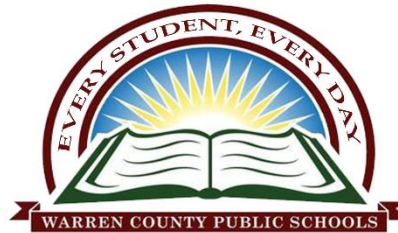
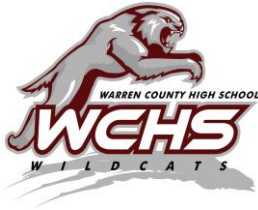


# Warren County Public Schools



## 2022-2023 PROGRAM OF STUDIES Grades 6-12

This Program of Studies booklet has been prepared to provide you with pertinent information related to scheduling guidelines and available course options. The regulations and course descriptions will assist you in preparing a schedule for the upcoming school year and in planning a personalized plan of studies for the future.

#### MISSION STATEMENT

*We will empower everyone to achieve excellence by sparking inspiration and learning through innovation.*

#### VISION STATEMENT

*“Learning through Inspiration, Engagement, Empowerment and Innovation – Every Student Every Day”*

#### CONTINUOUS NOTICE OF NONDISCRIMINATION

The Warren County Public Schools and its Career and Technical Education Programs do not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and, if applicable, provides equal access to the Boy Scouts and other designated youth groups.

#### Warren County Schools

##### **Skyline High School**

151 Skyline Vista Drive  
Front Royal, VA 22630  
Phone: 540-631-0366  
Danelle Sperling, Principal  
Tamera VanEtten, School Counseling Director  
Grades 9-12

##### **Warren County High School**

155 Westminster Drive  
Front Royal, VA 22630  
Phone: 540-635-4144  
Ken Knesch, Principal  
Lesley Detweiler, School Counseling Director  
Grades 9-12

##### **Blue Ridge Technical Center**

280 Luray Avenue  
Front Royal, VA 22630  
Phone: 540-635-7123  
Jane Baker, Coordinator  
Grades 9-12

##### **Skyline Middle School**

600 West 15<sup>th</sup> Street  
Front Royal, VA 22630  
Phone: 540-636-0909  
Robert Johnston, Principal  
Grades 6-8

##### **Warren County Middle School**

1501 Happy Creek Rd  
Front Royal, VA 22630  
Phone: 540-635-2194  
Amy Gubler, Principal  
Karen Plosch, School Counseling Director  
Grades 6-8

##### **Warren County Non-Traditional School**

465 West 15<sup>th</sup> Street  
Front Royal, VA 22630  
Phone: 540-6355422  
Randa Vernazza, Principal

# Warren County Public Schools

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210 North Commerce Avenue  
Front Royal, VA 22630

OFFICE OF THE  
DIVISION SUPERINTENDENT

The Warren County Public Schools Program of Studies for grades 6-12 is a valuable tool in planning for your future. It is important to begin to set goals for your life after graduation from high school. The courses you choose during your school career will determine how well you will be prepared to further your education or enter the world of work. Please choose these courses carefully.

The Program of Studies document contains important information regarding graduation requirements. It explains the number and kinds of credits needed for various diploma options. In addition to specific course offerings and prerequisites, the document states the types of verified credits necessary to meet state standards for graduation.

We strongly encourage you to review this information and consult your parents, school counselor and teachers in planning your course of study. The Program of Studies includes:

- General Information/ Help with Selecting Course
- Information of Special Programs
- Recommended Testing
- Graduation Requirements
- Course Offerings

## General Information

School counselors, teachers and school administrators all influence which courses students choose to take and how they develop interest in future careers; however, parents have the greatest influence on a child's school, career and life choices. The information in this publication should assist in making the educational choices that will best meet diploma requirements while considering the needs and interest of individual students.

### **6<sup>th</sup> through 8<sup>th</sup> Grade Students scheduling at Skyline Middle and Warren County Middle Schools**

Students will pre-register for classes in the spring for the following year. Parent approval and signature must accompany course requests and any changes not due to clerical error.

Requests to add or drop classes after the opening of school are addressed by the principal or his/her designee.

Changing core courses or exploratory courses once the schedule is set is not done without the consent of an administrator.

All schedule changes are subject to teacher recommendations, course rigor, available space, medical evaluations and student performance to date.

All 6th-8th grade students must take **English, Math, Science and Social Studies. Standards of Learning Tests are administered in Reading and Math in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades.** In addition, **SOL tests in Civics, Science and Writing are administered in the 8<sup>th</sup> grade.**

Algebra I will be offered on a full year schedule for those students who are academically ready as determined by multiple criteria.

6th-8th grade students will experience a variety of exploratory classes. These classes will be offered on a 9 week rotation for sixth graders and on a semester rotation for seventh and eighth graders. Please refer to the program of studies for the listing and descriptions of exploratory course offerings

Band and Chorus are offered on a full-year schedule to 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students. There is also a partial year exploratory option for students who wish to explore band or chorus but are not ready to commit to a full year program.

### **9-12 Grades Scheduling**

Every student makes a tentative plan to achieve a diploma. Each year students review and revise the plan as they make decisions about courses needed for the next school year.

Students will be in a 4x4 block schedule at Skyline and Warren County High Schools. Students will take 4 classes during 1<sup>st</sup> semester and 4 classes during 2<sup>nd</sup> semester.

When choosing electives, students must make first, second, and third choices in case of a scheduling conflict. Any elective course that does not have sufficient enrollment or sufficient funding will be cancelled. An alternate choice must be made.

Students should carefully review the course descriptions in this booklet and share the information with parents. If parents have questions about the courses or student selections, the guidance office should be contacted

### **Schedule Changes**

Students are expected to carefully select their courses and to follow their selections. In special situations, individual requests for changes will be reviewed. Changes will not be made if the result causes the maximum class size to be exceeded. Students will not be permitted to add a class after school has been in session for one week without the principal's approval. Requests for teacher changes will be considered only in cases where the student is assigned to repeat work with a teacher under whom they have previously failed. Final approval rests with the principal.

### **Honor Graduates**

Students have the opportunity to receive the following recognition at graduation:

- Honors Graduate: Any student obtaining a 3.5 to a 3.99 grade point average (GPA) .
- Distinguished Honors Graduate: Any student obtaining a 4.0 grade point average (GPA) or higher.

Seniors will continue to be ranked, but there will be no Valedictorian or Salutatorian.

### **Class Rank**

Class rank is based on grade point average (GPA) determined by adding the grade points for classes attempted and dividing by the number of classes attempted.

- Class Rank includes all courses for which credit was earned or could have been earned in grades 8-12. Dual Enrolled courses taken on campus at LFCC will only be included if the course(s) is being used for High School Diploma requirements.
- When a course is repeated, both grades attained are included in the ranking.
- Students are ranked at the beginning of senior year and at the end of the year prior to graduation.
- If a student withdraws from a course **before** the end of the first 9 week grading period, the course and grade are not recorded on the scholastic record. If a student withdraws from a course **after** the end of the 9 week grading period, the grade will be recorded as a WD. A WD has no point value and is the equivalent of an F. It will be figured in determining the student's grade point average and class rank. See Withdrawal from Course section in this document.

### **Activity and Athletic Participation**

All students are eligible for athletic participation during their first semester of 9<sup>th</sup> grade. In order to be eligible to participate in any Virginia High School League competition, a student with a 4x4-block schedule must be currently passing 3 of 4 classes during the semester and have had passed 3 of 4 classes the previous semester to participate in sports. Otherwise the student must be currently enrolled in five subjects for credit or the equivalent, and have passed five subjects for credit or the equivalent the previous semester in a school with a 7 period day. Students are cautioned about dropping courses without obtaining counseling. One dropped course may make you ineligible for participation. It is important for student athletes to understand course and credit requirements. Please make sure to schedule an appointment with your counselor before making any course or credit changes.

