $75 withdrawal fee for students who drop a course after 21 calendar days. Any tuition or withdrawal fees are the responsibility of the student.

VALLEY CAREER & TECHNICAL CENTER
Valley Career & Technical Center (VCTC), located in Fishersville, Virginia, is an integral part of the public school systems of Augusta County, Staunton, and Waynesboro. It provides an extension of curricula for the seven feeder high schools of Buffalo Gap, Fort Defiance, Riverheads, Robert E. Lee, Stuarts Draft, Waynesboro, and Wilson Memorial. Through the Center, expanded opportunities are provided for those high school students who elect to apply for enrollment in a VCTC program related to their chosen career objective. The center strives to provide high school students with basic technical skills, knowledge, and techniques for a wide variety of career pathways.

WEIGHTED COURSES
Advanced Placement and Dual-Enrollment courses that are taught at Robert E. Lee High School are weighted an additional 1.0 grade point per credit. Governor’s School grades will be weighted 1.0 per credit. Honors level courses are weighted an additional 0.5 per credit.
### High School Course Descriptions

#### EXPLANATION OF SYMBOLS

**Honors**
Honors Program designed for advanced studies students who have demonstrated outstanding ability and commitment to an extremely rigorous advanced program of studies.

**Advanced Placement (AP)**
One-credit college-level courses that require a full year of class enrollment in order to receive AP credit on the transcript.

**Dual-Enrollment (DE)**
Dual-enrollment courses that offer both high school and college credit (college fees required).

+Courses with a required end-of-course SOL test

**Courses receiving 1.0 weighted credit**

*Courses receiving 0.5 weighted credit

---

### ART

#### Students May Enroll in Only One Art Course Per Term

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art/Drawing</td>
<td>919702</td>
<td>1 Elective</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pre-requisite:</strong> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will explore the elements and principles of design through a variety of drawing media including pencil, charcoal, pastel, scratch board, colored pencil, and pen and ink. Primary objectives are to improve seeing and drawing skills and to increase knowledge and awareness of a variety of artists and art styles. The visual vocabulary is stressed and art history and background are a part of each unit. Students need not be &quot;talented&quot; in drawing but should have a strong desire to learn drawing techniques (thus improving drawing skills) and to study other artists and art works so as to develop their own individual drawing style. There is a $5.00 sketchbook fee required for this course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Craft Design I          | 916000 | 1 Elective   |
| Grades 9-12             |        |              |
| **Pre-requisite:** None |        |              |
| Students will explore the relationship between traditional and contemporary crafts as they learn about and create crafts originating from all part of the world. Students will analyze and apply design elements and principles while creating decorative and utilitarian crafts from a variety of media, such as paper, plaster, metal, paint, fiber, and glass. Art history and appreciation are a part of each unit. There is a $5.00 sketchbook fee required for this course. |

---

### 2016-2017

#### Ceramics

<table>
<thead>
<tr>
<th>Code</th>
<th>Credit</th>
<th><strong>Pre-requisite:</strong> 2 years of sequential art in middle school or a 9th grade art class</th>
</tr>
</thead>
<tbody>
<tr>
<td>917500</td>
<td>1 Elective</td>
<td>This course is designed to be a survey and introduction to pottery making. Through the study of the history, techniques and terminology associated with ceramics, students will gain background knowledge and skills for using a variety of pottery techniques. Studio emphasis is on developing good craftsmanship using hand building methods and sculptural techniques to create a variety of forms. Art history and appreciation will be a part of each unit. There is a $5.00 sketchbook fee required for this course.</td>
</tr>
</tbody>
</table>

#### Ceramics II

<table>
<thead>
<tr>
<th>Code</th>
<th>Credit</th>
<th><strong>Pre-requisite:</strong> Ceramics I</th>
</tr>
</thead>
<tbody>
<tr>
<td>917600</td>
<td>1 Elective</td>
<td>Ceramics II is for students who have successfully completed the Ceramics I course and wish to continue improving hand-building skills and creative use of the medium. Advanced techniques in sculpting and decorating will be introduced and students will practice basic wheel throwing techniques. The study of contemporary ceramics will provide motivation for creativity and complement studio work. There is a $5.00 sketchbook fee required for this course.</td>
</tr>
</tbody>
</table>

#### Painting

<table>
<thead>
<tr>
<th>Code</th>
<th>Credit</th>
<th><strong>Pre-requisite:</strong> None</th>
</tr>
</thead>
<tbody>
<tr>
<td>919800</td>
<td>1 Elective</td>
<td>The painting course is designed to develop skills and concepts in painting. Watercolor and acrylic paints will be the mediums used in creating landscapes, still life, and fantasy paintings. Art history and appreciation will be a part of each unit and also taught as separate units when necessary. There is a $5.00 sketchbook fee required for this course.</td>
</tr>
</tbody>
</table>

#### Studio Art

<table>
<thead>
<tr>
<th>Code</th>
<th>Credit</th>
<th><strong>Pre-requisite:</strong> Crafts, Painting, Ceramics, Drawing with an A or B average in these classes. (8th Grade Art I may substitute for one of these classes.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>914500</td>
<td>1 Elective</td>
<td>Studio Art is designed especially for the serious art student and those students who have successfully completed four art classes and may plan to pursue art as a career. This course is basically studio work with greater time allotted for independent study and research. Critiques are a major responsibility of the Studio Art student. Students should have a specific area of interest, and they are encouraged to exhibit their work whenever possible. Art portfolios for college or scholarship competitions are developed by students enrolled in Studio Art. There is a $5.00 sketchbook fee required for this course. Additional Art courses are also available through admission to SVGS or online through Virtual Virginia. Please see the SVGS or Virtual Virginia section of this guide and/or your counselor.</td>
</tr>
</tbody>
</table>

---

Additional Art courses are also available through admission to SVGS or online through Virtual Virginia. Please see the SVGS or Virtual Virginia section of this guide and/or your counselor.
**Courses receiving 1.0 weighted credit**

### ARTS, AUDIO/VIDEO, TECH & COMMUNICATION

**Computer Information Systems (CIS) 661210**  
**Grades 9-12**  
**Pre-requisite: None**  
Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies. Classroom experiences also provide for skill development in communications. In addition, students are able to earn certification such as the Microsoft Office Specialist, and gain skills sought by employers as they complete the Microsoft IT Academy coursework and pass industry-recognized certification exams.

*Industry Certifications available: Microsoft Office Specialist and Workplace Readiness Skills*

**Adv Computer Information Systems 661310**  
**Grades 9-12**  
**Pre-requisite: Grade of C or better in CIS**  
Students apply problem-solving skills to real-life situations through advanced integrated software applications, including printed, electronic, and Web publications. Students work individually and in groups to explore advanced computer maintenance activities, Web site development, programming, networking, emerging technology, and employability skills.

*Industry Certifications available: Microsoft Office Specialist and Workplace Readiness Skills*

**Design, Multimedia & Web Technologies 663000**  
**Grades 9-12**  
**Pre-requisite: None**  
Students develop proficiency in creating desktop publications, multimedia presentations/projects, and Web sites using industry standard application software. Students will incorporate journalistic principles in design and layout of publications and projects. Students work with sophisticated hardware and software to develop websites and multimedia presentations.

*Industry Certifications available: Workplace Readiness Skills*
assessment results, compare various educational options, and develop or revise a plan related to their academic and career-related goals.

**Mentorship**

- **Grade 12**
- **1 Elective credit**

**Pre-requisite:** Student must submit application and have a minimum 2.8 GPA

The Mentorship Program offers students the opportunity to participate in real-life, hands-on experiences in a career area of interest. Students selected for the program must demonstrate good work habits and a sense of responsibility evidenced by grades and attendance records. In addition, students must present a reference from a selected teacher. Mentorship opportunities offer placements in business, industry, government, and service organizations. As an intern, the Mentorship Program does not include the payment of wages. A minimum of 125 hours each term is required in addition to the submission of a portfolio of learning experiences that were encountered during the mentorship training.

**Industry Certifications available:** Workplace Readiness Skills

**CAREER & TECHNICAL EDUCATION**

**FINANCE**

**Economics and Personal Finance**

- **Grades 9-12**
- **1 credit**

**Pre-requisite:** None

This is a required course for graduation. The course includes blended virtual learning to meet the virtual course requirement for a diploma. Students will evaluate the impact of fundamental principles of economics on personal finances; analyze how career choice, education and skills affect income and goal attainment; and develop a spending plan for personal money management.

**Industry Certifications available:** W!SE Financial Literacy and Workplace Readiness Skills

**Economics and Pers Finance Honors**

- **Grades 9-12**
- **1 credit**

**Pre-requisite:** Honors Program requirements

This is an Honors version of the required course for graduation. The course includes blended virtual learning to meet the virtual course requirement for a diploma. Students will evaluate the impact of fundamental principles of economics on personal finances; analyze how career choice, education and skills affect income and goal attainment; and develop a spending plan for personal money management. Economic events will be evaluated for cause and effect at individual, local, national, and international levels. Challenging lectures with analytical discussions will enhance critical thinking and problem solving abilities.

**Industry Certifications available:** WISE Financial Literacy and Workplace Readiness Skills

**CAREER & TECHNICAL EDUCATION**

**EDUCATION & TRAINING**

**Introduction to Early Childhood Education & Services**

- **823400**
- **1 Elective credit**

**Grades 9-12**

**Pre-requisite:** None

Student enrolled in this class will explore the opportunities available in early childhood education, including careers in teaching and day care programs. Students will learn basics of child development, health, and psychology, and how to influence young children in a positive way. Learning experiences include four unit portfolio projects, observing children in an educational classroom setting, hands on exploration and group learning.

**Industry Certifications available:** Workplace Readiness Skills

**Early Childhood Education & Services I**

- **828500**
- **1 Elective credit**

**Grades 9-12**

**Pre-requisite:** Earn a grade of C or higher in Introduction to Early Childhood Education and Services

Students enrolled in this class will build a deeper understanding of child development and education. This course prepares students for careers in home-, family-, or institution-based child care services by focusing on the planning, organizing, and conducting of meaningful play and learning activities through development of effective lesson planning. Students will also increase skills in child monitoring and supervision, record keeping, and referral procedures. Practical experiences in an educational classroom setting under supervision of the instructor are required. Students also prepare for continuing education leading to careers in early childhood fields (e.g. medical, social services, and education).

**Industry Certifications available:** Workplace Readiness Skills and Early Childhood Education (AAFCS).

**Early Childhood Education & Services II**

- **828600**
- **1 Elective credit**

**Grades 10-12**

**Pre-requisite:** Earn a grade of C or higher in Introduction to Early Childhood Education and Services I

Students enrolled in this class will focus on occupational skills needed to be employed in early childhood-related fields. Practical experiences in an educational classroom setting under supervision of the instructor required. Students will participate in independent learning activities and projects.

**Industry Certifications available:** Workplace Readiness Skills and Early Childhood Education (AAFCS). Students can also prepare for future Child Development Associate.
### Independent Living
**Code:** 821900  
**Grades:** 9-12  
**Credit:** 1 Elective  
**Pre-requisite:** None  
This course allows students to explore successful strategies for living independently by actively participating in practical problem solving focusing on relating to others, applying financial literacy, managing resources in the areas of apparel, nutrition and wellness, and housing using leadership skills to reach individual goals planning for careers making consumer choices in a global environment.

**Industry Certifications available:** Broad Field Family and Consumer Sciences Examination, Workplace Readiness Skills for the Commonwealth

### Career, Community, and Family Connections
**Code:** 828200  
**Grades:** 9-12  
**Credit:** 1 Elective  
**Pre-requisite:** Independent Living  
Students focus on balancing the multiple demands of career, family, and personal life. The course teaches problem solving, conflict management, goal setting, stress management, and resource management in work and family. Interpersonal skills needed to build strong relationships in the family and workplace, are also incorporated.

**Industry Certifications available:** Broad Field Family and Consumer Sciences Examination, Workplace Readiness Skills for the Commonwealth Examination

### Nutrition & Wellness
**Code:** 822900  
**Grades:** 9-12  
**Credit:** 1 Elective  
**Pre-requisite:** None  
This course focuses on making choices that promote wellness and good health. The course explores the relationships between psychological and social needs and food choices; a detailed study of nutrition; choosing foods that promote wellness, physical fitness and exercise; planning, buying, storing, preparing, and serving nutritious snacks; selecting and using equipment for food preparation, and identifying strategies to promote optimal nutrition and wellness of society. Some of the special projects include analyzing your diet by computer programs, nutritional projects, fitness projects, and examining various diets and health concerns. Food labs will be a requirement as the students learn to prepare healthy foods. There is a $20.00 fee that is associated with the class to cover the cost of food for labs.

**Industry Certifications available:** Workplace Readiness Skills and Nutrition and Wellness (AAFCS)

### Applied Engineering
**Code:** 843900  
**Grades:** 9-12  
**Credit:** 1 Elective  
**Pre-requisite:** None  
Students use 3-D computer modeling software as they learn the engineering-design process and solve design problems for which they develop, analyze, and create product models. Students study the engineering design process as they applying math, science, and engineering standards to hands-on projects. This foundational course is based on curriculum developed by Project Lead the Way (PLTW).

**Industry Certifications available:** CAD Assessment, College and Work Readiness Assessment (CWRA+), National Career Readiness Assessment, Project Lead the Way Examination, Workplace Readiness Skills for the Commonwealth Examination

### Applied Engineering II
**Code:** 844100  
**Grades:** 9-12  
**Credit:** 1 Elective  
**Pre-requisite:** Applied Engineering  
Students continue to explore the engineering profession and the fundamental aspects of engineering problem solving. Students study the historical and current impacts of engineering on society, including ethical implications. Mathematical and scientific concepts will be applied to fundamental engineering topics, including mechanics and electrical-circuit theory. This foundational course is based on curriculum developed by Project Lead the Way (PLTW).

**Industry Certifications available:** CAD Assessment, College and Work Readiness Assessment (CWRA+), National Career Readiness Assessment, Project Lead the Way Examination, Workplace Readiness Skills for the Commonwealth Examination

### Engineering Drawing/Design
**Code:** 843600  
**Grades:** 9-12  
**Credit:** 1 Elective  
**Pre-requisite:** Technical Drawing/Design  
Students continue learning more complex product design, technical illustration, assembly, patent, and aeronautical drawings. They increase their understanding of drawing techniques learned in the prerequisite course and expand their ability to draw in 3-Dimensions. Students use computers, CAD programs, calculators, and descriptive geometry and adhere to established standards to solve design problems. Students also build and test several projects that are designed in 3-D. (This class can also be taken for Dual-Enrollment credit. Students must meet BRCC admissions requirements. See CAD 231).