Any current sophomore, junior, or senior who wishes to participate in intercollegiate athletics at an NCAA Division I or II college or university should register with the NCAA Clearinghouse. Registrants may access the site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). From the home page, click on “Enter Here” for NCAA college-bound student-athletes, then on the “New Account” link in the upper right corner. From there, they simply follow the prompts. For more detailed directions visit: [http://fs.ncaa.org/Docs/eligibility\\_center/Student\\_Registration\\_Info/RegistrationWebsiteGuideforPSA.pdf](http://fs.ncaa.org/Docs/eligibility_center/Student_Registration_Info/RegistrationWebsiteGuideforPSA.pdf) or see your school counselor for a print version of this guide.

### **Report Cards**

Students receive report cards four times each year. They are issued approximately one week after the end of each nine weeks grading period. Report cards are accessed electronically through Parent Access on PowerSchool.

### **Promotion and Credit Information\***

A student must have earned the minimum number of credits listed below to be promoted to the next grade. A student’s grade level is not subject to change during the school year.

- Grade 6 – Received as a student from 5<sup>th</sup> grade
- Grade 7 – Pass English, Math and any two (2) other courses
- Grade 8 – Pass English, Math and any two (2) other courses
- Grade 9 – Freshman – Pass English, Math and any two (2) other courses
- Grade 10 – Sophomore – Must have earned four (4) credits, including English 9
- Grade 11 - Junior – Must have earned ten (10) credits, including English 10
- Grade 12 - Senior – Must have earned fifteen (15) credits, including English 11

*\*Information subject to change upon approval of a revised instructional priority objectives policy.*

### **Ninth Grade Status**

Students must meet the graduation requirements based on when they entered the ninth grade the 1<sup>st</sup> time, according to Virginia regulations.

### **Full Credit for Courses**

Students receive one unit of credit for each 140 clock hour course successfully completed and .5 credit for each 70 clock hour course. This ruling applies to subjects repeated in the summer session as well as to those repeated during a school year.

### **Non-Credit Activity**

A student who serves as a student helper will not receive a credit for that class period.

### **Credits from Outside Skyline High School or Warren County High School**

Currently enrolled students who wish to take courses for high school credit in locations other than SHS or WCHS (ex. Home School, correspondence, etc.) must obtain prior written approval of the principal. Please see Dual Enrollment information for courses taken at LFCC.

### **Withdrawal from Courses**

A student may withdraw from a course if permission is granted by both the parent and the principal. If the withdrawal occurs **before** the end of the first 9 week grading period, the course and grade will not be recorded on the student’s transcript. If the withdrawal occurs **after** the end of the first 9 week grading period, a withdraw/failing (WD) will be recorded on the transcript. A WD has no point value and is the equivalent of an F and will be figured in determining grade point average and class rank.



### **Repeating Courses Already Passed**

Students who pass a course may repeat it for grade improvement, but duplicate credit will not be given. Both grades will be recorded on the student's scholastic transcript and will be included in computing class rank.

### **Removal of Credits – 8th Grade Only**

Grades and credits earned at the 8<sup>th</sup> grade for high school credit-bearing courses may be omitted from the student's transcript at the parent's request. If the parent wishes, the student may re-enroll in the course for which a grade and credit were deleted. Written requests to omit grades and credits for a high school course taken at Skyline High School or Warren County High School must be submitted to the school counseling office by August 1<sup>st</sup> prior to the 9<sup>th</sup> grade year.

### **Home School Instruction Grades and Credits**

Students who transfer to Warren County Public Schools from home school instruction will receive credits for classes and grades as Pass or Fail; therefore, these grades are not included towards GPA or class rank.

### **Grading Scale for Warren County Middle & Skyline Middle School**

Letter grades are given in all courses taken with the following assigned values:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = Below 60

Exploratory and semester classes receive a P (pass) or F (fail) grade.

### **Grading Scale for Skyline High School and Warren County High School**

Letter grades are given in all courses taken with the following assigned values:

A=90-100      A=4 points

B=80-89      B=3 points

C=70-79      C=2 points

D=60-69      D=1 point

F=Below 60      F=0 points

I=Incomplete      0 points

Driver Education will receive a P (pass) or F (fail) grade.

Incomplete means specific and critical work has not been completed; therefore, a grade cannot be determined. The intention of the "Incomplete" is to offer additional time under reasonable circumstances. An incomplete can be carried through the duration of the course if the teacher has reason to believe the student is willing and able to complete the work. Once the course ends, the teacher will make the best determination of a grade possible without the specific and critical work available.

### **Weighted Grades\***

Courses that are weighted will use a 5 point scale (A=5, B=4, C=3, D=1, F=0) to calculate a student's GPA. All AP courses will receive weighted credit. In addition, LFCC dual enrolled courses that meet the Passport or Uniform Certificate of General Studies requirements and are used to satisfy high school diploma requirements will be given weighted credit. **If you plan to take a Dual Enrolled course at LFCC and would like to receive weighted credit, you must meet with the Director of School Counseling for prior approval.**

*\*Information subject to change upon approval of a revised instructional priority objectives policy.*

### **Academic Letters – Skyline and Warren County High Schools**

Students are eligible for academic letters according to the following criteria:

- The student must have a 3.5 grade point average through the 3<sup>rd</sup> advisory of the school year.
- The student must carry a minimum of 5 classes for the year.
- The student must have no more than 12 absences.\*
- The student must not have had any out of school suspensions.
- The student must not have any discipline referrals.\*\*
- Lord Fairfax Community College grades for the first semester will be included as a separate GPA entity and used in the formula to calculate the 3.5 needed for the award.
- The student may appeal due to extenuating circumstances. The appeal will be reviewed by an appeal committee consisting of Student Government and administration.

\* Appeal may be made for extended medical reasons

\*\* If the student has only one referral, then that student may appeal

### **Subject Load**

Warren County Public Schools' mission is to prepare students for the workforce with marketable skills and/or be ready for the rigor of higher education. To meet this mission, freshman, sophomores, and juniors are scheduled for a full course load, i.e., 8 credits per year.

Seniors are to be scheduled for a minimum of 5 credits per year in order to meet full-time student status.

**Seniors must take courses both semesters of their senior year.**

*\*Information subject to change upon approval of a revised instructional priority objectives policy.*

### **SOL and Verified Credits**

This symbol (**SOL**) indicates that the Virginia Standards of Learning (SOL) test(s) in that subject will be 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.

## **Testing Opportunities for Students**

### **PSAT – Preliminary Scholastic Assessment Test**

During 10<sup>th</sup> and 11<sup>th</sup> grades, students will have the opportunity to take the PSAT. Students benefit by both the practice in taking a national test and early identification of academic strengths and weakness to provide opportunities to improve their scores and to guide in selecting future courses of study. Students can see their progress from the previous years and juniors will enter special scholarship competition such as the National Merit Scholarship Qualifying Test. PSAT measures critical reading, writing and math reasoning skills. This test is administered only in October.

### **ASVAB – Armed Services Vocational Aptitude Battery**

Any 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade students should consider taking the ASVAB if they are considering joining any of the military branches or if they are looking for a career inventory. The ASVAB is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide and is developed and maintained by the Department of Defense. Results of the aptitude test and the interest inventory enable students to evaluate their skills, estimate their performance in academic and vocational endeavors, and identify potentially satisfying careers.

### **SAT I – Reasoning Test**

College bound 11<sup>th</sup> and 12<sup>th</sup> grade students should take the SAT I which measures critical reading, writing and language, and mathematical reasoning. A student should begin taking the test by the spring of the eleventh grade and may repeat the test several times. Most colleges use the highest of the three scores obtained, even if the two scores were earned on separate test sessions. The tests are given several times each year at high schools in our area. Students must register about six weeks in advance of the test. Registration bulletins for the test are available in the guidance office and must be completed on-line at <http://www.collegeboard.com> Students who need assistance with fees to take the test should talk with their counselor.

### **ACT**

Similar to the SAT, ACT measures academic achievement in English, mathematics, reading, and science reasoning. The experience can help students realize they have the skills to perform college-level coursework. The test raises college awareness and exposure among all students. Both the SAT and the ACT tests are optional for many colleges and universities. Whether or not either test is required for admission must be verified with the college or university of your choice.