**Industry Certifications available:** AutoCAD and Workplace Readiness Skills
### HIGH SCHOOL COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Credits</th>
<th>Grades</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Architectural Drawing/Design</strong></td>
<td>843700</td>
<td>1</td>
<td>9-12</td>
<td>Technical Drawing/Design</td>
<td>Students learn the principles of architecture and increase understanding of working drawings and construction techniques learned in the prerequisite course. Experiences include residential and commercial building designs, rendering, model making, structural details, and community planning. Students use computer-aided drawing and design (CAD) equipment and established standards or codes to prepare models for presentation. The course provides information helpful for the homeowner and is especially beneficial to the future architect, interior designer, or home builder. (This class can also be taken for Dual-Enrollment credit. Students must meet BRCC admissions requirements. See ARC 221).</td>
</tr>
<tr>
<td><strong>Digital Visualization</strong></td>
<td>845900</td>
<td>1</td>
<td>9-12</td>
<td>None</td>
<td>Students will learn computer animation by using graphics and design concepts. Students will create a variety of animations using real-world applications and are introduced to interactive and 3-D animation software. Students solve problems involving 3-D object manipulation, storyboarding, texturing/mapping, lighting concepts, and environmental geometry.</td>
</tr>
<tr>
<td><strong>Communication Systems</strong></td>
<td>841500</td>
<td>1</td>
<td>9-12</td>
<td>None</td>
<td>Communication Systems provides experiences in the fields of imaging technology, graphic productions, video and media, technical design, and various modes of communication through web pages and global positioning systems. Students will develop critical-thinking and problem-solving skills. Students also learn about the impact of communication on society and potential career fields relating to communications.</td>
</tr>
<tr>
<td><strong>Imaging Technology</strong></td>
<td>845500</td>
<td>1</td>
<td>9-12</td>
<td>None</td>
<td>Imaging Technology introduces students to the basic principles of photography while providing a strong emphasis on digital imaging. Students study the development of photography as a way of communication and its evolution into the digital realm. Students learn to use image-editing software to manipulate digital images. Production of a portfolio showcasing examples of original student work is included.</td>
</tr>
<tr>
<td><strong>College Engineering Drawing &amp; Design</strong></td>
<td>8436DE</td>
<td>3</td>
<td>10-12</td>
<td>CAD 140</td>
<td>This class is offered for dual-enrollment through BRCC. Students use a graphic language for product design, technical illustration, assembly, patent, and aeronautical drawing. They increase their understanding of drawing techniques learned in the prerequisite course. Students use computers, CAD programs, calculators, and descriptive geometry and adhere to established standards to solve design problems. Dual enrollment fees are set by BRCC.</td>
</tr>
<tr>
<td><strong>ARC 121</strong></td>
<td>8437DE</td>
<td>3</td>
<td>10-12</td>
<td>CAD 140</td>
<td>This class is offered for dual-enrollment through BRCC. Students learn the principles of architecture and increase understanding of working drawings and construction techniques learned in the prerequisite course. Experiences include residential and commercial building designs, rendering, model making, structural details, and community planning. Students use computer-aided drawing and design (CAD) equipment and established standards or codes to prepare models for presentation. The course provides information helpful for the homeowner and is especially beneficial to the future architect, interior designer, or home builder. Dual enrollment fees are set by BRCC.</td>
</tr>
</tbody>
</table>

**Industry Certifications available:** AutoCAD and Workplace Readiness Skills

**Additional Career & Technical Education courses are also available through admission to VCTC. Please see the VCTC section of this guide and/or your counselor.**
The mission of Staunton City School’s English Department is to provide each student opportunities to explore values and life problems through literature and composition study. Our objective is to prepare the student for future employment and higher education. The English curriculum incorporates SOLs and college and career readiness objectives. Regardless of the level of instruction taken, the student should read broadly, write often, make contributions to enrich the classroom presentations, and seek assignments which go beyond the expected. Electives are offered in the departmental program to enrich the literature and composition experience. Remediation is offered as needed in order to enhance reading, comprehension, and composition skills.

STUDENTS MUST ENROLL IN ONE ENGLISH COURSE EVERY YEAR 9-12.

ENGLISH 12 and VA & US GOVERNMENT are taken in separate semesters.
+Courses with a required end-of-course SOL test
**Courses receiving 1.0 weighted credit
*Courses receiving 0.5 weighted credit

Developmental Reading & Writing 118100
Grade 9 2 Elective credits
Pre-requisite: Teacher recommendation
This is a year-long class designed for students who need specialized work in reading and writing. The class emphasizes reading and writing skills and provides students with additional practice and support in these areas, prior to the taking of English 9.

Year-long English 9 113000
Grade 9 1 English credit
1 Elective credit
Pre-requisite: Teacher recommendation
This year-long class is designed for students entering high school who need additional support in Language Arts. An emphasis will be placed on reading comprehension and writing while completing the requirements of English 9. Independent reading is required.

English Enrichment 151500
Grades 9-12 1 Elective credit
Pre-requisites: Teacher recommendation
This course involves reading and writing support. The curriculum is designed in accordance with the Virginia Standards of Learning in order to assist students to pass the English 11 SOL Tests.

English 9 113009
Grade 9 1 English credit
Pre-requisite: Successful completion of Grade 8
Reading/Writing SOL tests or teacher recommendation
English 9 emphasizes the use of grammar, particularly in sentence and paragraph writing as well as technical writing. Punctuation is stressed. Literature study introduces students to major literary types including drama, short stories, novels, poetry, non-fiction, and essays. Vocabulary plays an important part in all units. Independent reading is required. Students will also complete a short research project.

English 9 Honors* 1130H0
Grade 9 1 English credit
Pre-requisite: Honors Program requirements and pre-course reading assignments
The emphasis of this honors course is a thematic approach to literature of merit. Writing techniques will focus on creative and analytical responses as well as research writing. Language study will include grammar and vocabulary. Rigorous outside reading is a requirement of the course.

English 10 114010
Grade 10 1 English credit
Pre-requisite: English 9
English 10 concentrates on composition, particularly the essay and literary discussion question. Literature study emphasizes the various genres. Special units from world literature may include drama, the short story, poetry, non-fiction, and the novel. Research skills are stressed and may include a research project. Fundamentals of the English language are stressed.

English 10 Honors* 1140H0
Grade 10 1 English credit
Pre-requisite: Honors Program requirements and pre-course reading assignments
The emphasis of this honors course is a thematic approach to world literature, including multicultural literature. In addition to reading various representative novels, students will study drama, poetry, and short stories. Analytical and creative responses to the literature will be stressed in composition and discussion. Rigorous outside reading is a requirement of the course.

English 11+ 115011
Grade 11 1 English credit
Pre-requisite: English 10
English 11 consists of a survey of American literature with readings from early American writers to contemporary authors. This course includes a basic grammatical usage review and a systematic extension of skills in sentence structure. Composition stresses thematic paragraph developments and the formal Standards of Learning. This class has two state required end-of-course Standards of Learning tests: Reading and Writing.
**HIGH SCHOOL COURSE DESCRIPTIONS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credit</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11 Honors+*</td>
<td>1150H0</td>
<td>1 English</td>
<td>Grade 11</td>
<td>Pre-requisite: Honors Program requirements and pre-course reading assignments English 11 Honors focuses on American literature and related historical and cultural topics from 1492 to present day. This comprehensive course offers students the opportunity to examine and appreciate the inter-relationships of all aspects of American cultural development: history, literature, philosophy, art, architecture, and music. Through varied and frequent writing assignments, students refine their understanding of process, audience, voice, and evaluation in writing. This class has two state required end-of-course Standards of Learning tests: Reading and Writing.</td>
</tr>
<tr>
<td>Advanced Placement English 11++**</td>
<td>119600</td>
<td>1 English</td>
<td>Grade 11</td>
<td>Pre-requisite: Honors Program requirements The Advanced Placement English Language and Composition course is designed to enable students to analyze and evaluate works of literary merit and also provide them an academic rigor equal to a full-year, introductory college course. Through the study of essays, journalistic writings, biographies, and other nonfiction writing selections, students evaluate an author’s use of language and style. The course focuses heavily on developing argumentative and analytical writing at the college level. Students are expected to take the Advanced Placement Examination in Language and Composition in May for possible college credit. AP English 11 is paired with AP U.S. History for one block year long. This course has two state required end-of-course Standards of Learning tests: Reading and Writing.</td>
</tr>
<tr>
<td>English 12</td>
<td>116012</td>
<td>1 English</td>
<td>Grade 12</td>
<td>Pre-requisite: English 11 English 12 is a culminating course that emphasizes thinking and writing skills in response to major British writers. Greater emphasis is placed on a variety of language functions. Instruction will distinguish between the process of composing and the various dimensions of composing and basic supportive skills. An in-depth study of important literary works will provide the basis for literary analysis and composition practice. A major thesis paper is required.</td>
</tr>
<tr>
<td>English 12 Honors*</td>
<td>1160H0</td>
<td>1 English</td>
<td>Grade 12</td>
<td>Pre-requisite: Honors Program requirements and pre-course reading assignments English 12 Honors is an advanced language arts course that focuses on British literature and uses a humanities approach where students explore the connections between the cultural and historical aspects of British and world literature. An in-depth study of important literary works will provide the basis for literary analysis and composition. A major thesis paper is a requirement, culminating in an oral presentation. Students taking this course should have demonstrated a proficiency in writing that reveals appropriate style, diction, organization, and fluency.</td>
</tr>
<tr>
<td>Advanced Placement English 12++</td>
<td>119500</td>
<td>1 English</td>
<td>Grade 12</td>
<td>Pre-requisite: Honors Program requirements The Advanced Placement English course is designed to enable students to appreciate and analyze works of literary merit and also provide them an academic rigor equal to a full-year, introductory college course. Through study of drama, prose, and poetry selections, students evaluate language and style. Students are expected to take the Advanced Placement Examination in Literature and Composition that is given in May. A student’s score may earn him or her college credit accelerated placement.</td>
</tr>
<tr>
<td>ENG 111** and 112**</td>
<td>1150DE or 1160DE</td>
<td>6 College</td>
<td>Grade 11 or 12</td>
<td>Pre-requisite: Dual Enrollment program requirements. To continue with College Composition and move forward into English 112, student must successfully complete English 11 with a grade of C or better. Advanced Composition incorporates Blue Ridge Community College's English 111 and English 112 with the following objectives: English 111 introduces students to critical thinking and the fundamentals of academic writing. Writing activities may include exposition and argumentation with one researched essay. English 112 continues to develop college writing with increased emphasis on critical essays, argumentation, literature, and research, developing these competencies through the examination of a range of texts about the human experience. When taken in the 11th grade year, this course awards one high school English 11 honors credit and six college credits and requires students to take the English 11 SOL Test. When taken in the 12th grade year, this course awards one high school English 12 honors credit and six college credits.</td>
</tr>
<tr>
<td>Practice and Preparation for the SAT</td>
<td>116100</td>
<td>1 Elective</td>
<td>Grade 11</td>
<td>Pre-requisite: None PASS/FAIL This class is designed for college-bound juniors who are looking to practice the skills necessary to succeed on the SAT. The class will be broken into English and math components. The English portion of the class will focus on grammar, mechanics, critical reading, and vocabulary. The math portion of the class will focus on equations and expressions, geometry, graphs, and statistics. Testing strategies will be emphasized.</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>117100</td>
<td>1 Elective</td>
<td>Grades 9-12</td>
<td>Pre-requisite: None This course is offered as an elective for students enrolled in grades 9-12. This course cannot be used to fulfill a regular English requirement. The objectives of this course are to stimulate student imagination, to teach the power and magic of words, and to develop the discipline and control that good writing requires. Literary forms to be studied include the essay, the poem, the script, and the short story.</td>
</tr>
</tbody>
</table>
High School Course Descriptions

Advanced Creative Writing 1515001
Grades 10-12 1 Elective credit
Pre-requisite: Creative writing course (either traditional or online)
The advanced creative writing course is a year-long independent study that allows students to focus on one particular aspect of creative writing. Students will complete an independent writing project as stated by a teacher-student contract. Students will meet with the instructor regularly for conferencing. Students will be expected to show a continuous evolution of their writing project using various resources, published works, and revision strategies.

Photo Journalism I 121500
Grades 11-12 1 Elective credit
Pre-requisite: Students must complete application and have a teacher recommendation.
Photojournalism is the act of reporting, writing, editing, photographing, or presenting news where images are predominately used instead of written word. That being said, Photojournalism students will work using photographs and captions to properly record the Robert E. Lee High School experience. Everyone in the class will be expected to take part in all aspects of creating a yearbook and newspaper: photographing, editing, publishing, writing, and designing.

Photo Journalism II 121600
Grades 11-12 1 Elective credit
Pre-requisite: Photo Journalism I and teacher recommendation
Students in Photojournalism II will be responsible for mentoring Photojournalism I students as well as editing the yearbook and the newspaper.

English Senior Seminar 117600
Grade 12 1 English credit
Pre-requisite: Successful completion of English 11 writing and reading SOL tests
This capstone course emphasizes Virginia's College and Career Ready English Performance Expectations which contain high-interest contextualized content designed to give certain students an additional boost for competent and successful entry into college and careers. The course will add to students’ preparation for critical reading, college and workplace writing, and career-ready communications by enhancing skills in reading, the writing process, and creation of effective texts, and effective communications. Writing activities will include expository, persuasive, and argumentative texts. Modern literature will be used for critical reading and writing.

Additional English courses are also available through admission to SVGS or online through Virtual Virginia. Please see the SVGS or Virtual Virginia section of this guide and/or your counselor.

Instrumental Music, Choral Music & Performing Arts

Band 923402
Grade 9 1 Elective credit
Pre-requisite: Middle School Band
In this course students develop their foundation of performance and music theory. Students learn and practice notes, rhythms, and concepts that are part of the standards for high school instrumental music. Completion of middle school band is a prerequisite to enrolling in this course. A $15.00 uniform maintenance fee is required for participation in band. [This is a year-long course that alternates days with another 9th-grade course.]

Concert & Symphonic Band 923301/923404
Grades 10-12 1 Elective credit
Pre-requisite: Previous band
Concert Band is open to any student who has completed middle school band. Students are selected for Symphonic Band based on an audition that is held in the spring of the previous school year. A $15 uniform maintenance fee is required for participation in band. (Concert and Symphonic Band are year-long courses that alternate days with another course.)

[Note: At time of course registration students will register for “Band”. Specific band sections will be applied to student schedules after the spring auditions.]

Jazz Band 925000
Grades 10-12 1 Elective credit
Pre-requisite: Audition
This course offers instrumental jazz instruction to students in grades 10 to 12. This is a multi-level ensemble designed to enhance the student's understanding, appreciation, and performance of jazz. Students enrolling in Jazz Band must have auditioned and been selected by the director. Jazz Band is divided into six terms giving the student the opportunity to earn as many as six credits (1 class each term).

Chorus 926000
Grades 9-12 1 Elective credit
Pre-requisite: None
This course is designed to teach the basics in music theory, ear-training, reading music, sight-singing, vocal technique and concert etiquette. The chorus performs in two formal concerts per year, winter and spring, and appropriate events as scheduled by the director. This course is a pre-requisite for Advanced Chorus.
Advanced Chorus 928900
Grades 9-12 1 Elective credit
Pre-requisite: Chorus I or Audition
NOTE: This is a yearlong course that meets one evening per week and can be taken as an additional course to the four block schedule.
This is a select group of choral students who have demonstrated knowledge of basic music theory and vocal technique and apply that knowledge in their participation. The course is designed to build upon basic singing techniques, sight-reading skills and music theory concepts. The group performs in formal concert twice per year (winter and spring) and also performs for the graduation ceremony. Performances in the community will be scheduled by the Director at least two weeks in advance to allow for schedule adjustments. Attendance is required at all rehearsals and performances.

Dance 932100
Grades 9-12 1 Elective credit
Pre-requisite: None
NOTE: This class is a yearlong class offered for 45 minutes three times per week in the early morning prior to the start of school each day and can be taken as an additional class to the four block schedule.
This course will meet three mornings each week with additional time required outside of class. It is designed to introduce students to various styles of dance while teaching proper dance technique. Students will develop skills in the areas of choreography, performance, technical theatre, dance history, and social dancing. These skills will foster creative thinking, social interaction, and an awareness of the influence of different cultures in our lives.

Theater Arts I 141000
Grades 9-12 1 Elective credit
Pre-requisite: None
This course is designed to teach basic stage techniques from backstage work to movement on stage as an actor. Students are expected to participate in all class activities and to take some responsibility for the plays produced during the year.

Theater Arts II 142000
Grades 10-12 1 Elective credit
Pre-requisite: Theater Arts I or teacher recommendation
This course is designed to acquaint students with the techniques of classical acting, concentrating heavily on the works of Shakespeare. Students will learn skills involving working with verse, scansion, antithesis, wit, irony, clowning, stage combat, and using textual clues for intention and action. This is designed as a participation course. The techniques will be discussed and students will be required to demonstrate their understanding on stage. In addition, students will be required to participate in the school’s entry for the National Shakespeare Competition.

Theater Arts III 142300
Grades 10-12 1 Elective credit
Pre-requisite: Theater Arts I or II, or teacher recommendation
This course focuses on the design and production elements of theatre. Students in this course will study, develop and produce scenic, lighting, costume, prop, and sound design, as well as learn the elements of stage managing. Technical theater training in construction, electronics, and audio will also be a part of the course. In addition, these students will be trained on all auditorium systems to successfully run and maintain the auditorium utility, run all events presented in the Lee Auditorium space, as well as keeping inventory and repairing/restoring auditorium equipment. This class will be run in conjunction with the Theater II Classical Acting class, and students from Theater III will work in partnership on projects to design and execute Theater II monologues and scenes. Students who repeat the course may choose to specialize in particular Design and Production fields.

Additional courses in the Arts are also available through admission to SVGS or online through Virtual Virginia. Please see the SVGS or Virtual Virginia section of this guide and/or your counselor.

MATHEMATICS

IT IS RECOMMENDED THAT STUDENTS TAKE A MATHEMATICS COURSE EVERY YEAR 9-12
Students today require stronger mathematical knowledge and skills to pursue higher education, to compete in a technologically oriented workforce, and to be informed citizens. To ensure realistic placement based upon skills, the math department has established prerequisites for each course. Prerequisites must be met before enrolling in a course.

In mathematics classes with an end-of-course SOL test, students must pass the end-of-course SOL test before automatically moving to the next level. If a student does not pass the SOL test then he/she must participate in a minimum of ten hours of remediation and receive a teacher recommendation before being placed at the next level.

+Courses with a required end-of-course SOL test
**Courses receiving 1.0 weighted credit
*Courses receiving 0.5 weighted credit
Math Foundations 299400
Grade 9 1 Elective credit
Pre-requisite: Strongly recommended for students who do not pass the Grade 8 Mathematics SOL test.
This course is designed for students entering high school who need additional support in mathematics. Students who do not pass the 8th Grade Mathematics SOL test will be recommended to take this class. Students will receive instruction in areas of mathematics taught through 8th grade with an emphasis on skills and concepts required for success in Algebra I. This is a year-long course in which students will earn 1 elective credit.

Algebra I Year-long+ 313000
Grades 9-12
1 Math credit
1 Elective credit
The main objectives of this course are solving linear equations and inequalities, graphing linear functions, and factoring polynomials. Students will learn to use algebra as a tool for representing and solving a variety of practical problems. Tables, graphs, and statistics will be used to analyze functions and interpret data. Graphing calculators, computers, and other appropriate technology tools will be used to enhance the understanding of functions. Upon successful completion, a student will earn 1 elective and 1 math credit. Students enrolled in this class will be required to take the Algebra I SOL end-of-course test.

Algebra I Extended+ 313000
Grade 9-12
1 Math credit
Pre-requisite: Retaking Algebra I
This semester-long Algebra I class is designed for students who have already been enrolled in a prior Algebra I class and are required to retake the class. The class will focus on all components of the Algebra I curriculum in an abbreviated/review format. Students enrolled in this class will be required to take the Algebra I SOL end-of-course test.

Geometry+ 314305
Grade 9-12
1 Math credit
Pre-requisite: Must pass Algebra I and either pass the Algebra I SOL or have a teacher recommendation.
This semester course covers plane, solid, and analytical geometries using Euclid’s postulates. Logical reasoning with emphasis on deductive proofs, algebra applications and constructions are included. Upon successful completion, a student will earn 1 math credit. Students enrolled in this class will be required to take the Geometry SOL end-of-course test.

Geometry Honors+* 3143H0
Grade 9-12
1 Math credit
Pre-requisite: Honors Program Requirements
The semester Honors Geometry course contains the standard topics in geometry, but with extra emphasis on discovering, utilizing and explaining geometric concepts through extensive constructions, proofs, and real-life applications. The students are challenged to make conjectures on their own, participate in mathematical theory discussions and work in teams to dissect complex group problems. Students enrolled in this class will be required to take the Geometry SOL end-of-course test.

Algebra Functions & Data Analysis 313400
Grade 9-12
1 Math credit
Pre-requisite: Teacher recommendation
This course is designed for students who have successfully completed the standards for Algebra I. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, normal distribution, 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.

Algebra II+ 313500
Grade 9-12
1 Math credit
Pre-requisite: Teacher recommendation
This semester course provides a thorough treatment of advanced algebraic concepts through the study of functions, families of functions, equations, inequalities, systems of equations and inequalities, polynomials, rational expressions, complex numbers, matrices, and sequence and series. Emphasis will be placed on practical applications and modeling throughout the course of study. Students enrolled in this class will be required to take the Algebra II SOL end-of-course test.

Algebra II Honors+* 3135H0
Grade 9-12
1 Math credit
Pre-requisite: Honors Program Requirements
The semester Honors Algebra II course is a fast paced course covering the concepts of Algebra II at a more in-depth level. It is meant to provide the foundation for students to pursue Pre-Calculus and AP Calculus. Students enrolled in this class will be required to take the Algebra II SOL end-of-course test.

Trigonometry/Algebra III 315000
Grade 11-12
1 Math credit
Pre-requisite: Successful completion of Algebra II
Trigonometry/Algebra III reviews and extends the concepts taught in Algebra II and Geometry. It includes topics that cover trigonometric functions and their relationships by the circular and the triangular approaches. This course is an excellent preparation for the SAT.

Computer Math 318400
Grades 9-12
1 Elective credit
Pre-requisite: Successful completion of Algebra I
This course is intended to provide students with experiences in using computer programming techniques and skills to solve problems that can be set up as mathematical models. In this course, students will translate real situations into computer program models using Java programming language and Boolean logic. Computer mathematics may be used in...
conjunction with Algebra I and Geometry to satisfy mathematics graduation requirements only if the student also completes a career and technological concentration. (2 CTE courses)

**Discrete Math** 315400
Grades 11-12 1 Math credit
**Pre-requisites: Algebra II and teacher recommendation**
This course utilizes mathematical reasoning to find solutions to complicated real-world scenarios. The main focus of Discrete Math is using mathematical algorithms to maximize efficiency (in routing, scheduling, pricing, and time), to maximize fairness (in voting systems, apportionment, division of goods) or to create logical mapping for circuits and computer programs. Discrete math is mainly a project-based course focusing on such topics as Euler Paths, Networking Fair Division, Game Theory and Logical Programming. Discrete math has grown substantially in importance due to the growth of computerization, intertwined economics and global networking.

**Practice and Preparation for the SAT** 116100
Grade 11 1 Elective credit
**Pre-requisite: None**
PASS/FAIL
This class is designed for college-bound juniors who are looking to practice the skills necessary to succeed on the SAT. The class will be broken into English and math components. The English portion of the class will focus on grammar, mechanics, critical reading, and vocabulary. The math portion of the class will focus on equations and expressions, geometry, graphs, and statistics. Testing strategies will also be emphasized.

**Probability & Statistics** 319000
Grades 11-12 1 Math credit
**Pre-requisites: Algebra II**
The purpose of this course is to present concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. A graphing calculator is used in this course.

**AP Statistics** 319200
Grades 11-12 1 Math credit
**Pre-requisites: Honors Program Requirements**
Topics in this course include techniques for collecting and analyzing data, drawing conclusions, and making predictions. Students will use mathematical skills, symbols, and vocabulary to read and communicate about statistics. The class will be taught at a college level in an interactive manner with extensive involvement and group work. To receive an AP designation on their transcript and to receive possible college credit, students are expected to take the advanced placement examination in May.

**Pre-Calculus Honors** 3162H0
Grades 10-12 1 Elective credit
**Pre-requisites: Must have a 90 or better in Algebra II and pass SOL for Alg II with a 450 or better. Student must meet Honors Program Requirements.**
Pre-Calculus is a study of functions, sequences and series, polar equations, trig, and analytic geometry. The graphing calculator will be used to investigate and enhance the understanding of realistic applications.

**MATH 163** & 164** MTH163
College Pre-Calculus 6 College credits
Grades 11-12 1 Math credit
**Pre-requisite: Student must be 16 years of age; 90 or better in Algebra II; must meet the BRCC Dual Enrollment requirements.**
This class is offered for dual-enrollment through BRCC (BRCC 163 & 164). Students will participate in the study of functions, sequences and series, polar equations, matrices, and analytic geometry. The graphing calculator will be used to investigate and enhance the understanding of realistic applications. To continue with College Pre-Calculus and move forward into Math 164 students must successfully complete Math 163 with a grade of C or better.

**MATH173** & 174** MTH173
College Calculus 6 College credits
Grades 11-12 1 Math credit
**Pre-requisite: Student must be 16 years of age; 90 or better in Algebra II; must meet the BRCC Dual Enrollment requirements.**
This class is offered for dual-enrollment through BRCC (BRCC 173 & 174). The purpose of the course is to prepare the student for advanced placement in college calculus. Topics include mathematical foundation for calculus, functions, limits and continuity, differentiation with applications, and integration with applications. To continue with College Pre-Calculus and move forward into Math 174 students must successfully complete Math 173 with a grade of C or better.

**AP Calculus AB** 317701
Grades 11-12 1 Math credit
**Pre-requisite: Must successfully complete Pre-Calculus.**
Calculus is the mathematics of change and motion. The purpose of the course is to prepare the student for advanced placement in college calculus. To receive an AP designation on their transcript and to receive possible college credit, students are expected to take the AP Calculus Exam, Level AB in May. Topics include mathematical foundation for calculus, functions, limits and continuity, differentiation with applications, and integration with applications.

Additional Mathematics courses are also available through admission to SVGS or online through Virtual Virginia. Please see the SVGS or Virtual Virginia section of this guide and/or your counselor.
PE 9 Rec Wellness/Health  730000
Grades 9-12  1 PE credit
Pre-requisite: None
This physical education curriculum in this course includes a variety of team, individual and dual activities with emphasis on those activities designated as lifetime sports. The health education curriculum includes family life education with a main focus on the students' level of health and the development of a healthy lifestyle. The student will learn many factors, most of which are within their control, which may influence their health.

Robert E. Lee High school also offers a specially divided block PE 9 class that lasts for an entire year. Ninth grade students may split a block of PE with another course, particularly Band. [The split block allows the students to be enrolled in a band class for the entire school year.]

PE 10 (Rec Wellness/Health/Driver’s Ed)  740500
Grades 9-12  1 PE credit
Pre-requisite: None
This course includes physical activity and one semester of classroom Driver Education. The activity portion includes mostly team sports and a minimum number of individual sports. The classroom portion includes Driver Education, resulting in a state certification for students who successfully complete the course. Drive Education is a required course that includes a state mandated section on aggressive/emotion driving, alcohol/drugs and driving, motorcycle awareness, buying/insuring an automobile and planning/mapping a trip. The overall concentration is the safe and responsible operation of a motor vehicle. Behind-the-wheel Driver Education is not offered through Robert E. Lee High School.

Robert E. Lee High school also offers a specially divided block PE 10 class that lasts for an entire year. Tenth grade students may split a block of PE with another course, particularly Band. [The split block allows the students to be enrolled in a band class for the entire school year.]

Weight Training  760000
Grades 10-12  1 Elective credit
Pre-requisite: None
This course is offered as an elective beyond the required two semesters of physical education. This course includes weight-lifting, aerobic exercise/advanced conditioning, and safety. Students will learn all aspects of weight lifting; identify and exhibit correct lifting and spotting techniques; and identify

Adaptive Physical Education  770000
Grades 10-12  1 PE credit
Pre-requisite: None
Adapted physical education programs are those that have the same objectives as the regular physical education program, but in which adjustments are made in the regular offerings to meet the needs and abilities of exceptional students.

Science Enrichment  461000
Grades 9-12  1 Elective credit
Pre-requisites: Teacher recommendation
This course will involve an overall survey of the earth science, biology and or chemistry. The curriculum is designed in accordance with the Virginia Standards of Learning in order to assist students to pass SOL Tests. This course is a required elective credit for students who fail specific science SOL Tests. Students must take the course before future science courses are taken.

Earth Science+  421005
Grades 9-12  1 Science credit
Pre-requisites: None
Earth Science entails four units of study: Astronomy, Geology, Meteorology, and Oceanography. Independent reading and laboratory assignments will be required. Students enrolled in this class will be required to take the Earth Science SOL end-of-course test.

Earth ScienceHonors+*  4210H0
Grades 9-12  1 Science credit
Pre-requisites: Honors Program Requirements
Earth Science Honors includes the fields of Astronomy, Geology, Meteorology, Paleontology, and Oceanography. The course blends a mixture of over 30 labs with challenging lectures and discussions. Class projects are also included. Students enrolled in this class will be required to take the Earth Science SOL end-of-course test.
### Biology+ 431005
Grades 10-12 1 Science credit

**Pre-requisites:** None

Biology is a laboratory science course providing an in-depth study of the Life Science Curriculum. Scientific Investigations will focus on Chemical and Biochemical Processes, Ecology, Cell Structure and Function, Inheritance and Protein Synthesis, Classification, Evolution and Life Functions of Archaea, Bacteria, Eukarya, and Viruses. **Students enrolled in this class will be required to take the Biology SOL end-of-course test.**

### Biology Honors+* 4310H0
Grades 10-12 1 Science credit

**Pre-requisites:** Honors Program Requirements

Biology Honors is a rigorous laboratory science course providing an in-depth study of the Life Science Curriculum. Biology Honors is designed for the academically motivated student. The focus will be on independent learning and both the pace and the depth of study will be greater than that of the standard Biology course. Scientific Investigations will focus on Chemical and Biochemical Processes, Ecology, Cell Structure and Function, Inheritance and Protein Synthesis, Classification, Evolution, and Life Functions of Archaea, Bacteria, Eukarya, and Viruses. **Students enrolled in this class will be required to take the Biology SOL end-of-course test.**

### Biology II - Anatomy/Physiology 433000
Grades 10-12 1 Science credit

**Pre-requisites:** Biology and/or Chemistry; Teacher recommendation

Anatomy and physiology is a discussion and laboratory based study of the human body. This course examines the basic biological concepts of structure and function of the human body. Body systems, such as the cardiovascular, respiratory, nervous, digestive, muscular, skeletal and reproductive will be surveyed. Students will participate in extensive laboratory exercises and independent research, practicing their skills as observers and reporters of science.