### **AP – Advanced Placement**

The Advanced Placement Program is often known as “AP”. AP courses allow students the opportunity to do college-level work while they are enrolled in high school. Students who enroll in an AP course should expect extensive reading, writing, and critical thinking activities as a component of course expectations. In the spring, students are expected to take the nationally standardized AP examinations on the designated date. Colleges may award academic credit and/or special placement if a student earns a qualifying score on the exam. Students may take an AP examination, regardless of whether or not they are enrolled in an AP course. A fee is charged at registration. There is financial assistance for eligible students. See your school counselor for information.

## Graduation Requirements

To earn a high school diploma in Virginia, students must earn the required minimum number of units of credit in effect when that student first entered the 9th grade. There are two types of units of credit that a student must earn:

- A standard unit of credit is earned by completing 140 hours of instruction and passing the course.
- A verified unit of credit is earned by passing a course and its related Standards of Learning test, approved substitute test, or local alternative assessment. Students may repeat certain end-of-course tests to earn the verified credit required for graduation.

### DIPLOMAS FOR THE CLASS OF 2022 AND BEYOND

#### STANDARD DIPLOMA

Discipline Area	Standard Credits Required	Verified Credits Required
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History and Social Science	3	1
Health and PE	2	
World Language, Fine Arts, or Career & Tech Ed	2	
Economics and Personal Finance	1	
Electives*	4	
<b>Totals</b>	<b>22</b>	<b>5</b>

#### ADVANCED STUDIES DIPLOMA

Discipline Area	Standard Credits Required	Verified Credits Required
English	4	2
Mathematics	4	1
Laboratory Science	4	1
History & Social Science	4	1
Health and PE	2	
World Language	3	
Fine Arts or Career & Tech Ed	1	
Electives*	3	
Economics & Personal Finance	1	
<b>Totals</b>	<b>26</b>	<b>5</b>

\*Two sequential electives are required. Sequential electives refers to any series of courses in which the content increases or expands in the scope and sequence as students move through the various levels of the courses. For example, Art I and Art II or Welding I and Welding II. See the school counselor for a complete list of sequential offerings.

#### Credit Accommodations for Standard Diploma

Credit accommodations provide alternatives for student 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 courses

An Applied Studies Diploma will be awarded to students with disabilities who complete the requirements of their Individualized Education Program (IEP) and who do not meet the requirements for other diplomas.

For specific course requirements for each type of diploma, consult your child's school counselor.

### **Academic and Career Plans**

By fall of a student's 8<sup>th</sup> grade year an Academic and Career Plan is developed with each student and their parents to show the student's pathway to high school graduation and postsecondary experience. This plan will be started during the student's 7<sup>th</sup> grade year and is reviewed before 9<sup>th</sup> and 11<sup>th</sup> grades to assist with any changes that occur as the student moves through high school.

### **First Aid, CPR, and AED training**

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. This requirement will be met for all students as part of Health and Physical Education 9 curriculum. Students with an Individualized Education Program (IEP) or 504 Plan documenting that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided.

### **Graduation requirements beginning with the 2021-2022 cohort**

Students shall complete an Advanced Placement, honors, or dual enrollment course; or earn a career and technical education credential approved by board guidance on work-based learning; or earn a career and technical education credential approved by the board. The career and technical education credential could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment or the Virginia workplace readiness assessment.

Students shall successfully complete one virtual course, which may be a no-credit-bearing course or a required or elective credit-bearing course that is offered online.

### **Certificate of Program Completion**

Students who do not meet the requirements for any of the available diplomas may be awarded a *Certificate of Program Completion* when they conclude a course of studies approved by the local school board. A Certificate of Program Completion shall be awarded to any student who completes the required units of credit for a diploma as required by the Regulations for Establishing Standards for Accrediting Public Schools in Virginia, but who has insufficient verified units of credit as required by the same.

## **Additional Learning Opportunities and Services**

### **English Learners (EL)**

EL students are required to be assessed by the school division to determine their level of English Language Proficiency (ELP). Parents will be informed of the student's ELP level and placement/services available for the student. Additional information is available from guidance counselors. In some situations, the student may need more than four years to complete credits needed for graduation from high school. The school counselor can advise students and parents about planning the courses needed for graduation.

### **Classroom Driver Education**

Driver Education will be offered as part of Health and Physical Education 10 for Skyline and Warren County High Schools. Driver Education (classroom) covers the required 36 hours of instruction needed to then enroll in a private behind the wheel course. Certificates of completion are presented at the end of the unit.

### **Non-Traditional Education**

The Non-Traditional Education Program is an individualized program designed to address the educational and personal needs of students who may be experiencing academic, behavioral and/or attendance problems in the regular school setting. Courses will be offered from the four core areas of math, language arts, science, and social studies, as well as other coursework as deemed appropriate.

### **Dual Enrollment**

Students may take advantage of a program which allows them to meet the requirements for high school graduation while simultaneously earning college credits. In all cases, students must receive prior written approval by the participating high school and the college for particular courses to be taken. Only those courses that are used for diploma requirements or VHSL eligibility will be recorded on a student's high school transcript and included in class ranking. Students need to speak with their counselors to determine which courses may be used as diploma requirements. **There is a cost for dual enrolled credits. It is the responsibility of the student to pay the tuition rate as set by the college at the time of enrollment.** Limited financial assistance may be available. Please discuss this with the school counselors.

Please note that **LFCC (Lord Fairfax Community College)** will officially become **Laurel Ridge Community College** during the summer of 2022. This change does not affect any of the courses in this document with a LFCC notation attached.

### **Transfer Virginia**

Transfer Virginia is an initiative to provide transparency and access throughout the college transfer process. The state colleges and universities established two programs to ensure consistent transfer and applicability of dual enrollment coursework that satisfies the general education requirements at any Virginia public institution of higher education. Students may pursue the Passport (16 credits) or the Uniform Certificate of General Studies (30 credits) programs in which all courses are transferable.

### **Senior Year Plus Early College Scholars**

The Early College Scholars Program provides a full semester of college credit before graduating from high school. Seniors become Early College Scholars by signing an Early Scholar Agreement. To qualify, a student must:

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

Early College Scholars receive a diploma seal and certificate from the Governor recognizing their achievement.

### **High School Summer School**

Summer School offers repeat courses required for graduation. SOL testing is available during the summer session. Seniors who need to repeat a course to meet graduation requirements may be able to complete it in summer school and receive a diploma in August. Repeat courses are offered at no charge.

### **Gifted/Talented Program**

The Warren County Public Schools Gifted/Talented Program provides services for students who are identified as gifted in grades K – 12. Programs and services are available for students who are gifted in general intellectual aptitude (grades K-12).

Curriculum and instruction is differentiated for identified students in grades 6, 7, and 8. Gifted students are cluster grouped in English and math classes. Students may enroll in the GATE elective.

Students in grades 9-12 may take honors classes, Advanced Placement courses, independent study, or may be dual enrolled in college classes. In addition, they may apply to Mountain Vista Governor's School for Math, Science, and Technology, which serves students in grades 10, 11 and 12. (See below.)

In addition to classes, programs, and activities provided by the local school system, Warren County's identified gifted students have opportunities to participate in other programs sponsored by state, or regional groups. Summer Residential Governor's Schools are statewide programs available to tenth and eleventh grade gifted students. Blue Ridge Environmental Studies Regional Summer Governor's School is available to gifted students in grades five through eight.

### **Mountain Vista Governor's School**

Mountain Vista Governor's School is a regional school for students entering 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade who have the abilities and desire to accept a challenging program of studies that emphasizes science and mathematics. The program engages students in scholarly investigations of the integrated processes of science with research and extended learning opportunities patterned after the activities of scholars and professionals. Students attend Governor's School at Lord Fairfax Community College in the mornings and take classes at their base high school in the afternoons. There is the opportunity to earn college credits each year by taking Advanced Placement exams and/or by receiving dual enrollment credits. Students must participate in an application process and be accepted in order to attend. Once accepted, students may withdraw only at the end of the first semester or at the end of the school year. A limited number of slots are available to each participating school system. Final applications will be due March 1 of each school year. Students may be required to take one or more online courses through their base school in order to fulfill graduation requirements.

MVGS offers two science focus options, Physics/Engineering or Biology/Life Science. Selection of a focus area is made during the 10th grade year, or year one at MVGS.

Prerequisites: Geometry and Algebra II. Biology is highly recommended but not required prior to acceptance at MVGS. Biology is required prior to the end of 10th grade year for the Biology/Life Science focus.

### **The Virtual Academy 2022-2023**

The WCPS Virtual Academy will run through Virtual Virginia. Virtual Virginia offers full-time and part-time online instruction to students throughout the Commonwealth of Virginia. Courses are available in a variety of subject areas, including core academic subjects, world languages, career and technical education (CTE), electives, and AP courses. Each public school student enrolled in VVA retains membership with their enrolling school division. For additional information about Virtual Virginia's program, please visit the following website <https://www.virtualvirginia.org/student-parent-handbooks/> or contact your child's school. In order to enroll your child in the WCPS Virtual Academy through Virtual Virginia, you must contact your child's home school. WCPS will pay the cost of tuition for those students enrolled while space is available.

Students participating in the WCPS Virtual Academy must participate in person in all state assessments applicable to the grade level or course, including fall and midyear Student Growth Assessments and SOL testing. Participation in these assessments in person is a condition of enrollment in the WCPS Virtual Academy program.

### **AWARDS FOR EXEMPLARY STUDENT PERFORMANCE**

Students who demonstrate academic excellence and/or outstanding achievement may be eligible for one of the following awards:

1. The **Governor's Seal** will be awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or Dual Enrollment courses.
2. The **Board of Education Seal** will be awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A" beginning with the 9<sup>th</sup> grade class of 2006-2007 and beyond.
3. 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 in a career and technical education concentration or specialization that confers certification 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.
4. The **Board of Education's Diploma Seal for Science, Technology, Engineering, and Mathematics (STEM)** will be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and satisfy all Math and Science requirements for the Advanced Studies Diploma with a "B" average or better in all coursework, and (i) successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and (ii) satisfy all requirements for a Career and Technical Education concentration. A *concentration* is a coherent sequence of two or more state-approved courses as identified in the course listing within the CTE Administrative Planning Guide, and (iii) pass one of the following: (a) a Board of Education CTE STEM-H credential examination, or (b) an examination approved by the Board that confers a college-level credit in a STEM field.
5. The **Excellence in Civics Education Seal** will be awarded to students who earn a Standard or Advanced Studies Diploma and complete US History and US Government with "B" or higher and



Complete 50 volunteer hours of participation in community service or extracurricular activities. (Examples: Boy Scouts, Girl Scouts, charitable work through religious organizations, or any student who enlists in the military prior to graduation.) Student also must have good attendance and no disciplinary infractions.

6. The **Academic Year of Governor’s School Seal** will be awarded to students who have completed courses at Mountain Vista Governor’s School during their high school career.

Students shall be counseled annually regarding the opportunities for using substitute tests for earning verified credits as provided and the consequences of failing to fulfill the obligations to complete the requirements for verified units of credit.

7. The **Board of Education’s Seal of Biliteracy** will be awarded to students who earn 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.

8. The **Board of Education’s Seal for Excellence in Science and the Environment** will be awarded to students who enter the 9<sup>th</sup> grade for the first time in 2018-2019 and thereafter, and earn a Standard Diploma or Advanced Studies Diploma, and (i) complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary level laboratory science course, each with a grade of “B” or higher; and (ii) complete laboratory or field-science research and present that research in a formal, juried setting, and (iii) complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application or science such as environmental monitoring, protection, management, or restoration.

## **Warren County Educational Foundation Scholarship And Thompson Scholarship**

The male and female at each high school with the highest academic GPA and who meet the criteria will receive either the scholarships from the Warren County Educational Foundation Scholarship or the Thompson Scholarship. The scholarships are usually in the amount of \$3000 each, but may be adjusted depending on the amount of money available for the distribution.

Criteria for all scholarships are as follows:

- Recipients must have evidence of acceptance at an accredited, degree granting college or university.
- Attendance in grades 9-12 in the Warren County Public School System is required. Attendance means that the student shall be enrolled in a minimum of two classes at the student’s high school.
- The top male and top female at Skyline High School will be awarded scholarships from the Thompson Scholarship.
- The top female student at Warren County High School will also be awarded money from the Thompson Scholarship.
- The top male student at Warren County High will be awarded money from the Warren County Educational Foundation.

# WARREN COUNTY MIDDLE & SKYLINE MIDDLE SCHOOLS

## COURSE OFFERINGS

**Course Cancellation:** Any course that does not have sufficient funding or enrollment will be cancelled. Students will be required to make an alternate choice.

### AGRICULTURAL EDUCATION

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#### **Introduction to Agriscience (Grade 6)**

**8009 (9 weeks)**

**Prerequisite:** None

**Course Description:** Middle school students develop an awareness of the relationships between agriculture and science. Major concepts covered in the course include awareness of agriculture, the world of work, agribusiness careers, human relations, and scientific principles applied in agriculture.

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#### **Agriscience and Technology (Grade 7)**

**8003 (18 weeks)**

**Prerequisite:** None

**Course Description:** Students explore science as it relates to agriculture and develop an understanding of human relations, communication, the importance of agriculture to the economy, and key scientific terms related to the field of agriculture.

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#### **Agriscience and Technology (Grade 8)**

**8001 (18 weeks)**

**Prerequisite:** None

**Course Description:** Students gain understanding of agriscience, agribusiness, mechanics, and basic animal science while also focusing on leadership and personal development through the FFA. Students will learn to care for and manage companion animals important to agriculture. Topics will include safety around animals, general animal health, and careers in the agriculture industry.

### ART

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#### **Art (Grade 6)**

**9103 (9 weeks)**

**Prerequisite:** None

**Course Description:** This exploratory course introduces basic drawing skills, the elements of art and the principles of design, according to the Virginia Visual Arts Standards of Learning for 6<sup>th</sup> grade. **Expectations and Assessments:** Students will develop emerging skills in several different mediums. Students are assessed on developing skills, understanding of art concepts, participation, and use of and care of materials.

**Art (Grade 7)**  
**9105 (18 weeks)**  
**Prerequisite:** None

**Course Description:** This semester course emphasizes fundamental art and drawing skills using the elements of art and principles of design, according to the Virginia Visual Arts Standards of Learning for 7<sup>th</sup> grade. **Expectations and Assessments:** Students will develop emerging skills in several different mediums. Students are assessed on developing skills, understanding of art concepts, participation, and use of and care of materials.

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**Art 8 (Grade 8)**  
**9115C (18 weeks)**  
**Prerequisite:** None

**Course Description:** This course is ideal as an introduction to art skills and materials as an exploratory for further high school studies. Students are guided through the process of drawing basic forms, still lifes, portraits, and landscapes. They will have an introduction to the principles and elements of art. **Expectations and Assessments:** Students are expected to complete class projects and tests to pass the class.

## **CAREER & TECHNICAL EDUCATION**

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### **➤ Business and Information Technology**

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**Career Investigations (Grades 6)**  
**9068 (9 weeks)**  
**Prerequisite:** None

**Course Description:** This course allows students to explore career options and begin investigating career opportunities. This course also helps students identify and demonstrate the workplace skills that employers desire in their future employees. Students will develop and enhance touch skills for entering alphabetic, numeric and symbolic information on a keyboard. Students will compose and produce personal, educational and professional documents. **Expectations and Assessments:** Students assess their roles in society, identify their roles as workers, analyze their personal assets, complete a basic exploration of career clusters, select career pathways or occupations for further study, and create an Academic and Career Plan based on their academic and career interests. Students will be graded on their mastery of skills as reflected on projects, tests, and exams.

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**Make it Your Business (Grade 7)**  
**8114C (18 weeks)**  
**Prerequisite:** None

**Course Description:** In this course, students use the computer as a problem-solving tool to complete a variety of projects. Basic touch keyboarding instruction is provided early in this semester course. **Expectations and Assessments:** Students are expected to actively participate in all activities. Students are assessed on their understanding of and participation in class assignments.

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**Coding and Digital Technology (Grade 8)**  
**6160C (18 weeks)**  
**Prerequisite:** None

**Course Description:** In this course, students use the computer as a problem-solving tool to complete a variety of projects. Basic touch keyboarding instruction is provided early in this semester course. **Expectations and Assessments:** Students are expected to actively participate in all activities. Students are assessed on their understanding of and participation in class assignments.