### Advanced Placement Biology** 437000
Grades 11-12 1 Science credit

**Pre-requisites:** Honors Program Requirements

The AP Biology course is a laboratory course designed to be the equivalent of a year-long college introductory biology course. This course allows students to pursue in-depth analyses of biological concepts. The AP Biology curriculum is in alignment with College Board AP Biology and focuses on 4 Big Ideas: Evolution, Homeostasis or Organisms, Genetics, and Ecology. Because this course represents the equivalent of a college level introductory biology course, students can expect to be challenged by the material and in turn will be expected to keep pace with a demanding schedule of reading and out-of-class assignments. Enrolling in AP Biology means students have undertaken a personal responsibility to work hard and manage their time to keep up with a rigorous curriculum. Upon completion of the course, students are expected to take the AP Biology exam. The score on the exam will determine if colleges will accept this course for college credit.

### Chemistry+ 441005
Grades 11-12 1 Science credit

**Pre-requisites:** One science; teacher recommendation

This course is designed for the college-bound student with above average ability and interest in science. Chemistry is a laboratory course with detailed study of concepts including: measurement, matter, atomic structure, chemical formulas, percent composition, moles, chemical equations, stoichiometry, and phases of matter, gas laws, acid-base reactions, kinetics, and equilibrium. Heavy emphasis is on problem solving. This course is mathematically demanding so a strong foundation in Algebra is recommended. Students who have successfully completed Biology and Geometry are recommended for chemistry. Students will be expected to use inductive reasoning and apply knowledge. **Students enrolled in this class will be required to take the Chemistry SOL end-of-course test.**

### Chemistry Honors+* 4410H0
Grades 11-12 1 Science credit

**Pre-requisites:** Honors Program Requirements in both math & science.

Honors Chemistry is a rigorous, in-depth, laboratory course recommended for college bound students who are academically motivated. This course is mathematically demanding so a strong foundation in Algebra is recommended. The focus will be on independent learning and both the pace and the depth of study will be greater than that of the standard Chemistry course. **Students enrolled in this class will be required to take the Chemistry SOL end-of-course test.**

### Physics 451005
Grades 11-12 1 Science credit

**Pre-requisites:** One science; Geometry

Physics investigates the relationship between matter and energy. Topics include motion, work, power, energy, wave motion (both sound and light) and electricity. In this course, the concepts will be emphasized over the mathematical understanding. Students will complete several in class projects and laboratory activities.

### Physics Honors* 4510H0
Grades 11-12 1 Science credit

**Pre-requisites:** Honors Program Requirement; Algebra II

Physics investigates the relationship between matter and energy. Topics include motion, work, power, energy, wave motion (both sound and light) and electricity. This course is mathematically based and uses laboratory activities, building projects and problem solving to support the understanding of the physics concepts.
Astronomy 426000
Grades 11-12 1 Science credit
Pre-requisites: Earth Science; Geometry
This course will augment the astronomy portion of Earth Science. Topics will include the solar system, stellar evolution and space exploration. Laboratory activities will simulate that of professional astronomers including the use of telescopes and scientific models.

Ecology 434000
Grades 11-12 1 Science credit
Pre-requisites: Earth Science and Biology
This course is designed to introduce and explore the interactions between organisms and their environment, as well as organisms and each other. Studies will focus on these interactions for a lab science credits as they relate to water, air, climate, foods, biodiversity, endangered species, and energy. This course satisfies the requirement for a lab science credit and as such, incorporates scientific skills such as conducting investigations, communicating finding through writing of lab reports, and oral presentation of research topics. Students will be expected to have a general knowledge of both Earth Science and Biology.

Forensic Science 461010
Grades 11-12 1 Elective credit
Pre-requisites: Biology and/or Chemistry
Students will learn the application of various scientific methods and principles to explore the techniques used by crime scene investigators to help solve crimes. This elective provides hands-on experience for students to determine the ways that scientists are able to assist police officers. Experiments may include finger-printing, DNA matching, and analyzing physical evidence. The culminating project for the class will be a simulated crime scene investigation.

Additional Science courses are also available through admission to SVGS or online through Virtual Virginia. Please see the SVGS or Virtual Virginia section of this guide and/or your counselor.
HIGH SCHOOL COURSE DESCRIPTIONS

United States & Virginia History+ 236005
Grade 11 1 Soc St credit
Pre-requisite: One prior social studies credit
United States and Virginia History is a general overview of the historical development of the United States and Virginia. It provides thematic and chronological approaches to the study of American and Virginia history from the Age of Discovery to the present. Students enrolled in this course must take the state required end-of-course Standards of Learning test.

U. S. & Virginia History Honors+* 2360H0
Grade 11 1 Soc St credit
Pre-requisite: Honors Program Requirements and at least one prior social studies credit
United States and Virginia History is a general overview of the historical development of the United States and Virginia. It provides thematic and chronological approaches to the study of American and Virginia history from the Age of Discovery to the present. This is a reading and writing intensive course designed to enhance critical thinking skills. Students enrolled in this course must take the state required end-of-course Standards of Learning test.

United States & Virginia History+ 236005
Grade 11 1 Soc St credit
Pre-requisite: One prior social studies credit
United States and Virginia History is a general overview of the historical development of the United States and Virginia. It provides thematic and chronological approaches to the study of American and Virginia history from the Age of Discovery to the present. Students enrolled in this course must take the state required end-of-course Standards of Learning test.

HIST 121 and 122+** 2360DE
DE US & VA History 6 College credits
Grade 11 1 Soc St credit
Pre-requisite: Dual Enrollment program requirements.
DE United States and Virginia History incorporates Blue Ridge Community College’s History 121 and History 122 with the following objectives: The course surveys topics and events which have shaped the United States from the age of exploration to the present. Using primary and secondary sources, students will evaluate the political, economic, social and cultural influences that shaped the development of American society. This course will be academically rigorous, with an emphasis on critical thinking skills, identifying and evaluating cause and effect relationships, and considering various perspectives on historical events. This course awards one high school Social Studies credit and six college credits. Students enrolled in this course must take the state required end-of-course Standards of Learning test.

Advanced Placement U.S. History+** 231901
Grade 11 1 Soc St credit
Pre-requisite: Honors Program Requirements and one prior social studies credit
This advanced level course in United States History is a two-semester survey of American history from the first European explorations of the Americas to the present. AP US History is a challenging course that allows students the opportunity to earn college credit. Solid reading and writing skills along with the willingness to devote considerable time are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of documents, and historiography. Course Objectives: Master a broad body of historic knowledge; demonstrate an understanding of historical chronology; use historical data to support an argument or position; differentiate between historiographical schools of thought; interpret and apply data from original documents; effectively use analytical skills – evaluation, cause and effect, compare and contrast, work effectively with others to solve problems. This course is co-taught with Dual Enrollment English. Students must be eligible to take both AP US History and Dual Enrollment English to take this course. Students enrolled in this course must take the state required end-of-course Standards of Learning test and are expected to take the AP U.S. History exam. There is a cost associated with the AP exam.

Virginia & U.S. Government+ 244005
Grade 12 1 Soc St credit
Pre-requisite: Two prior social studies credits
Virginia and United States Government examines the structures of governments and decision-making processes at local, state, national, and international levels. Powers of each branch of government are examined through a study of the Constitution, historical documents, the State Constitution, and local governing bodies. American foreign policy is studied in its historical context, and our governmental and economic systems are compared with other forms. The free-enterprise system is examined as basic economic concepts, principles, and models are explored. Democratic values and citizen participation are stressed, and student participation in the community is encouraged.

Virginia & U.S. Government Honors+* 2440H0
Grade 12 1 Soc St credit
Pre-requisite: Honors Program requirements and two prior social studies credits
Virginia and United States Government examines the structures of governments and decision-making processes at local, state, national, and international levels. Powers of each branch of government are examined through a study of the Constitution, historical documents, the State Constitution, and local governing bodies. American foreign policy is studied in its historical context, and our governmental and economic systems are compared with other forms. The free-enterprise system is examined as basic economic concepts, principles, and models are explored. Democratic values and citizen participation are stressed, and student participation in the
community is encouraged. Emphasis is placed on politics and political theory through extensive outside readings.

**Advanced Placement Government**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1 Soc St credit</td>
</tr>
</tbody>
</table>

**Pre-requisite: Honors Program requirements and two prior social studies credits**

This two-semester course is designed for those students who have a strong interest in pursuing a career in American government or political science. The intent is to prepare the students to pass the A.P. Government exam given in the spring of the year in which they take the class. The expectation of this weighted and accelerated course is to come as close to a normal college setting as possible with regards to the curriculum and intensity. A strong background in reading, writing, and American history is essential to being successful in this class. Supplemental readings include excerpts from The Federalist Papers, Animal Farm, Profiles in Courage, and Thirteen Days. Upon completion of the course students are expected to take the accompanying AP Exam. This course is paired with AP English for one block year long.

**Sociology**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>1 Elective credit</td>
</tr>
</tbody>
</table>

**Pre-requisite: None**

Sociology is a one-term elective offered for eleventh and twelfth graders. It is an introduction to the science of society, social institutions, and social relationships. This course is designed to help students understand what their place in the groups to which they belong and the function, influence, and interaction of groups that form institutions, neighborhoods, and societies. Sociology investigates human society, social relations, organization, and change. Emphasis is placed on the study of such issues as delinquency, poverty, and changing family patterns. Students use surveys, case studies, experiments, and interviews to study aspects of human behavior.

**Psychology**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>1 Elective credit</td>
</tr>
</tbody>
</table>

**Pre-requisite: None**

Psychology is an elective course offered for 11th or 12th graders. This class will serve as an introduction to the study of human behavior. The course will address topics such as the role of the brain in determining behavior, development over the lifespan, and development of personality. Theories and disciplines of psychology will be explored, as well as cognitive and social behaviors as they relate to psychology.

**Practical Law**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>1 Elective credit</td>
</tr>
</tbody>
</table>

**Pre-requisite: None**

Practical Law is an elective which will take an in-depth and practical approach to certain areas of civil law. Units will cover insurance, torts and other types of law suits; marriage and divorce law; retirement planning; wills; taxes (both federal and state); real estate; employment problems; and other pertinent areas of civil law. The practical areas of everyday living will be the major focus of this course.

---

**World Languages**

<table>
<thead>
<tr>
<th><strong>2016-2017</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holocaust &amp; Genocide Studies</strong></td>
</tr>
<tr>
<td>Grade 11-12</td>
</tr>
</tbody>
</table>

**Pre-requisite: None**

This course will provide students with a more in depth look at the Holocaust and other contemporary world genocides. The first half of the course will include an examination of the sequence of events prior to and throughout the Holocaust, a look at the groups targeted by Hitler’s regime and the lasting impact of the Holocaust on American and world societies. The second half of the course will allow students to examine other incidents of genocide in the modern world and the role of America in the context of these conflicts. **Participation in this course requires a signed parent permission slip.**

**Local History: A Study of Life in Staunton**

| Grade 10-12 | 1 Elective credit |

**Pre-requisite: None**

This course will provide students with the opportunity to study the local history of Staunton. Each year the course will focus on a specific topic in Staunton’s history, with the opportunity to extend the study of a specific topic (i.e. integration of Staunton City Schools) over multiple years. Students will be tasked with performing research, filming and editing oral history interviews, analyzing primary sources, and creating products to display their knowledge in an effort to educate their peers and the local community.

Additional Social Studies courses are also available online through Virtual Virginia. Please see the Virtual Virginia section of this guide and/or your counselor.
### American Sign Language III
**Grades 9-12**
1 World Lang credit

**Pre-requisite:** ASL II

This course is a continuation and expansion of grammatical and cultural concepts and vocabulary acquired in Levels I and II. Students are required to sign in front of the class and most communication will be in Sign Language.

### French I
**Grades 8-12**
1 World Lang credit

**Pre-requisite:** None

Level I provides students with the skills necessary to begin developing communicative proficiency in the language. Students are introduced to the diverse cultures of the target language. Vocabulary and basic grammar structures are emphasized.

### French II
**Grades 9-12**
1 World Lang credit

**Pre-requisite:** French I

Level II includes a review and an extension of the skills developed in Level I. Vocabulary and more advanced grammatical structures are introduced as well as additional cultural information.

### French III
**Grades 9-12**
1 World Lang credit

**Pre-requisite:** French II

Level III continues to build and reinforce active communication skills. The focus will be on the development of a strong linguistic base, reading skills and cultural awareness.

### French IV Honors*
**Grades 9-12**
1 World Lang credit

**Pre-requisite:** Level III and Honors Requirements

Level IV addresses the needs of the advancing student using the four strands of language learning, listening, speaking, writing and reading. It provides an in-depth view of the target language, its culture, history and literature. Grammar is reviewed and expanded to help strengthen language skills.

### French V Honors*
**Grades 10-12**
1 World Lang credit

**Pre-requisite:** Level IV and Honors Requirements

Level V continues to address the needs of advanced students. Grammar is reviewed and expanded. An overview of milestone events of the past (both distant and recent) is presented. Literature is presented in its historical context. Selected works from well-known authors will be studied.

*Advanced French Level VI Honors may be elected as an independent study.*

### Latin I
**Grades 8-12**
1 World Lang credit

**Pre-requisite:** None

This course is primarily concerned with the fundamentals of the ancient language of the Romans. Its aim is to prepare students to read Latin literature, to improve their command of the English language by studying the close relations (historic and linguistic) between English, Latin and the Romance Languages, and to gain exposure to Roman culture.

### Latin II
**Grades 9-12**
1 World Lang credit

**Pre-requisite:** Latin I

Level II is a continuation of Latin I in the study of the Latin Language. English and more advanced grammar. Emphasis is placed on translating Latin into English. Greco-Roman culture and mythology studies continue.

### Latin III
**Grades 9-12**
1 World Lang credit

**Pre-requisite:** Latin II

The level III curriculum includes advanced English and Latin grammar with vocabulary and derivative work. Grammar is taught within the context of the Roman authors Caesar and Cicero. History, Roman politics, and oratory are presented within the study of the ancient text.

### Adv Latin H(IV, V & VI)*
**Grades 10-12**
1 World Lang credit

**Pre-requisite:** Latin III, IV or V and Honors Requirements

These courses are for the advanced Latin student. The following three authors will be taught on a rotational basis so that all advanced Latin students in any level would be learning the same curriculum (Vergil, Catullus and Horace, & Ovid) in a differentiated setting.

### Spanish I
**Grades 8-12**
1 World Lang credit

**Pre-requisite:** None

Level I provides students with the skills necessary to begin developing communicative proficiency in the language. Students are introduced to the diverse cultures of the target language. Vocabulary and basic grammar structures are emphasized.

### Spanish II
**Grades 9-12**
1 World Lang credit

**Pre-requisite:** Spanish I

Level II includes a review and an extension of the skills developed in Level I. Vocabulary and more advanced grammatical structures are introduced as well as additional cultural information.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language III</td>
<td>599700</td>
<td>1 World Lang credit</td>
</tr>
<tr>
<td>French I</td>
<td>511000</td>
<td>1 World Lang credit</td>
</tr>
<tr>
<td>French II</td>
<td>512000</td>
<td>1 World Lang credit</td>
</tr>
<tr>
<td>French III</td>
<td>513000</td>
<td>1 World Lang credit</td>
</tr>
<tr>
<td>French IV Honors*</td>
<td>514000</td>
<td>1 World Lang credit</td>
</tr>
<tr>
<td>French V Honors*</td>
<td>515000</td>
<td>1 World Lang credit</td>
</tr>
<tr>
<td>Latin I</td>
<td>531000</td>
<td>1 World Lang credit</td>
</tr>
<tr>
<td>Latin II</td>
<td>532000</td>
<td>1 World Lang credit</td>
</tr>
<tr>
<td>Latin III</td>
<td>533000</td>
<td>1 World Lang credit</td>
</tr>
<tr>
<td>Adv Latin H(IV, V &amp; VI)*</td>
<td>534000/535000/536000</td>
<td>1 World Lang credit</td>
</tr>
<tr>
<td>Spanish I</td>
<td>551000</td>
<td>1 World Lang credit</td>
</tr>
<tr>
<td>Spanish II</td>
<td>552000</td>
<td>1 World Lang credit</td>
</tr>
</tbody>
</table>

2016-2017
Spanish III 553000
Grades 9-12 1 World Lang credit
Pre-requisite: Spanish II
Level III continues to build and reinforce active communication skills. The focus will be on the development of a strong linguistic base, reading skills and cultural awareness.

Spanish IV Honors* 554000
Grades 9-12 1 W. Lang credit
Pre-requisite: Spanish III and Honors Requirements
Level IV addresses the needs of the advancing student using the four strands of language learning, listening, speaking, writing and reading. It provides an in-depth view of the target language, its culture, history and literature. Grammar is reviewed and expanded to help strengthen language skills.

Advanced Placement Spanish** 5570AP
Grades 10-12 1 W. Lang credit
Pre-requisite: Honors Program Requirements
AP Spanish offers students an opportunity to complete studies in secondary schools comparable to a third year level college Spanish class that will focus on speaking and writing in the target language at an advanced level. Training in integrating language skills and synthesizing written and aural materials will be an integral part of the AP Spanish Language Course. Students who enroll in this class should already have attained reasonable proficiency in using the language.

Language Arts
The purpose of this course is to improve students’ basic reading and writing skills. Reading instruction will emphasize sight word instruction, contextual cue identification, and phonetic and whole language. Written expression instruction will emphasize spelling, grammar, and sentence construction.

Math Computation
This course promotes the development of math skills necessary for independent functioning as a consumer in everyday life. The content includes fundamental math instruction in basic computation, calculator usage, counting money, making change, and time concepts.

Personal Finance
The purpose of the Personal Finance class is to teach students the skills to manage personal finances and to make sound financial decisions. Objectives include opening a bank account, balancing a check book, completing a loan application, the implications of an inheritance, the basics of personal insurance policies, consumer rights and responsibilities, dealing with salesmen and merchants, debt management, state and federal tax computation, local tax assessments, computation of interest rates, understanding simple contracts, and how to contest an incorrect bill.

Daily Living Skills
This course offers instruction in maintaining a household, developing shopping lists, cooking using low reading level or picture prompt recipes, clothing care, and home safety. Students develop skills necessary for community access through field trips to area stores and businesses.

Independent Living Skills
This course promotes student independence in everyday life tasks. The course focuses on developing confidence and ability in making personal accommodations to perform tasks in the school and home environment.

Social Skills
Students in this course will learn to make choices that promote physical and emotional wellness. Social skills instruction covers interpersonal relations, conflict management, communication skills, cultural differences, and problem solving. Health instruction covers fitness, nutrition, medical care, home safety, emergency procedures, and first aid.

Job Skills
Job Skills is a vocational/transition course designed to prepare students for adult employment. Course content includes career exploration and job seeking skills. Students complete job interest and aptitude inventories, write resumes, fill out job applications, and develop interviewing skills. Behaviors necessary for gaining and maintaining employment will be targeted.

Resource
Resource class is designed to provide students with instruction and strategies for the enhancement of listening, speaking, thinking, reading, writing, researching, math and other skills.
such as study skills and time management. Resource class is
designed to provide instruction in discreet skills necessary for
success in content classes. All of these are essential elements
of the Resource Class curriculum.

Goals:
- Students will become active listeners in order to obtain
  information.
- Students will be able to apply speaking skills to communicate
effectively in a variety of vocational, academic, and social
settings.
- Students will be able to apply reading skills in a variety of
  settings.
- Students will be able to create, derive, and convey meaning
  through writing for a variety of purposes.
- Students will conduct library research in order to find
  materials necessary for a research paper.
- Students will apply computational skills and mathematical
  concepts to respective personal, academic, and vocational
  needs.
- Students will learn note taking strategies
- Students will learn independent organizational skills
- Students will learn self-advocacy skills

Electives
Students may participate in electives as determined by their
particular interests and IEP goals. Differentiation of
instruction and assessment will accommodate a wide range of
student backgrounds and learning styles.
Adaptive elective courses have the same objectives as the
regular program courses, but adjustments are made to meet the
needs, abilities, and IEP learning goals of exceptional
students.

Awarding of units of credit for subjects taught by Special
Education Teachers may be granted for all courses which are a
part of the regular school curriculum and meet the following
criteria:

1. The course is comparable in scope and sequence to its
general education counterpart.
2. The course outline includes the objectives of the course, the
   skills the student is expected to achieve, and the
   text/materials to be used, and is comparable to the general
   education counter-part.
3. Evaluation of student progress will be based on assessment
   of all the Standards of Learning (SOL) objectives for the
   specific course.
As a program of the Virginia Department of Education, Virtual Virginia (VVa) offers online Advanced Placement (AP®), world language, core academic, and elective courses to students across the Commonwealth and nation. Virtual Virginia is committed to providing high-quality, rigorous course content with the flexibility to meet schools’ and students’ varied schedules. Their program strives to provide instruction that meets the individual needs of students. SPACE IS LIMITED. Please see your counselor for more information.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Term(s) Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>9151 Advanced Placement Art History</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>4370 Advanced Placement Biology</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>3177 Advanced Placement Calculus AB</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>3178 Advanced Placement Calculus BC</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>5860 Advanced Placement Chinese Language and Culture</td>
<td>Full Year</td>
</tr>
<tr>
<td>3185 Advanced Placement Computer Science A</td>
<td>Full Year</td>
</tr>
<tr>
<td>1196 Advanced Placement English Language and Composition</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>1195 Advanced Placement English Literature and Composition</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>4270 Advanced Placement Environmental Science</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>2399 Advanced Placement European History</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>5170 Advanced Placement French Language</td>
<td>Full Year</td>
</tr>
<tr>
<td>2450 Advanced Placement Government and Politics: Comparative</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>2445 Advanced Placement Government and Politics: US</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>2212 Advanced Placement Human Geography</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>5380 Advanced Placement Latin</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>2803 Advanced Placement Macroeconomics</td>
<td>Fall Block, Spring Block</td>
</tr>
<tr>
<td>2802 Advanced Placement Microeconomics</td>
<td>Fall Block, Spring Block</td>
</tr>
<tr>
<td>4570 Advanced Placement</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Term(s) Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>4574 Advanced Placement Physics 1</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>2902 Advanced Placement Psychology</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>5570 Advanced Placement Spanish Language</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>3192 Advanced Placement Statistics</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>2319 Advanced Placement US History</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>2380 Advanced Placement World History</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>3130 Algebra I</td>
<td>Full Year</td>
</tr>
<tr>
<td>3137 Algebra II and Trigonometry</td>
<td>Full Year</td>
</tr>
<tr>
<td>3134 Algebra, Functions, and Data Analysis</td>
<td>Full Year</td>
</tr>
<tr>
<td>5010 Arabic I**</td>
<td>Full Year</td>
</tr>
<tr>
<td>5011 Arabic II**</td>
<td>Full Year</td>
</tr>
<tr>
<td>5012 Arabic III**</td>
<td>Full Year</td>
</tr>
<tr>
<td>4310 Biology</td>
<td>Full Year</td>
</tr>
<tr>
<td>4470 Chemistry (Advanced)</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>4410 Chemistry (Honors)</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>5810 Chinese I**</td>
<td>Full Year</td>
</tr>
<tr>
<td>5820 Chinese II**</td>
<td>Full Year</td>
</tr>
<tr>
<td>5830 Chinese III</td>
<td>Full Year</td>
</tr>
<tr>
<td>5840 Chinese IV</td>
<td>Full Year</td>
</tr>
<tr>
<td>1171 Creative Writing</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>4210 Earth Science I**</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>4260 Earth Science II – Astronomy</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>2804 Economics</td>
<td>Fall Semester, Spring Semester</td>
</tr>
<tr>
<td>6120 Economics and Personal Finance</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>1130 English 9</td>
<td>Full Year</td>
</tr>
<tr>
<td>1140 English 10</td>
<td>Full Year</td>
</tr>
<tr>
<td>1150 English 11</td>
<td>Full Year</td>
</tr>
<tr>
<td>1160 English 12</td>
<td>Full Year</td>
</tr>
<tr>
<td>5110 French I**</td>
<td>Full Year</td>
</tr>
<tr>
<td>5120 French II**</td>
<td>Full Year</td>
</tr>
<tr>
<td>3143 Geometry</td>
<td>Full Year</td>
</tr>
<tr>
<td>7300 Health and PE 9</td>
<td>Full Year</td>
</tr>
<tr>
<td>7400 Health and PE 10</td>
<td>Full Year</td>
</tr>
<tr>
<td>6640 Introduction to Game Design &amp; Development</td>
<td>Fall Block, Spring Block</td>
</tr>
<tr>
<td>5310 Latin I**</td>
<td>Full Year</td>
</tr>
<tr>
<td>5320 Latin II**</td>
<td>Full Year</td>
</tr>
<tr>
<td>5330 Latin III</td>
<td>Full Year</td>
</tr>
<tr>
<td>5340 Latin IV</td>
<td>Full Year</td>
</tr>
<tr>
<td>4510 Physics (Honors)</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
<tr>
<td>3162 Pre-Calculus/ Mathematical Anal</td>
<td>Fall Block, Full Year, Spring</td>
</tr>
</tbody>
</table>
SVGS serves approximately 220 talented 11th and 12th grade students from Augusta County, Staunton and Waynesboro. Twelve full-time and numerous part-time adjunct instructors work with the students.

SVGS provides a supportive and challenging environment for local gifted and talented students to nurture and develop their talents, expand their knowledge, improve critical thinking skills, and foster their sense of personal and social responsibility. Students choose one of two parallel programs, STEM (science, technology, engineering, and math) or AH (arts and humanities).

The STEM program requires students to complete at least three credits each year, one in each of the core areas. Students may choose an additional credit as an optional independent study. Seniors may complete four credits in the core areas.

The AH program requires students to complete four (4) credits in one of two tracks, Visual Arts or Theatre Arts. Students in both programs complete a humanities course, which addresses the Standards of Learning for 11th or 12th grade English, as well as appropriate studio classes, crafts and skills class, and an elective each year.

SVGS has identified nine skills as critical to life-long learning and performance in any academic discipline and profession. These skills are cultivated through exceptional learning experiences at SVGS and are listed below:

- Intellectual Curiosity
- Intellectual Independence
- Persistence and Perseverance
- Critical Analysis and Reflection
- Problem Solving
- Leadership and Collaboration
- Communication
- Digital Literacy
- Social and Ethical Responsibility

SVGS students are selected through a competitive admissions process based on multiple criteria such as academic performance, talent, interests, and teacher recommendations. Admissions is offered to approximately 65% of all applicants.

Students apply during their sophomore or junior year. Applications are available through high school guidance counselors and on the SVGS web page December 1 of each year, and are due February 20 of the following year.

+Courses with a required end-of-course SOL test
**All SVGS courses receive 1.0 weighted credit

**HUMANITIES**

**Humanities I+**

152125

Grade 11 1 English credit

Juniors connect the themes found throughout the history of American literature, theater, art and culture and explore common patterns in these different forms of expression. Students increase their understanding of the ways in which these different disciplines interact to create a uniquely American cultural and artistic heritage by reading a broad range of literary selections. In preparation for the Standards of Learning English 11 exam, students focus on basic and advanced composition skills in various subject and stylistic areas that prepare them for both the high school and college classroom. This class has two state required end-of-course Standards of Learning tests: Reading and Writing.

*Blue Ridge Community College dual enrollment credit available* ENG 111/College Composition/and 112, 3 credits each at student’s own expense.

**Humanities II**

152225

Grade 12 1 English credit

Seniors develop an overall understanding of the connections between literature, theater, and art in relation to the development of British history and culture. Students examine the ways in which themes in British and other world literature have influenced similar ideas in American culture. In preparation for graduation, students develop college entrance essays as well as hone their writing skills in other areas. Students develop their expository and technical writing skills, as well as their ability to research, write, and revise an extended research paper. Students are encouraged to combine
the lessons learned in Humanities I with those learned in Humanities II to form a better understanding of the connectedness of all forms of art and culture and the resulting influences those connections may have on them as an individual.

Students who have successfully completed the BRCC pre-requisites may opt to take this class for JMU credit (HUM 200, 3 credits) at student’s own expense.

MATHEMATICS

Pre-Calculus 316220
Grade 11 1 Mathematics credit
Students increase their understanding of functions and their characteristics including graphing techniques, using exponential, logarithmic and trigonometric functions to solve application problems, arithmetic and geometric sequences and series, mathematical induction, limits, first and second order derivatives, and integration. Students explore the use of mathematics in the natural sciences, thus fostering an application-oriented approach to mathematics that is enhanced through the use of technology. Students make extensive use of technology as an integral part of their learning. Students improve their facility with graphing calculators and the computer packages, Maple and Excel.

Calculus 317725
Grade 11 or 12 1 Mathematics credit
Pre-requisite: Any Pre-calculus course
Students become proficient with limits, the derivative and differentiation techniques, the integral and integration techniques, basic applications of differentiation and integration, and infinite series, including Taylor Series. Students explore the fundamental relationship between the derivative, the integral, and the Riemann Sum. Students begin their study of multidimensional calculus including vectors and parametric equations. Students enhance their learning through computer-based activities utilizing Maple and Excel.