### **Journalism/Yearbook (Grade 8)**

**1220 (18 weeks)**

**Prerequisite:** None

**Course Description:** This course is for students interested in creative writing as well as print and video journalism. Students will work on and produce creative writing pieces, newsletters and the school yearbook. The students will use a variety of technology applications and equipment including digital and video cameras. **Expectations and Assessments:** Students are assessed through meeting publication deadlines, assignments, projects and contributions to the school yearbook and other products.

## **➤ Family and Consumer Sciences**

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### **Family and Consumer Sciences Exploratory I (Grade 6)**

**8206 (9 weeks)**

**Prerequisite:** None

**Course Description:** This course provides a foundation for managing individual, family, career, and community roles and responsibilities. In this course, students focus on areas of individual growth such as personal safety and health. They also explore and practice financial management, clothing maintenance, food preparation, positive and caring relationships with others, and self-assessment as related to career exploration. Students apply problem-solving and leadership skills as they progress through the course. English, social sciences, fine arts, and technology are integrated throughout the course. **Expectations and Assessments:** Students will learn the necessary skills to be more responsible, more respectful, and to make better decisions. In addition to quizzes and tests, special projects are an integral part of student assessment.

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### **Family and Consumer Sciences Exploratory II (Grade 7)**

**8263 (18 weeks)**

**Prerequisite:** None

**Course Description:** This course provides a foundation for managing individual family, work, and community roles and responsibilities. Students focus on their individual development as well as their relationships and roles within the family unit. They learn how to maintain their living and personal environments and to use nutrition and wellness practices. Students also apply consumer and family resources, develop textile, fashion, and apparel concepts, and explore careers related to Family and Consumer Sciences. Time is also provided for early childhood education concepts and leadership skills. **Expectations and Assessments:** Students will learn the necessary skills to be more responsible, more respectful and to make better decisions. In addition to quizzes and tests, special projects are an integral part of student assessment.

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### **Family and Consumer Sciences Exploratory III (Grade 8)**

**8244 (18 weeks)**

**Prerequisite:** None

**Course Description:** This course provides a foundation for management of individual, family, work, and community roles and responsibilities. Students will explore concepts and practice skills related to problem solving, leadership, interpersonal relationships, ethical practices, career interests, environmental issues, and high-quality work. Mathematics, science, language, social sciences, fine arts, and technology are integrated throughout the course. **Expectations and Assessments:** Students will complete benchmarks and a final exam.

## ➤ Technology Education

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### **Introduction to Technology Exploratory (Grade 6)**

**8481 (9 weeks)**

**Prerequisite:** None

**Course Description:** Students first study the basic elements of all technology, including processes, energy, information and people. They explore up to six systems of technology, including biotechnology, energy, construction, transportation, communication and production/manufacturing. Finally, they relate the impact of technology on society, environment and culture to future consequences and decisions. **Expectations and**

**Assessments:** Students are expected to explore six systems of technology and to understand and apply each system in various assessments.

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### **Inventions and Innovations (Grade 7)**

**8464 (18 weeks)**

**Prerequisite:** None

**Course Description:** Students make models of significant inventions that have advanced society. After studying these developments, they explore contemporary technological problems facing them, their community or the world and apply systematic procedures to invent new products or innovations as solutions. **Expectations and**

**Assessments:** Students are expected to demonstrate comprehension of technological developments in society through application activities. In addition to quizzes and tests, special projects are an integral part of student assessment.

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### **Gateway to Technology –Design and Modeling (Grade 8)**

**8476 (18 weeks)**

**Prerequisites:** None

**Course Description:** Students experience what it means to be an engineer in Design and Modeling. Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they have learned throughout the unit.

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## **HEALTH AND PHYSICAL EDUCATION**

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### **Health and PE (Grade 6)**

**7110**

**Prerequisite:** None

**Course Description:** This course is divided into three parts – Health, Physical Education and Fitness Training. Health education will address nutrition and first aid standards. Physical education addresses individual, team and lifetime sports. Fitness training teaches the basic fundamentals of weight training and cardiovascular fitness.

**Expectations and Assessments:** Students are expected to dress in clothing allowing them to participate fully in all physical education activities. Students will complete a variety of both physical and written assessments.

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### **Health and PE (Grade 7)**

**7120**

**Prerequisite:** None

**Course Description:** In this course students will be instructed on how to exhibit a healthy life-style, interpret health information, and promote good health, as well as continue the skills and practices introduced in the 6<sup>th</sup> grade program. **Expectations and Assessments:** Students are expected to wear clothing allowing them to participate fully in physical activities. Students will complete a variety of both physical and written assessments.

**Health and PE 8 (Grade 8)****7200****Prerequisite:** None

**Course Description:** In this course students will set goals, track progress, and participate in physical activities to improve health-related fitness as well as increase and improve the skills and practices learned in the 6<sup>th</sup> and 7<sup>th</sup> grade programs. **Expectations and Assessments:** Students must wear clothing allowing them to participate fully in physical activities. Students must successfully pass benchmark and skills/knowledge tests for given activities.

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**Adaptive PE (Grades 6-8)****7700****Prerequisite:** Teacher Recommendation

**Course Description:** This class is for eligible students who require the class as determined by unique medical restrictions. **Expectations and Assessment:** Students are expected to participate in all activities and are assessed according to their abilities.

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**HISTORY/SOCIAL SCIENCE**

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**U. S. History to 1865 (Grade 6)****2353****Prerequisite:** None

**Course Description:** This course is the study of American history to 1865. Topics that are emphasized include geography, American Indians, European exploration, colonial America, the American Revolution, westward expansion, abolition, suffrage, and the Civil War. **Expectations and Assessments:** Student grades will include projects, tests, benchmarks and additional assessments.

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**U. S. History: 1865 to Present (Grade 7)****2354****Prerequisite:** U. S. History to 1865

**Course Description:** This course is the study of American history from 1865 to the present including westward expansion, industrialization and America's interaction with foreign nations. Map reading and geography skills are also practiced. **Expectations and Assessments:** Student grades will include projects, tests, benchmarks, and other assessments.

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**Civics and Economics (Grade 8)****SOL****2357C****Prerequisite:** US History: 1865 to Present

**Course Description:** Students will examine the Constitution and other foundational documents; identify the rights and duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state and national levels. Students will also investigate the process by which decisions are made in the American market economy and explain the government's role in it. **Expectations and Assessments:** Students will complete tests, benchmarks, projects, and an End of Course SOL test.

**Modern Social Dilemmas (Grade 6)**  
**9000 (9 weeks)**

**Course Description:** This elective course examines social problems from the perspective of middle school students. Students will examine problems facing the environmental, economical, political and social issues facing them currently. Students will explore and apply skills for addressing solutions effectively in a modern world.

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**History's Mysteries (Grades 7 & 8)**  
**2364**

**Prerequisite:** None

**Course Description:** In this elective, students will investigate areas of historical interest. The course will utilize guest speakers and teacher-led discovery on major historical topics. Students will read, develop critical thinking skills, and present on various topics.

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## LANGUAGE ARTS

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**English (Grade 6)**  
**1109**

**SOL**

**Prerequisite:** English grade 5

**Course Description:** This course emphasizes reading, grammar, composition and spelling. Students will learn strategies for reading both non-fiction and fiction texts. Grammar and writing skills are emphasized throughout the course. **Expectations and Assessment:** Students are assessed through three quarterly benchmarks, as well as unit tests, and the SOL test.

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**English (Grade 7)**  
**1110**

**SOL**

**Prerequisite:** English 6

**Course Description:** This course entails reading a wide variety of fiction, nonfiction, and poetry with the focus of aiding students in developing more analytical and independent reading skills. Student will continue to refine written composition skills through narrative, descriptive, and expository essays. Student will continue vocabulary development through a study of figurative language and continuing study of roots and affixes. **Expectations and Assessments:** Students are assessed through benchmark tests, essays, and the SOL test.

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**English (Grade 8)**  
**1120**

**SOL**

**Prerequisite:** English 7

**Course Description:** This course continues to emphasize reading comprehension by comparing fiction and non-fiction texts. Students will continue the study of word origins, roots, connotations and denotations. Students will also plan, draft, revise and edit while writing in a variety of forms. **Expectations and Assessments:** Students are assessed through benchmarks and essays. They will also complete the Grade 8 Reading and Writing SOL tests.