AP Calculus BC 317730
Grade 11 or12 1 Mathematics credit
Pre-requisite: A SVGS or dual-enrollment Pre-Calculus class (grade of A- or better). Prerequisites may be waived by the Director.
Students master limits, derivatives and anti-derivatives of polynomial, exponential and trigonometric functions and their inverses, as well as parametric, polar and vector functions for planar curves; techniques of differentiation and anti-differentiation; continuity of functions and the Intermediate Value Theorem and Mean Value Theorem; Fundamental Theorem of Calculus; physical applications of derivatives and anti-derivatives; series of constants and tests for convergence of series; Taylor’s series approximations of functions with radii of convergence and error bounding. Students become proficient with Maple and Excel. This course prepares students to take the BC version of the Advanced Placement Calculus test, which is a required activity.

AP Statistics 319220
Grade 12 1 Mathematics credit
Pre-requisite: completion of Pre-Calculus (grade of C or better) and prior completion or concurrent enrollment in any Calculus class.
Students become proficient with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four broad themes woven throughout the course are experimental design, measures of central tendency, anticipating patterns, mathematical modeling and statistical inference. Students enhance their understanding through the use of computer software packages such as Excel and JMP, which are used extensively to analyze, display and aide in the interpretation of data. This course prepares students to take the Advanced Placement Statistics test, which is a required activity.

Discrete Mathematics 315410
Grade 12 1 Mathematics credit
Strongly recommended for students taking AP Computer Science
Discrete Mathematics is the branch of mathematics dealing with objects that can assume only distinct, separated values. This course offers a nice counterpoint to the study of continuous mathematics that students pursue in calculus. Students will study logic, set theory, and matrices. Students will understand elementary number theory, the basic techniques of proof, and the basics of counting including combinatorics and probability. The ideas of discrete mathematics inform the study of computer science and this course will emphasize the connections between them. It is strongly recommended for students taking AP Computer Science.

James Madison University dual enrollment credit available (Math/CS 227) at student’s own expense.

Advanced Calculus: Multivariable Calculus 317800
Grade 12 1 Mathematics credit
Pre-requisite: A.P. Calculus B.C. or SVGS Calculus (grade of B or better).
Students apply concepts learned during the first year of calculus to advanced problems in multi-dimensional analysis. Students investigate topics including rectangular, spherical and cylindrical coordinates, three-dimensional vectors, partial differentiation, multiple integrals and matrices. Students’ understanding of multi-dimensional mathematics is enhanced with computer visualization techniques. This course is designed for students who have exceptional math skills.
### SCIENCE

#### College Physics
**Grade 11 or 12**  
**1 Science credit**  
**Pre-requisite: Algebra II/Trigonometry**  
Students conduct extensive laboratory investigations on topics including Newtonian mechanics, optics, electromagnetism, and materials science. Students' investigations and assignments integrate the physical sciences with mathematics. Students enhance their learning through the use of technology to analyze and present data, and simulate experiments.

James Madison University dual enrollment credit available at student's own expense (PHYS 140-140L (Semester 1)/150-150L (Semester 2), 4 credits each semester).

#### Environmental Chemistry
**Grade 11 or 12**  
**1 Science credit**  
**Pre-requisite: Physics**  
*This class is required of any SVGS student who will not otherwise have completed high school chemistry prior to graduation.*

Students master basic principles of chemistry and statistical analysis in the context of the chemical and physical characteristics of water, soils, rocks, the atmosphere and natural fuels. Students conduct extensive laboratory analysis and field sampling utilizing EPA methods where feasible. Students investigate anthropogenic influences on natural materials cycles from the viewpoint of the classical chemist. Students enhance their learning through the use of instrumental analysis, which supplements traditional micro and wet chemistry methods. Students will demonstrate mastery of computerized data recording, calculation and analysis; graphical presentation; researching primary and popular literature; and formal report writing and scientific presentation. This class is required of any SVGS student who will not otherwise have completed high school chemistry prior to graduation.

James Madison University dual enrollment credit available (ISAT 112, 3 credits) at student's own expense.

#### AP Chemistry
**Grade 11/12**  
**1 Science credit**  
Advanced Placement Chemistry is designed to be equivalent to a first-year college chemistry course. Students will participate in lectures, demonstrations, activities & extensive laboratory experiments on topics such as atomic structure & quantum theory, chemical compounds, reactions & stoichiometry, states of matter & solutions, thermo-chemistry & kinetics, equilibrium, acids & Bases, electro-chemistry, nuclear Chemistry & organic Chemistry. AP Chemistry also involves applying these concepts to “every-day” life with projects such as calorimetry, efficiency, crystal growth, catalysis and water treatment.

#### Molecular and Microbiology
**Grade 12**  
**1 Science credit**  
**Pre-requisite: Biology, Chemistry, Physics (all with grades of B or better) and Pre-Calculus**

Students investigate fundamental life processes through the use and study of rapidly developing technologies such as genetic engineering, pharmaceutical developments, and treatment and prevention of infectious diseases. Students conduct extensive laboratory investigations on DNA extraction, gel electrophoresis, culture and identification of microbial organisms, and biochemistry. Students enhance their understanding of biological molecules through the use of mechanical and computer molecular modeling. Students become proficient in the use of technology to analyze and present data.

James Madison University dual enrollment credit available at student's own expense (ISAT 113, 3 credits).

#### Modern Physics
**Grade 12**  
**1 Science credit**  
**Pre-requisite: GS Physics, and GS Pre-Calculus or GS Calculus (grades of A- or better). Co-requisite: Calculus or above (offered pending enrollment).**

Students explore the theoretical study of Special Relativity and Quantum Mechanics with an emphasis on computer models of the processes involved. Topics covered include Special Relativity, the Schrödinger equation, tunneling phenomena, General Relativity, Elementary Particle Physics, and the Hydrogen Atom. Students enhance their learning through extensive laboratory investigations and simulations. Students become proficient in the use of technology to analyze and present data.

#### AP Environmental Science
**Grade 12**  
**1 Science credit**  
**Pre-requisite: Biology, Chemistry, Physics and Pre-Calculus, completion of Earth Science is strongly recommended**

Students explore geology, paleontology, atmospheric science, ecology, and technology in the context of environmental problems facing humans today. Students conduct extensive laboratory and field studies including water and air quality, soil processes, population dynamics, and community and ecosystem processes. Students enhance their learning through the use of computer simulations and models, and the use of technology to analyze and present data. Students are prepared to take the Advanced Placement Environmental Science test, which is a required activity.

James Madison University dual enrollment credit available (ISAT 112, 3 credits) at student's own expense.
### HIGH SCHOOL COURSE DESCRIPTIONS

#### TECHNOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
<th>Grade Requirement</th>
<th>Pre-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scientific Research</strong></td>
<td>432120</td>
<td>1 Science</td>
<td>11 or 12</td>
<td>None</td>
</tr>
<tr>
<td>Students discover and put into practice research methods and engineering design. Students apply principles of the natural sciences and applied statistics in solving research and engineering problems. Students complete an individual research project, write a scientific paper, and submit their results for presentation at various venues, including the SVGS Research Symposium (participation is required) and to Virginia Junior Academy of Science (paper submission and participation, if accepted, is required). They make use of online libraries and review scholarly scientific resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
<th>Grade Requirement</th>
<th>Pre-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Scientific Research</strong></td>
<td>461200</td>
<td>1 Science</td>
<td>11 or 12</td>
<td>Gov School Scientific Research</td>
</tr>
<tr>
<td>Students extend their study of research methods through independent research and work with a scientific mentor. Students apply principles of the natural sciences and applied statistics in solving research and engineering problems. Students complete an individual research project, write a scientific paper, and submit their results for presentation at various venues, including the SVGS Research Symposium (participation is required), science fairs, and paper submission to student research journals for publication. They make use of online libraries and review scholarly scientific resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
<th>Grade Requirement</th>
<th>Pre-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Electric Vehicle Technology</strong></td>
<td>850900</td>
<td>1 Elective</td>
<td>11</td>
<td>None</td>
</tr>
<tr>
<td>Students study, create and implement designs of electrical circuits and mechanical devices based on the needs of an electric vehicle. Students create web pages to explain their cars, develop trouble-shooting methods, make presentations, and investigate environmental issues related to transportation. The hands-on approach to this course enables students to develop personally, academically, and professionally. Students compete in organized electric vehicle meets, where they learn racing strategies and safety as well as new and innovative ways to improve the school’s vehicle design.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
<th>Grade Requirement</th>
<th>Pre-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering I</strong></td>
<td>849130</td>
<td>1 Elective</td>
<td>11</td>
<td>None</td>
</tr>
<tr>
<td>Introduction to Engineering familiarizes students with the engineering design process in a project-based learning environment. Toolkit skills such as dimensional analysis, computer-aided design, and statistical analysis will be introduced and incorporated in projects throughout the year. A project-based approach to the major branches of engineering (Electrical, Civil, Mechanical, and Chemical) will give students the opportunity to apply engineering design principles to a variety of problems while developing personal skills in teamwork and communication that are vital in the engineering profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
<th>Grade Requirement</th>
<th>Pre-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering II</strong></td>
<td>849140</td>
<td>1 Elective</td>
<td>12</td>
<td>Engineering I</td>
</tr>
<tr>
<td>Students develop the “thought-work” behind applying concepts of multi-disciplinary engineering methods. Students are immediately immersed in advanced tenements of: static and dynamic equilibrium of particles, tools, and complex elements (like the human body); use of Computer Aided Design in basic engineering modeling; test and evaluation concepts; evaluation of structural and mechanical relationships; evaluation and application of problem design criteria, design for failure concepts, precision and safety-factors mark some but are not inclusive of all the principals touched-on during the course. Engineering Methodology combines mathematics and the physical sciences to resolve problems and reverse engineer solutions. Students complete a dozen team Design Projects and solutions are presented via CAD, schematics, and detailed technical write-ups. Individuals improve math, physics and material science skills by combining them to resolve problems. Students may opt to enroll in the first semester of UVA’s Intro to Engineering (ENGR1520, 3 credits) at their own expense.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
<th>Grade Requirement</th>
<th>Pre-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Network Software Operations</strong></td>
<td>665001</td>
<td>1 Elective</td>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>Students are provided instruction in the basics of computer networking, operating systems, system administration and network security. Course content includes an overview of networking, operating systems and other software applications, learning to perform common administrative functions in scripting environments. Students will examine PHP and PERL in the context of an Apache webserver, and use GNU BASH and Microsoft Powershell scripting from the command line to complete every day administrative functions. Course content also includes risk management, network security policy, security training, security keys, confidentiality, integrity, access, accountability, and audit ability. Participation in various industry sponsored contests such as Cyber Challenge and other contests are expected. Course offering is dependent on student interest, sufficient enrollment and staffing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
<th>Grade Requirement</th>
<th>Pre-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Technology</strong></td>
<td>846620</td>
<td>1 Elective</td>
<td>12</td>
<td>None</td>
</tr>
</tbody>
</table>
| The primary focus is the exploration of computer technology as a tool for communicating powerful ideas in mathematics and science. Students learn to animate in two-dimensions and build interactive presentations. Students will learn to create web sites and will develop an understanding of good design. Students will also explore digital photography and digital video production. Students will build pod-casts and other means of using MP3 players such as iPods. Students will develop projects in conjunction with their mathematics and science courses. Students will also be asked to discuss ethical
issues related to modern technology and to learn vocabulary associated with computers.

**Geospatial Information Systems** 849800
Grade 12 1 Elective credit
*Pre-requisite: None*
Students will develop the skills and knowledge necessary to make use of geographic technologies such as geospatial information systems (GIS), global positioning systems (GPS), and remote sensing. The class will focus on applying GIS technology to different fields, such as environmental science, city planning, ecology and many others. Students will work with a variety of data sets, collect data, and develop their own GIS research project.

*Students in this class must enroll for dual enrollment credit at James Madison University at student’s expense (GEOG 161, 3 credits).*

**AP Computer Science (A)** 318520
Grade 12 1 Mathematics credit
*Pre-requisite: completion of Pre-Calculus, Scientific Research and Engineering, and Physics (grades of A or better) OR permission of the Director and Instructor.*
Students design, implement and interpret computer-based solutions to problems in several application areas using Java. Students become knowledgeable about programming concepts, algorithm designs, and documentation of the computer solution and proficient at writing and debugging code. The course material emphasizes those concepts outlined by the College Board and prepares students to take the Advanced Placement Computer Science test.

*Blue Ridge Community College dual enrollment credit available at student’s own expense (ITP 120, 3 credits).*

**THEATER**

**Acting I** 143525
Grade 11 1 Elective credit
*Pre-requisite: None*
Students learn basic stage terminology, the importance of ensemble, basics of technical theatre, theatre management, rehearsal process, acting, and directing. Students will learn to give and accept constructive criticism. Students read, analyze, and respond to selected dramatic literature. Students learn to score a script using Stanislavski’s Method of Physical Actions. Analysis will be applied to scene and monologue studies.

**Acting II** 144010
Grade 12 1 Elective credit
*Pre-requisite: Acting I*
Students will explore the incredible richness of theatrical tradition and style in a laboratory setting. Text and floor work will focus on the evolution of such major 20th century performance styles as realism, epic theatre, street theatre, musical comedy, theatre of the absurd, post-modernism, and script deconstruction. Special focus workshops will introduce students to a variety of non-western theatrical forms and techniques.

**2016-2017**

**Craft and Skills Workshops I/II** 144910/144920
Grade 11 and 12 1 Elective credit
*Pre-requisite: None*
Students work with guest artists and practicing professionals on location in diverse acting spaces, including professional theatres. Students develop their skills in areas including voice and diction, Shakespeare, stage combat, movement, dance, design for the stage (lighting, costumes, set, and sound), puppetry and mask work, street theatre, children’s theatre, improvisation, acting styles, and related audio-visual media skills. Students develop an understanding of life as a professional artist. *[Note: Due to the importance of basic skills such as voice and movement, some Skills and Craft course offerings will be mandatory for first-year students.]*

**Introduction to Theatre** 144825
Grade 11 1 Elective credit
*Pre-requisite: None*
Students analyze and perform theatre texts (and scenes) from the Greeks through the modern masters. Students explore plays within the context of the time and place in which they were written. Students research music, literature, and art of the time while they develop a repertoire of acting styles, which may include high tragedy, Shakespeare, Commedia dell’Arte, Comedy of Manners, Melodrama, Theatre of the Absurd, and theatre of social change.

*James Madison University dual-enrollment credit available at student’s own expense (THEA210, 3 credits).*

**Dramatic Theory and Criticism** 144325
Grade 12 1 Elective credit
*Pre-requisite: Introduction to Theatre or demonstrate exceptional talent and discipline and/or a thorough background in theatre history and dramatic literature.*
Students will use a variety of critical tools as a basis for making informed judgments about theatre art. Students will read and discuss works of dramatic literature and criticism. Students will study theatre and acting training theorists and put their theories to the test in class. Theorists may include, but are not limited to, Aristotle, Meyerhold, Meisner, Strasberg, Artaud, Grotowski, and Brecht.