## MATHEMATICS

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### Math (Grade 6) 3110

SOL

Prerequisite: Math 5

**Course Description:** The sixth-grade standards are a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. 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  $\pi$  (pi), and focus on the relationships among the properties of quadrilaterals. In addition, students will focus on applications of probability and statistics. **Expectations and Assessments:** Students are assessed on a variety of standards for mastery. Students will take an SOL test at the end of the course.

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### Math (Grade 7) 3111

SOL

Prerequisite: Math 6

**Course Description:** The seventh grade standards continue to emphasize the foundations of algebra. Students who successfully complete the seventh-grade standards should be prepared to study Algebra I in grade eight. Topics in grade seven include proportional reasoning, integer computation, solving two-step linear equations, and recognizing different representations for relationships. Students will apply the properties of real numbers in solving equations, solve inequalities, and use data analysis techniques to make inferences, conjectures, and predictions. **Expectations and Assessments:** Students are assessed on their mastery of the standards presented in this course. Students will take an SOL test at the end of the course.

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### Math (Grade 8) 3112

SOL

Prerequisite: Math 7

**Course Description:** Math 8 prepares students for success with the abstract concepts in algebra and geometry. Students will learn to solve multistep equations and equalities, graph and write linear equations, and present relations and functions using tables, graphs, and rules. Students will also learn to visualize 3D shapes, apply transformation to geometric shapes in the coordinate plane, and apply and verify the Pythagorean Theorem. **Expectations and Assessments:** Students will take benchmark assessments as scheduled and the Math 8 SOL test at the end of the course.

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### Algebra I (Grade 8) 3130C, 1 High School Credit

SOL

Prerequisite: Math 7 and school recommendation

**Course Description:** Algebra I introduces students to methods for representing mathematical relationships. Students will develop facility with the concepts and symbols of algebra and how the symbols can be used to record data. Students will explore linear and quadratic patterns and develop the understanding of functions. The students will use manipulatives, graphing calculators, and other applications to develop concepts and attach meaning to abstract ideas. **Expectations and Assessments:** Students will complete benchmark assessments and pass the End of Course SOL Test for verified credit.



## MUSIC

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### **Exploratory Chorus and Exploratory Band 9269 and 9230 (9 weeks 6<sup>th</sup> grade and 18 weeks 7<sup>th</sup> grade)**

**Course Description:** These exploratory options are designed for students who want to see what chorus or band involves but are not ready to commit to a full-year program. These elective introduce students to the beginning elements of a music performing ensemble. Students will develop basic knowledge of music notation and performance skills.

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#### **Chorus (Grade 6) 9269**

**Prerequisite:** None

**Course Description:** 6<sup>th</sup> Grade Choir is a full-year course. This course presents the fundamentals of singing together in a choir. Students perform a variety of musical genres in different languages and from different time periods. Students will learn the basics of music theory and sight reading. **Expectations and Assessments:** Participation in two evening concerts and several community performances are required.

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#### **Chorus (Grade 7) 9270**

**Prerequisite:** None

**Course Description:** 7<sup>th</sup> Grade Choir is a full-year course. This course presents the fundamentals of singing together in a choir. Students perform a variety of musical genres, in different languages and from different time periods. Students will learn the basics of music theory and sight reading. **Expectations and Assessments:** Participation in two evening concerts and several community performances, are required.

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#### **Chorus (Grade 8) 9271**

**Prerequisite:** None

**Course Description:** This full-year course is an elective vocal music course for 8th grade students. Students will learn the basics of music notation, markings, sight-reading and terminology. **Expectations and Assessments:** Students are required to perform for two evening concerts and several community events. Students are assessed on participation in class and at prescheduled concerts. Various tests will be used to assess mastery of the course material.

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#### **Beginning Band (Grades 6-7) 9230**

**Prerequisite:** None

**Course Description:** This full-year course teaches the fundamentals of playing a band instrument. Students will learn the basics of music notation, markings, sight-reading and terminology. A limited number and variety of loaner instruments are provided by the school; however, it is recommended that the rental or purchase of an instrument be seriously considered. **Expectations and Assessments:** Students are expected to establish a regular routine of out of class practice. Students are required to perform for all prescheduled concerts and community events. Students are required to complete an alternate assignment for any missed performance. Assessment is ongoing throughout the course, and is mostly done by demonstration, both individual and group.

### Concert Band 7 (Grade 7)

9231

**Prerequisite:** Beginning Band

**Course Description:** This full-year course continues to teach the playing and performance skills and competencies started in Beginning Band 6. **Expectations and Assessments:** Students are expected to maintain a regular routine of out of class practice. A minimum of two night-time concerts are scheduled and attendance is required. Students are required to complete an alternate assignment for any missed performance. Assessment is ongoing throughout the course, and is mostly done by demonstration, both individual and group.

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### Concert Band 8 (Grade 8)

9229

**Prerequisite:** Successful Completion of Concert Band 7 or by Teacher Recommendation

**Course Description:** The 8th grade band is a continuation of the middle school band program. There are performances in winter and in spring as well as some other possible performances that may include district level events. **Expectations and Assessments:** Students are required to perform for all prescheduled concerts and community events. Students are required to complete an alternate assignment for any missed performance. Assessment is ongoing throughout the course, and is mostly done by demonstration, both individual and group.

## SCIENCE

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### Science (Grade 6)

4105

**Prerequisite:** None

**Course Description:** This is an in-depth study of natural science, including ecosystems, conservation, earth studies and physical science. Topics such as weather, light, energy, matter, basic chemistry, and the solar system. **Expectations and Assessments:** The students are expected to complete class work, homework, projects, and laboratory experiments. Students will be graded on quizzes, tests, lab reports, and benchmark tests.

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### Life Science (Grade 7)

4115

**Prerequisite:** None

**Course Description:** This course is the study of living organisms and their environment; emphasis is placed on hands-on activities and projects. **Expectations and Assessments:** The students are expected to complete classwork, homework, projects, and laboratory experiments. Students will be graded on quizzes, tests, lab reports, and benchmark tests.

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### Physical Science (Grade 8)

**SOL**

4125

**Prerequisite:** Life Science

**Course Description:** In this course students will gain an understanding of nature and the structure of matter and the characteristics of energy. Topics include scientific and engineering practices. **Expectations and Assessments:** Students will be graded on quizzes, tests, lab reports and benchmark tests. Students are required to pass an End of Course SOL test which covers the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade science competencies.

## STEM

**4614 (9 weeks-6<sup>th</sup> grade, 18 weeks 7<sup>th</sup> and 8<sup>th</sup> grades)**

**Prerequisite:** None

**Course Description:** In this elective students will explore science, technology, engineering, and mathematics beyond what is taught in a core course. This course is for students interested in learning about these subjects at a level beyond basic recognition and identification.

## WORLD LANGUAGES

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### Spanish Exploratory (Grade 6)

**5504 (9 weeks)**

**Prerequisite:** None

**Course Description:** This course will introduce students to basic Spanish vocabulary and culture. The focus will be on a variety of topics including basic greetings, numbers, days, months, seasons, the alphabet, body parts, food, family members, and colors. This course is designed to elicit interest in the language that inspires future study.

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### Spanish Exploratory (Grade 7)

**5504 (18 weeks)**

**Prerequisite:** None

**Course Description:** This is a basic language course focusing on speaking, understanding, reading and writing with an emphasis on speaking and understanding. Some Hispanic and Spanish culture are included. **Expectations and Assessments:** Students will develop emerging skills in speaking, reading, and writing the Spanish language. Students are assessed on their understanding and application of key concepts related to the study of Spanish.

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### Spanish I (Grade 8)\*

**5510C, 1 High School Credit**

**Recommendation:** Grade of “B” or higher in most recently completed English class.

**Course Description:** In this full year course students will learn the fundamentals of the Spanish language. In addition, students will study the history, civilizations, and culture of countries where the language is spoken. **Expectations and Assessments:** Students are expected to use the Spanish language in their daily interactions with their teacher and fellow classmates. Students must demonstrate mastery through oral and written examinations.