**VISUAL ARTS**

**Studio Art I** 915000
Grade 11 1 Elective credit
*Pre-requisite: None*
Students study many styles, topics, and techniques using a wide variety of media with the intention of receiving a breadth of knowledge from which to develop their own personal style. Emphasis is on basic skills development, self-expression and experimenting with materials and techniques. Students focus on art production using two- and three-dimensional media and building upon their prior studio experience. A portion of class time is devoted to improvement of basic drawing and design skills. The students begin developing a body of work to use for their portfolio. Students utilize the language of the visual
analyze and critique these artistic styles in architecture, sculpture, painting, and other art media. Part of the course is also devoted to art appreciation. Students develop skills in evaluation and judgment through increased knowledge of the range of media, techniques, and stylistic approaches utilized by artists. Students will study aesthetics and criticism, in addition to art history. They will learn to analyze, interpret, and judge.

James Madison University dual-enrollment credit available at student’s own expense (GARTH 206, 3 credits)

Art Craft and Skills Wkshops I/II 916300/916400
Grade 11-12 1 Elective credit
Pre-requisite: None
Students will specialize in exploration of specific media and techniques through study with guest professional artists who are willing to share their knowledge and skills with them. Students will be offered two- and three-dimensional topics on a six to eight week basis. Classes may be taught at SVGS or may be taught at studio spaces in the community. By working with professional artists, students will learn about the career of an artist and the experience of working in the art world. The students also receive an in-depth studio experience in which experimentation, exploration, and individual development are encouraged.

Valley Career and Technical Center

Valley Career and Technical Center (VCTC), located in Fishersville, Virginia, is an integral part of the public school systems of Augusta County, Staunton, and Waynesboro. It provides an extension of curricula for the seven feeder high schools of Buffalo Gap, Fort Defiance, Riverheads, Robert E. Lee, Stuarts Draft, Waynesboro, and Wilson Memorial. Through the Center, expanded opportunities are provided for those high school students who elect to apply for enrollment in a VCTC program related to their chosen career objective. The center strives to provide high school students with basic technical skills, knowledge, and techniques for a wide variety of career pathways.

Transportation to and from VCTC is provided by public school buses. Students traveling on these buses are expected to conduct themselves as mature young men and women and to adhere to state and local rules, regulations, and laws. Students desiring to enroll at VCTC must show a genuine interest in the area of study. Interest and positive attitudes are extremely important to a student’s success in technical training and his or her future success in finding employment. Any student interested in enrolling in a VCTC course should discuss this matter as soon as possible with his or her home school counselor. Application and in some cases, an interview, is required for admission. All VCTC courses are open to males and females, and there is no discrimination during the
HIGH SCHOOL COURSE DESCRIPTIONS

selection process on the basis of sex, race, color, creed, national origin, or disability.

VCTC presently offers the following courses. Offerings are subject to change from year to year. Students have some costs for various supplies and/or tools in each of the following courses, including an instructional fee.

Valley Career and Technical Center offerings are listed on the web at http://www.valleytech.us. Valley Technical Center courses grant one and one-half units of credit per semester.

VCTC has developed a Program Guide students can consult for comprehensive course/program information; this section is intended to provide an overview of the VCTC Program Guide.

AGRICULTURE

Horticulture Sciences 803400
Grades 11-12 1½ Elective credit
In this course, students apply the scientific principles and develop the necessary skills, habits, and attitudes for entry-level employment and advancement in areas such as floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. They receive instruction in using soil and other plant-growing media and in identifying, propagating, and growing horticultural plants in the greenhouse and land laboratory. Instruction is provided in safety practices and leadership development.

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations; biology; decimals, fractions, and ratios; and measurement.

Career Opportunities: Arborculturalist/Tree Surgeon, Florist, Gardener, Garden Manager, Horticultural Journalist, Ornamental Plant Grower, Park Ranger, Plant Breeder/Geneticist, Soil Scientist

Greenhouse Plant Production & Mgt 803500
Grades 11-12 1½ Elective credit
Students enrolled in this course learn the procedures for operating a commercial greenhouse. Units of instruction include developing plant production facilities, science application in plant production, and identification of plants. Business management and marketing skills are emphasized to prepare students for careers in the greenhouse plant production and management industry.

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations; decimals, fractions, and ratios; and measurement.

Career Opportunities: Greenhouse Worker, Plant Breeder, Plant Propagator, Greenhouse Salesperson, Quality Control Specialist, Business Manager, Business Owner

BUSINESS AND INFORMATION TECHNOLOGY

COMPUTER NETWORKING SOFTWARE OPERATIONS
1-YEAR PROGRAM
This course teaches students the skills needed to obtain entry-level home network installer jobs. It also helps students to develop some of the skills needed to become network technicians, computer technicians, cable installers, and help-desk technicians. It provides a hands-on introduction to networking and the Internet, using tools, and hardware commonly found in home and small business environments. Labs include PC installation, internet connectivity, wireless connectivity, file and print sharing, and the installation of game consoles, scanners, and cameras.

Program Course(s):
Computer Network Software Operations 865000
Grades 11-12 (36 weeks) 3 Elective credits
Industry certification available: Network+ Certification Exam

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English and Math SOLs, as well as a keyboarding course.

Career Opportunities: Network Administration, Network Specialist, Network Design, Web Design, Telecommunication, Help Desk Technician

EDUCATION AND TRAINING

VIRGINIA TEACHERS FOR TOMORROW
1-YEAR PROGRAM
Virginia Teachers for Tomorrow (VTfT) fosters student interest in, understanding of, and appreciation for the teaching
profession, and allows students to explore careers in education. Students build a foundation for teaching; learn the history, structure, and governance of the profession; apply professional techniques in the VTTF classroom; and reflect on their teaching. A highlight of the program is that students participate in an externship in which they assist in an actual classroom setting (elementary, middle school, or high school) of their choice.

Program Course(s):
Virginia Teachers for Tomorrow 906200
Grade 12 1½ Elective credit
Prerequisite: Minimum 2.7 GPA

Industry certification available: NOCTI Credentialing Exam.

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English and Math SOLs, have taken and passed college preparatory classes, and have an overall GPA of 2.7 or better.

Career Opportunities: Teacher’s Aide, Classroom Teacher, Athletic Coach, Corporate Trainer, School Counselor, Principal, District or State Administrator

FAMILY AND CONSUMER SCIENCES

Introduction to Culinary Arts 825000
Grades 9-12 1½ Elective credit
Prerequisite: None
Introduction to Culinary Arts provides students with opportunities to explore career options in the food service industry. Students investigate food safety and sanitation; explore culinary preparation methods; practice basic culinary skills; explore diverse cuisines and service styles; investigate nutrition and menu development; and examine elements of food service economies.

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations; decimals, fractions, and ratios; and measurement.

Career Opportunities: Waiter/Waitress, Prep Cook, Short Order Cook, Line Cook, Chef, Shift or Restaurant Manager

CULINARY ARTS

2-YEAR PROGRAM
This program provides students with the principles of food preparation and presentation, the care and proper use of restaurant equipment, industry standard quality standards, and sanitation procedures. Upon successful completion of the ProStart program, students are prepared to obtain immediate employment or to further their professional training toward a rewarding career in the food service industry. Students focus on ensuring sanitation and safety standards and also have the opportunity to become ServSafe certified through the National Restaurant Association. Students build their career portfolio by learning leadership skills, participating in service projects, traveling to conferences and competitions, and getting involved in the community through participation in SkillsUSA. Opportunities for dual enrollment are available to students in the Culinary Arts program.

Program Course(s):
Culinary Arts I 827500
Grades 10-11 3 Elective credits
Prerequisite: None

Credential available: ProStart I Credentialing Exam

Culinary Arts II 827600
Grades 11-12 3 Elective credits
Prerequisite: Culinary Arts I

Credential available: ProStart II Credentialing Exam

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations; decimals, fractions, and ratios; and measurement.

Career Opportunities: Waiter/Waitress, Prep Cook, Short Order Cook, Line Cook, Chef, Shift or Restaurant Manager

HEALTH AND MEDICAL SCIENCES

DENTAL ASSISTANT
1-YEAR PROGRAM
The Dental Assistant program allows students to prepare to enter into one of the fastest growing occupations in the nation. In this one-year program, students will obtain a Dental Assistant Certificate which will enable them to obtain an entry-level position in a dental practice. Using a hands-on approach along with dental theory, students will learn seating and positioning of patients; oral evaluation procedures; basic tray set-ups; passing of dental instruments; dental sterilization; taking, pouring and trimming alginate impressions; coronal polishing procedures; and radiology theory. Students will receive training in First Aid and CPR.

Program Course(s):
Dental Assistant I 832800
Grade 11-12 1½ Elective credit

Dental Assistant II 832900
Grade 11-12 1½ Elective credit
Prerequisite: Dental Assistant I

Credential available: NOCTI Credentialing Exam
Recommended prior coursework or experience with: Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations and measurement.

Career Opportunities: Dental Hygienist, Dental Laboratory Technician, Dental Sales, Dental Office Manager, Administrative Assistant, Dental Assistant

**EMERGENCY MEDICAL TECHNICIAN - BASIC**

1-YEAR PROGRAM

Emergency Medical Technicians are part of one of the three public safety divisions (EMS, Fire, and Law Enforcement). Their job includes the daily routine of dealing with crisis, trauma, hazardous materials, illness, injuries, and the training to handle mass casualty situations, disaster management, and terrorism awareness. The work they do often means the difference between life and death. Although the job can be stressful, EMTs and paramedics enjoy the challenge and excitement of their jobs and view them as an opportunity to make a real difference. This one-year program meets the sequential elective requirement. Juniors who successfully complete the EMT-B may be invited to return as a senior for EMT II (#8335).

**Program Course(s):**

- **Emergency Medical Technician I**
  - Code: 833300
  - Grades 11-12
  - 1½ Elective credit
  - **Prerequisite:** State requirement that student be 16 years of age the first day of class

- **Emergency Medical Technician II**
  - Code: 833400
  - Grades 11-12
  - 1½ Elective credit
  - **Prerequisite:** Emergency Medical Technician I; State requirement that student be 16 years of age the first day of class

Credential available: EMT B Certification

Recommended prior coursework or experience with: Prospective students should have passed the 8th-grade English, 8th-grade Math, and Biology SOLs.

Career Opportunities: City, State, & Federal Fire
Departments; Private & Hospital-based Transport Services; Industry Clinics; Hospital Emergency Departments & Clinics

**Introduction to Health & Med Sciences**

- Code: 830200
- Grades 10-12
- 1½ Elective credit
- **Prerequisite:** None

This course introduces the student to a variety of health care careers and develops basic skills required in all health and medical sciences occupations. The course is designed to help students understand the key elements of the U.S. health care system; basic health care terminology; the anatomy and physiology of each body system pathologies; diagnostic and clinical procedures; and the fundamentals of traumatic and medical emergency care. In addition, instruction includes the basics of medical laboratory procedures, pharmacology fundamentals, biotechnology concepts, and communication skills essential for providing quality patient care.

Recommended prior coursework or experience with: Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations; decimals, fractions, and ratios; and measurement.

Career Opportunities: Home Health Assistant, Nursing Assistant, Personal Care Assistant, Registered Nurse, Physician’s Assistant, Orderly, Resident Care Aide, Practical Nurse, Nurse Practitioner, Physician

**NURSE AIDE**

1-YEAR PROGRAM

The Nurse Aide program provides students with basic health career skills. The skills include bathing patients, moving and lifting patients, taking and recording vital signs, feeding patients, and assisting with activities of daily living. Students are given the opportunity to qualify for Virginia State Board Certification testing to obtain their Certified Nursing Assistant (CNA).

**Program Course(s):**

- **Nurse Aide I**
  - Code: 836000
  - Grades 11-12
  - 1½ Elective credit
  - **Prerequisite:** Students must have successfully completed Biology before enrolling in Health Careers. Each student will need to contact his/her physician, pediatrician, or health care clinic in order to receive a two-step PPD, which is a requirement due to clinical rotations in the health care setting.

- **Nurse Aide II**
  - Code: 836200
  - Grade 12
  - 1½ Elective credit
  - **Prerequisite:** Nurse Aide I

Credential available: Nurse Aide Certification (CNA) (Virginia Board of Nursing)

Recommended prior coursework or experience with: Prospective students should have passed the 8th-grade English, 8th-grade Math, and Biology SOLs, and have experience with charting and graphing, algebra, and basic chemistry.

Career Opportunities: Home Health Assistant, Nursing Assistant, Personal Care Assistant, Orderly, Resident Care Aide

**PRACTICAL NURSING**

18-MONTH PROGRAM

The Board of Nursing of the Commonwealth of Virginia accredits this 18-month program. Upon successful completion of this program and passing a national computer examination (also known as NCLEX), students are qualified as licensed practical nurses or LPNs. First year students learn the basic scientific principles of the structure and function of the human
body; principals of nutrition; essentials of drug therapy, which includes dosage computations; nursing fundamentals and skills; professionalism; and core concepts of nursing, such as nurse-patient relationships, safety and infection control, growth development, and essential bedside skills.

Program Course(s):

*Practical Nursing I 835700
Grade 12 1½ Elective credit
The first year of the program concludes with a 40-hour clinical experience in the long-term care setting.

*Practical Nursing II 835800
Grade 12 1½ Elective credit
Prerequisite: Practical Nursing I
The second year includes class and clinical experiences in acute care/hospital setting, pediatrics, maternal/child health, mental health, geriatrics, and community health. Students must successfully complete 400 clinical hours in these various settings to be eligible for licensure.

Credential available: Licensed Practical Nurse (NCLEX)

Recommended prior coursework or experience with:
Prospective students must have passed the NLN Entrance Examination, and have successfully completed high school biology, chemistry, algebra, and higher level math and science courses.

Career Opportunities: LPNs typically find employment in nursing homes, clinics, and doctor offices.

VETERINARY ASSISTANT
2-YEAR PROGRAM
The Veterinary Assistant program introduces students into the field of veterinary science. Students will explore various careers in veterinary science and learn specific skills as a veterinary assistant. This class teaches small and large animal health care and how to assist the veterinarian with routine examinations, covering such areas as proper feeding and nutrition, animal grooming, administering medication, understanding disease and prevention, safe animal handling, and facility maintenance. This program can provide the skills essential for becoming a veterinary assistant or can prepare the student for further study in the veterinary field. Students work in both a lab and a classroom setting. They will work with live animals on a daily basis.

Program Course(s):

Veterinary Assistant I 831000
Grades 10-12 3 Elective credits

Veterinary Assistant II 831100
Grades 11-12 3 Elective credits
Prerequisite: Veterinary Assistant I
Credential available: NOCTI Credentialing Exam

2016-2017

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English 8th-grade Math, and Biology SOLs, and have experience with basic math operations, measurement (standard and metric), and ratios/proportions.

Career Opportunities: Veterinary Assistant, Veterinary Technician, Laboratory and/or Animal Shelter Caretaker, Kennel Attendance, Groomer

TRADE AND INDUSTRIAL EDUCATION

AUTO BODY TECHNOLOGY
2-YEAR PROGRAM
The Auto Body Technology program provides training in collision repair and automotive construction, frame/wheel alignment, body panel repair, flexible parts repair and refinishing, fiberglass repair, interior trim and glass replacement, MIG welding, urethane refinishing, base coat/clear coat refinishing, custom painting, spot and panel repairs, restoration, and estimating. Upon completion of the program, students will be able to correctly analyze all types of body damage and to restore vehicles to their original appearance.

Program Course(s):

Auto Body Technology I 867600
Grades 11-12 3 Elective credits
Prerequisite: None
First year students focus on topics such as how to sand, apply body putty, finish and polish a car, mask and paint a car, repair small dents, weld, and work with fiberglass.

Auto Body Technology II 867700
Grades 11-12 3 Elective credits
Prerequisite: Auto Body Repair I
Second year emphasizes framework according to I-CAR and ASE standards, color matching, and estimating repair costs.

Credential available: NOCTI Credentialing Exam

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations such as fractions and ratios, metric measurement and fluid measurement, and estimating.

Career Opportunities: Auto Body Repair & Restoration, Unibody Specialist & Assistant, Refinishing Specialist & Assistant, Automotive Graphics Specialist, Claims Adjuster, Vehicle Prep Person, Frame Specialist & Assistant, Parts Specialist & Assistant

AUTOMOTIVE TECHNICIAN
2-YEAR PROGRAM
The Automotive Technology program provides a thorough understanding of automotive fundamentals and the skills needed to inspect, diagnose, repair, or make adjustments to
vehicles. Upon completion of the program students will have a broad base work with electronic diagnostic equipment and computer-based technical reference materials. Emphasis will be placed on maintenance and of knowledge on the workings and interactions of vehicle components as well as the ability to Light Repair-G, ASE Certificate preparation, and Motor Vehicle Safety Inspection Licensure throughout all phases of this program. Students also work to complete S/P2, Safety Training for the Automotive Industry. Students will receive OSHA training as well as EPA Certification as part of the S/P2 training.

**Program Course(s):**

**Automotive Technician I**
Grades 11-12  
**Prerequisite:** None  
In the first year, 60% of the class time is allocated to automotive theory in the classroom and 40% to shop/laboratory work.

**Automotive Technician II**
Grades 11-12  
**Prerequisite:** Automotive Technology I  
The second year is comprised of 30% automotive theory and 70% hands-on laboratory/shop work, and training is geared toward achieving ASE Certification.

Credential available: ASE Student Certification

Recommended prior coursework or experience with: Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operation, decimals to the thousandths place, metric measurement, fluid measurement, and estimating.

Career Opportunities: Alignment Specialist, Auto Technician, Brake Specialist, Exhaust & Emissions Control Specialist, Service Writer, Service Technician, Auto Parts Specialist

**CABINETMAKING**  
**1-YEAR PROGRAM**

Students learn workshop and tool safety and employability skills as they practice reading blueprints; estimating and selecting materials; cutting and shaping stock; assembling, fastening, and installing components; and finishing surfaces. The technical, problem-solving, design, and creative skills learned in Cabinetmaking can be applied to any number of industries well beyond construction trades and professions, and can prepare students for lifelong learning and success.

**Program Course(s):**

**Cabinetmaking I**
Grades 9-12  
**Prerequisite:** None

**Cabinetmaking II**
Grades 9-12  

**COMPUTER SYSTEMS TECHNOLOGY**  
**1-YEAR PROGRAM**

This program prepares the student for the CompTIA A+ Certification, which is an entry-level certification for the IT industry. A combination of on-line curriculum and hands-on labs are used. Students learn how hardware and software work together; how to disassemble/reassemble computer systems; and how to troubleshoot hardware, software, and various computer peripherals, including printers and laptops. Students are introduced to networking and create network cables, peer-to-peer networks, and shared files and printers. Students learn...
how to design and install networks, configure routers, configure switches, subnetting, setting up VLANs, and security on wired and wireless networks.

**Program Course(s):**

**Computer Systems Technology I**  862200  
Grades 10-12  1½ Elective credit  
**Prerequisite:** None

Credential available: CompTIA A+ Certification Exam

**Computer Systems Technology II**  862300  
Grades 10-12  1½ Elective credit  
**Prerequisite:** Computer Systems Technology I  
Credential available: CompTIA A+ Certification Exam

Recommended prior coursework or experience with: Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations, measurement, and physical science.

Career Opportunities: Network Administration, Network Specialist, Network Design, Web Design, Telecommunication, Help Desk Technician

**COSMETOLOGY**

**2-YEAR PROGRAM**
The Cosmetology program, regulated by the Virginia State Board of Cosmetology, is a competency-based program which prepares students to take the state examination to become licensed cosmetologists. This examination has both a written component and a practical demonstration of basic cosmetology tasks. In addition to laboratory and hands-on instruction, students learn sanitation and hygiene, anatomy, physiology, and recognition of skin and scalp ailments.

**Program Course(s):**

**Cosmetology I**  852700  
Grades 11-12  3 Elective credits  
**Prerequisite:** None  
First year students spend 50% of class time in theory and 50% in lab/hands-on activities.

**Cosmetology II**  852800  
Grades 11-12  3 Elective credits  
**Prerequisite:** Cosmetology I  
Second year students continue to prepare for the state board exam and become a licensed Cosmetologist.

Credential: Cosmetology License from Virginia Board of Barbers and Cosmetology

**Recommended prior coursework or experience with:**  
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations, decimals and fractions, and technical vocabulary.

**CRIMINAL JUSTICE**

**1-YEAR PROGRAM**
The Criminal Justice program is designed to provide students with a wide variety of skills and knowledge necessary to enter one of the many employment areas associated with criminal justice. Students will be provided an overview of the American criminal justice system. In addition to practical experiences, training is provided in both CPR and Basic First Aid. Students may also receive their Incident Command Certificate. **Opportunities for dual enrollment are available to students in the Criminal Justice Program.**

**Program Course(s):**

**Criminal Justice I**  870200  
Grades 11-12  1½ Elective credit  
**Prerequisite:** None

**Criminal Justice II**  870300  
Grades 11-12  1½ Elective credit  
**Prerequisite:** Criminal Justice I

Credential available: NOCTI Credentialing Exam

**Recommended prior coursework or experience with:**  
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations, standard and metric measurement, report writing, and reading comprehension.

Career Opportunities: DEA, Police Departments, Private Security, Criminal Law, Private Law Practice, Secret Service, Sheriff’s Department, Private Investigation, Corrections, NCIS, Homeland Security, State Police Agencies, Forensic Investigation, FBI, Juvenile Services

**DIESEL EQUIPMENT TECHNOLOGY**

**2-YEAR PROGRAM**
This program offers instruction in diesel engine overhaul and fuel, mechanical, and electronic injection systems. Other topics covered include the maintenance and repair of air brakes, power trains, electrical, and hydraulic systems. During this two-year program, students will be provided instruction in the eight areas on which ASE heavy-duty truck certification tests are based. **Opportunities for dual enrollment are available to students in the Diesel Technology program.**

**Program Course(s):**

**Diesel Equipment Technology I**  861300  
Grades 11-12  3 Elective credits  
**Prerequisite:** None  
First year students receive instruction in the proper use of hand tools and shop tools, fasteners, hydraulics, preventative maintenance and the repair and rebuilding of diesel engines.
### Diesel Equipment Technology II

**861400**

**Grades:** 11-12  
**3 Elective credits**

**Prerequisite:** Diesel Equipment Technology I

Second year students are instructed in diesel fuel systems, electrical and electronics systems, air conditioning, and power trains.

**Credential available:** ASE Student Certification & NOCTI Credentialing Exam

**Recommended prior coursework or experience with:**  
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations, decimals to the thousandths place, fractions, metric measurement, fluid measurement, and computer operations.

**Career Opportunities:** Bus Mechanic, Diesel Mechanic, Fleet Mechanic, Heavy Equipment Field Mechanic, Inspector

### ELECTRICITY

**2-YEAR PROGRAM**

This program provides a foundation for students who want a career in one of the many aspects of electrical work. The program begins with basic electrical theory for AC (alternating current), power generation and distribution for both residential and commercial installations, and inside and outside wiring methods. Studying and understanding the National Electrical Code is an integral part of all instruction. Training is provided in both CPR and First Aid.

**Program Course(s):**

#### Electricity I

**853300**

**Grades:** 11-12  
**3 Elective credits**

**Prerequisite:** None

First year focuses primarily on residential wiring and National Electrical Coding studies, as well as familiarization with electrical tools, equipment, volt/ohm/ammeters, etc. Students should expect 50% classroom instruction and 50% shop work.

#### Electricity II

**853400**

**Grades:** 11-12  
**3 Elective credits**

**Prerequisite:** Electricity I

Second year focuses on commercial and industrial wiring and troubleshooting, as well as on-site maintenance of school lighting and power systems. Students also complete the OSHA 10-hour construction safety program.

**Credential:** NOCTI Credentialing Exam

**Recommended prior coursework or experience with:**  
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations, measurement, and understanding scales.

**Career Opportunities:** Electrician, Control Electrician, Industrial Electrician, Journeyman Electrician, Maintenance Electrician, Qualified Craft Worker

### FIRE FIGHTER

**1-YEAR PROGRAM**

Students will learn about the exciting field of public safety and working closely with the area fire and rescue departments. At the end of the course, students meeting all of the state requirements and passing the state exams will be certified at the Firefighter I; Firefighter II; First Aid/CPR; Hazardous Materials Operations; NREMT-Basic; and ICS 100, 200, 700, and 800 level. Students must be 16 years of age by September 1st of the year they enroll. Students will also become proficient in the use of ropes, ladders, hoses, nozzles, and personal protective equipment, to include self-contained breathing apparatus and fire extinguisher use. In addition, students will learn the procedures for forcible entry and making rescues. This course will involve fire suppression techniques to include salvage and overhaul. Throughout this course students will be learning the physics and chemistry of fire, building construction, fire detection systems, and proper communications.

**Program Course(s):**

#### Firefighting I

**870500**

**Grades:** 10-11  
**1½ Elective credit**

**Prerequisite:** Due to the strenuous activity involved in Fire Fighter, all students will need to complete a physical exam with a physician using a VCTC form. This physical must be completed by August 1. Students who are not recommended for entry by a physician will not be able to enter this program. Also, students must be 16 years old on the first day of class (no exceptions). Students must have completed English 10 with a grade of “C” or above.

#### Firefighting II

**870600**

**Grades:** 10-11  
**1½ Elective credit**

**Prerequisite:** Due to the strenuous activity involved in Fire Fighter, all students will need to complete a physical exam with a physician using a VCTC form. This physical must be completed by August 1. Students who are not recommended for entry by a physician will not be able to enter this program. Also, students must be 16 years old on the first day of class (no exceptions). Students must have completed English 10 with a grade of “C” or above.

**Credential available:** Firefighter I and II Certifications

**Recommended prior coursework or experience with:**  
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations, chemistry, physics, and measurements.

**Career Opportunities:** City, State, & Federal Fire Departments; Private Fire Contractors/Private Industry

### HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION

**2-YEAR PROGRAM**

This program provides training for a career in heating and air conditioning fields. Coursework will include learning the basic heating and cooling cycles, basic electricity (including...
HIGH SCHOOL COURSE DESCRIPTIONS

Program Course(s):
Heating, Ventilation, Air Conditioning & Refrigeration I
Grades 11-12  3 Elective credits
Prerequisite:  None

Heating, Ventilation, Air Conditioning & Refrigeration II
Grades 11-12  3 Elective credits
Prerequisite:  Heating, Ventilation, Air Conditioning, and Refrigeration I

Credential available:  EPA Core Exam/Technician Universal Certification, NOCTI Credentialing Exam

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations, fractions, and reading graphs and charts.

Career Opportunities:  Plant Maintenance Worker, Supply Salesperson, HVAC Technician, Heating Mechanic, Engineering Laboratory Technician, Mechanical Engineer Technician

MASONRY
1-YEAR PROGRAM
This one-year program provides a complete overview of the principles of masonry. Topics covered include the proper use, care, and handling of tools and machines, equipment, and materials found in the masonry trade. Students will learn to lay brick and block, build footings and foundations, do straight wall work and corner building, build arches and columns, plan and build fireplaces and chimneys, and read blueprints. Students will also learn ornamental brickwork, layout work, building footings, foundations, chimneys, and fireplaces. Instruction is also given in blueprint reading and in the principles of trade technology.

Program Course(s):
Masonry I  851200
Grades 11-12  1½ Elective credit
Prerequisite:  None

Masonry II  851300
Grades 11-12  1½ Elective credit
Prerequisite:  Masonry I

Program Course(s):
Precision Machining Technology I  853900
Grades 11-12  3 Elective credits
Prerequisite:  None

Precision Machining Technology II  854000
Grades 11-12  3 Elective credits
Prerequisite:  Precision Machining Technology I

Credential available:  NOCTI Credentialing Exam

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations, decimals and fractions, measurement, performing simple equations, and working within precise limits or standards of accuracy.

Career Opportunities:  Machine Operator, Machinist, Tool & Die Maker, Quality Control Specialist, CNC Operator, CNC Programmer, Manufacturing Engineer

SMALL ENGINE TECHNOLOGY
1-YEAR PROGRAM
Students in Small Engine Technology learn to safely maintain and repair small internal-combustion engines used on portable power equipment such as lawnmowers, string trimmers, rotary tillers, outboard engines, and other two- and four-cycle engines. Students learn to diagnose and service manual starting systems, ignition systems, cooling systems, and exhaust systems.
**HIGH SCHOOL COURSE DESCRIPTIONS**

**Program Course(s):**

**Small Engine Technology I**
- Course Code: 872500
- Grades: 9-12
- Credit: 1½ Elective credit
- **Prerequisite:** None

**Small Engine Technology II**
- Course Code: 872600
- Grades: 9-12
- Credit: 1½ Elective credit
- **Prerequisite:** Small Engine Technology I

**Credential available:** NOCTI Credentialing Exam

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations (such as fractions and ratios), metric measurement, fluid measurement, and estimating.

**Career Opportunities:** Small Engine Mechanic, Outdoor Power Equipment Mechanic, Motorcycle Mechanic, Small Engine Parts Sales Associate, Outdoor Power Equipment Sales Associate

**WELDING**

**2-YEAR PROGRAM**
This program provides students with the opportunities to develop a variety of skills in welding, metal work, and other aspects of the metal trades. Laboratory experiences include layout work using a variety of measuring devices, cutting, drilling, framing, and blueprint reading. In the classroom students will learn metallurgy as it relates to welding.

**Program Course(s):**

**Welding I**
- Course Code: 867200
- Grades: 11-12
- Credit: 3 Elective credits
- **Prerequisite:** None

In the first year, students will complete a variety of metal projects using Arc and oxyacetylene welding techniques.

**Welding II**
- Course Code: 867300
- Grades: 11-12
- Credit: 3 Elective credits
- **Prerequisite:** Welding I

In the second year, the emphasis will be placed on Mig and Tig welding and completing various projects using these techniques. Students will be encouraged to work on welding certifications throughout the second year, including plate and pipe certifications in Mig, Tig, and stick welding.

**Credential available:** NOCTI Credentialing Exam

Recommended prior coursework or experience with:
Prospective students should have passed the 8th-grade English and Math SOLs, and have experience with basic math operations, decimals and fractions, measurement, performing simple equations, and working within precise limits or standards of accuracy.

**Career Opportunities:** Welder, Supervisor, Shop Owner, Pipe Fitter, Salesperson, Engineer, Inspector, Instructor