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### Latin I (Grade 8) \*

**5310C, 1 High School Credit**

**Recommendation:** Grade of “B” or higher in most recently completed English class.

**Course Description:** This full year course is an introduction to the basic Latin grammar and vocabulary required to read and comprehend beginning passages of Latin. English derivatives are studied to demonstrate the influence of Latin upon the English language and to contribute to the growth of each student’s vocabulary. In addition, students will be introduced to the mythology, history, and daily life of the Romans. **Expectations and Assessments:** Students are expected to read and comprehend Latin on a daily basis. Students also create projects that demonstrate their knowledge of the Latin language and Roman culture. Students must demonstrate mastery through written examinations and translations.

**French I (Grade 8)\***

**5110C, 1 High School Credit (18 weeks)**

**Recommendation:** Grade of “B” or higher in most recently completed English class.

**Course Description:** This course introduces the French language and the culture of French speaking countries. Students are taught basic listening, speaking, reading and writing skills. The course includes the study of speech patterns, pronunciation, vocabulary and grammatical structure. **Expectations and Assessments:** Students are expected to use the French language in their daily interactions with their teacher and fellow classmates. Students must demonstrate mastery through oral and written examinations. .

**\*Full year Spanish I, Latin I and French I taken for a high school credit, are offered on site to middle school students based on teacher availability. Please discuss options with the school administrators or counselors.**

## **SKYLINE AND WARREN COUNTY HIGH SCHOOLS COURSE OFFERINGS**

***Course Cancellation:*** Any course that does not have sufficient funding or enrollment will be cancelled. Students will be required to make an alternate choice.

### **CAREER AND TECHNICAL EDUCATION**

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Blue Ridge Career and Technical Education classes offer Warren County students the first step to a chosen career. A variety of courses are offered in Business, Marketing, Technology, Trade & Industry, Health & Medical Sciences and Family Consumer Sciences.

Students will learn that credentials can become an important part of a developing resume as other components are added to include job experience, post-secondary training, degrees, and other credentials.

Examples of Industry Credentials or Licenses possible through Warren County Public Schools’ CTE classes include:

- Certified Nursing Aide
- CodeHS Level 1
- IT Fundamentals
- Fundamental Concepts of Business and Marketing Certification
- National Professional Certification in Customer Service
- NCCER- Core, Electrical I
- Microsoft Office Specialist- Word, Powerpoint, etc.
- Automotive Service Excellence—ASE,
- National Construction Career Test—NCCER
- Serve Safe Food Protection Manager
- Certified Patient Care Tech- NHA
- ICC- International Code Council BI
- Para Pro
- American Welding Society
- W!SE Financial Literacy
- Workplace Readiness Skills

### **Signing Bonus for Virginia Teach for Tomorrow:**

Warren County Public Schools students that return to WCPS and are hired to teach will be given a \$3,000 first year bonus.

To be eligible for this bonus:

- Complete Virginia Teachers for Tomorrow I and II at WCHS or SHS with a 3.0.
- Pass the Para-pro credentialing test while enrolled as a student at WCHS or SHS.
- Be hired to teach at one of the WCPS Schools

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## **CAREER & TECHNICAL EDUCATION COURSES**

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### **> Agricultural Education**

#### **Career Pathways**

<b>Plant Science Pathway</b>	<b>Animal Science Pathway</b>
8073C Applied Agricultural Concepts	
8007C Intro to Plant Science	8008C Intro to Animal Systems
8034C Horticulture Science	8083 Small Animal Care
8035 Green House Production	8088C Veterinary Science I

#### **Applied Agricultural Concepts (Grades 9-12)**

**8073C, 1 Credit**

**Prerequisite:** None

**Course Description:** Students develop basic agricultural mechanical skills in the areas of, but not limited to, carpentry, electricity, project design and planning, landscaping and food science. Practical learning experiences will be stressed.

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#### **Introduction to Animal Systems (Grades 10-12)**

**8008C, 1 Credit**

**Recommendation:** Completion of Applied Agricultural Concepts.

**Course Description:** Students develop competencies in each of the major area of the Animal Systems career pathway including animal nutrition, reproduction, breeding, care, and management. Students learn agricultural mechanics applicable to animal systems. Students will be exposed to principles of leadership, opportunities within student organizations along with supervised agricultural experience opportunities.

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#### **Small Animal Care I (Grades 10-12)**

**8083C, 1 Credit**

**Prerequisite:** Introduction to Animal Systems (8008) or Applied Agricultural Concepts (8073)

**Course Description:** Students learn how to care for and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, and evaluation. Course content also includes instruction in the tools, equipment, and facilities for small animal care, and provides activities to foster leadership development. Live animal handling may occur.

**Vet Science I (Grades 11-12)****8088C, 1 credit****Prerequisite: Small Animal Care I**

**Course Description:** Veterinary Science I prepares students for postsecondary education and/or careers in veterinary medicine or related fields. Students develop their skills in anatomy, nutrition, medical terminology, sanitation, clinical exams, and handling animals. Live animal handling may occur. Course content also includes facility maintenance, and office functions, as well as safety practices. The National FFA Organization, Supervised Agricultural Experience (SAE), or related student organization activities are encouraged.

**Introduction to Plant Systems (Grades 9-12)****Fall only****8007C, 1 Credit****Recommendation:** Completion of Applied Agricultural Concepts.

**Course Description:** Students develop competencies in each of the major areas of the Plant Systems career pathway, including applied botany, plant propagation, and plant care and selection. Instructional content also includes an introduction to the various divisions of the plant systems industry. Students learn agricultural mechanics applicable to plant systems. As with all agriculture courses, students will be exposed to the principles of leadership

**Horticulture Sciences (Grades 10-12)****(rotates biannually with Greenhouse)****8034C, 1 Credit****Prerequisite:** Introduction to Plant Systems

**Course Description:** Students are taught the operating procedures for a greenhouse. Units of instruction include developing plant production facilities, science application in plant production, and identification of plants. Business management, leadership development, and marketing skills are emphasized to prepare students for careers in the greenhouse plant production and management industry.

**Greenhouse Plant Production and Management (Grades 11-12) Spring only****8035C, 1 credit****Prerequisite: 8034C Horticulture Sciences**

**Course Description:** This course prepares students for postsecondary educational career programs and entry-level positions in the greenhouse plant production and management industry. Instruction includes industry safety in greenhouse plant production, development of plant production facilities, greenhouse management and operations, plant identification, the science of plant production, business management, and marketing skills.

**➤ Business & Information Technology**

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**Career Pathway Examples**

<b>Operations Management Pathway</b>	<b>Health Informatics</b>	<b>Accounting</b>	<b>Programming</b>
6116C Princ of Bus & Marketing	8320C Intro to Health &	Principles of Business and Marketing (6115)	IT Fundamentals (6670 )
6614C Computer Info Systems	6612C Computer Info Systems	6612C Computer Info Systems	Fundamentals of Cybersecurity (6302)
6320C Accounting	8383C Medical Terminology	Accounting (6320)	Programming (6640)
6615C Adv CIS or 6321C Adv Acct	6730C Medical Systems Administration	Advanced Accounting (6321)	Programming, Advanced (6641)

### **Entrepreneurship Education (Grades 9-12)**

**9093C, 1 Credit**

**Prerequisite:** None

**Course Description:** Entrepreneurship introduces students to the exciting world of creating, owning, and launching their own business. Students will learn concepts and techniques for planning and innovative business and living the entrepreneurial lifestyle. **Expectations for Students:** Students are expected to complete a simulation program to enhance their learning experience. **Assessment:** Students must successfully pass benchmark tests to show their mastery of the material.

**Sequences** with any of the following: Accounting, Introduction to Marketing, Opportunities in Hospitality and Tourism, Computer Information Systems

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### **Economics and Personal Finance (Grades 11-12)**

**6120C, 1 Credit**

**Prerequisite:** None

**Course Description:** Instruction in economics and personal finance prepares students to function effectively as consumers, savers, investors, entrepreneurs, and active citizens. Students learn how economies and markets operate and how the United States' economy is interconnected with the global economy. On a personal level, students learn that their own human capital (knowledge and skills) is their most valuable resource. **Expectations and Assessment:** Students are expected to complete assignments and assessments for mastery learning. A new state requirement for all students entering ninth grade for the first time in 2013-14 must earn a board approved career and technical education credential to graduate with a standard diploma. As a requirement of the course, students will take a state approved industry credential.

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### **Fundamentals of Cybersecurity (Grades 9-12)**

**6302C, 1 Credit**

**Prerequisite:** None

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

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### **Computer Information Systems – Microsoft Office Suite (Grades 9-12)**

**6612C, 1 Credit**

**Prerequisite:** Keyboarding course(s) or teacher-approved documentation of touch keyboarding skills.

**Course Description:** 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. **Expectations:** Assignments such as tests, quizzes, benchmarks and projects must be completed with conscious effort. **Assessment:** Students will complete tests, benchmarks and a final exam.

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### **Advanced Computer Information Systems – Microsoft Office Suite (Grades 10-12)**

**6613C, 1 Credit**

**Prerequisite:** Computer Information Systems

**Course Description:** 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. **Expectations:** Assignments such as tests, quizzes, benchmarks and projects must be completed with conscious effort. It is an expectation that a credentialing test be completed at the end of the course. **Assessment:** Students will complete tests, benchmarks and a final exam.

**Medical Systems Administration (Grades 11-12)**  
**6730C, 1 Credit**

**DUAL ENROLLED LFCC**

**Recommendation:** Completion of Computer Information Systems and proficient keyboarding skills.

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

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**Accounting (Grades 10-12)**

**6320C, 1 Credit**

**Prerequisite:** None

**Description of Course:** Students study the basic principles, concepts, and practices of the accounting cycle for a service business and a merchandising business. Topics covered include analyzing transactions, journalizing and posting entries, preparing payroll records and financial statements, and managing cash systems. Ethics and professional conduct are emphasized. Students learn fundamental accounting procedures using both manual and electronic systems. **Expectations for Students:** Assignments such as tests, quizzes, benchmarks and projects must be completed with conscious effort.

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**Advanced Accounting (Grades 11-12)**

**6321C, 1 Credit**

**Prerequisite:** Accounting with a grade of “C” or better

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

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**Programming I (Grades 10-12)**

**BRTC**

**6640C, 1 Credit**

**Prerequisite:** Keyboarding or CIS strongly recommended.

**Course Description:** Students in the Programming course explore programming concepts, use algorithmic procedures, implement programming procedures with one or more standard languages, and master programming fundamentals. Coding is used throughout the course. Graphical user interfaces may be used as students design and develop interactive multimedia applications, including game programs.

**Sequence Courses for Programming:** Computer Information Systems, Design, Multimedia and Web Technologies, Modeling and Simulation

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**Programming, Advanced (Grades 11-12)**

**BRTC**

**6641C, 1 Credit**

**Prerequisite:** 6640

Suggested Grade Level: 11 or 12 Prerequisite: 6640 Building on their foundation of programming skills, Advanced Programming students use object oriented programming to develop database applications, interactive multimedia applications including game applications, mobile applications, and web applications. Students continue to develop their employability skills as they research pathways for continuing education and careers in the information technology industry and engage in various career-building activities.

**Sequence Course:** Programming



**T Fundamentals (Grades 9-10)****6670C, 1 Credit****Prerequisite:** None

**Course Description:** Introduces the essential technical and professional skills required for students to pursue programs leading to professional careers and information technology certifications. The course introduces skills related to digital technology, digital applications, maintenance/upgrading/troubleshooting, and networking fundamentals. Students also explore ethical issues related to computers and Internet technology and examine web page and game design.

**Sequence Courses:** Computer Information Systems, Digital Applications, Medical Administration, Programming

**➤ Family & Consumer Science**

**Career Pathway Examples**

Elementary Education	Restaurant Services
Individual Development 8210	
Intro to Early Childhood Ed 8234	Nutrition & Wellness 8229
Early Childhood Education I 8285	Intro to Hospitality/Tourism 8259
Teachers for Tomorrow I 9062	Intro to Culinary Arts 8250
Teachers for Tomorrow II 9072	Culinary Arts I 8275

**Virginia Teachers for Tomorrow I and II (Grades 11-12) DUAL ENROLLED** Shenandoah University  
**9062C / 9072C, 1 Credit**

**Prerequisite:** 2.7 G.P.A. (this is a VA Department of Education requirement)

**Course Description:** This course introduced students to teaching and education. The primary elements of the curriculum components are the learner, the school, the teacher and teaching. The components are broad in scope and provide a great deal of flexibility based on the career interest of a student. **Expectations:** In addition to the fundamental curriculum, all students are required to participate in an internship outside the teacher cadet classroom. The internship may involve the pre-school level through grade 12. **Assessment:** Students are assessed on mastery of the components of education and internship assignment. Students have the option of dual enrollment through Shenandoah University (tuition fee required). **SEE IMPORTANT SIGNING BONUS INFORMATION PAGE 29.**

**Individual Development (Grades 9-12)****8210C, 1 Credit****Prerequisites:** None

**Course Description:** Students enrolled in Individual Development focus on encouraging personal potential of self and others throughout the life span; enhancing positive viewpoints; managing stressful situations; formulating a plan to achieve goals; forming healthy, caring relationships with family members and peers; managing conflict; choosing responsible ways to express oneself; and evaluating the importance of responsible parenting to individuals, families, and society. Teachers highlight the basic skills of mathematics, science, and communication when appropriate in content.

**Introduction to Early Childhood, Education and Services (Grades 9-12)****8234C, 1 Credit****Prerequisite:** None

**Course Description:** Students focus on careers related to the early childhood field through hands-on explorations, projects and cooperative learning experiences, including an overview of principles of child growth and development; appreciation of diversity; engaging learning experiences for children; principles of appropriate and effective guidance; healthy and safe environments; and development of self-concepts and building self-efficacy.

**Sequence Courses:** Individual Development, Nutrition and Wellness, Virginia Teachers for Tomorrow I

**Early Childhood Education I (Grade 10-12)****8285C, 2 Credits****Recommendation:** Successful completion of Introduction to Early Childhood, Education, and Services.

**Course Description:** Students prepare to be primary providers of home-, family-, or institution-based childcare services by focusing on the planning, organizing, and conducting of meaningful play and learning activities; child monitoring and supervision; recordkeeping and referral procedures; and work-based learning experiences in on-site labs, local daycare centers, elementary schools, and other institutions under the supervision of the instructor. Students also prepare for continuing education leading to careers in early childhood fields (e.g., medical, social services, and education).

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**Introduction to Hospitality, Tourism and Recreation (Grades 9-12)****8259C, 1 Credit****Prerequisites:** None

**Course Description:** Students enrolled in Introduction to Hospitality, Tourism, and Recreation focus on developing professional skills and using emerging technologies to prepare for employment in this global industry, rich in diverse career opportunities. The program includes instruction in the industries of lodging, food and beverage, travel and tourism, and recreation and fitness.

**Sequence Courses:** Individual Development, Nutrition and Wellness, Culinary Arts I

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**Introduction to Culinary Arts (Grades 10-11)****BRTC****8250C, 1 Credit****Prerequisite:** None

**Course Description:** Introduction to Culinary Arts students investigate food safety and sanitation, culinary preparation foundations, basic culinary skills, diverse cuisines, service styles, nutrition and menu development, and the economics of food. Students also explore postsecondary education options and career opportunities within the food service industry.

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**Culinary Arts I (Grades 11-12)****BRTC****8275C, 2 Credits****Prerequisite:** "C" or better in Introduction to Culinary Arts

**Course Description:** Students practice managerial, production, and service skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. Students plan, select, store, purchase, prepare, and serve food and food products; study basic nutrition, sanitation, and food safety; the use and care of commercial equipment; and the operation of institutional food establishments. **Expectations:** Critical thinking, practical problem solving, and entrepreneurship opportunities with the field of culinary arts will be emphasized.

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**Nutrition & Wellness (Grades 9-12)****SHS****8229C, 1 Credit****Prerequisite:** None

**Course Description:** Students focus on understanding wellness, investigating principles of nutrition, using science and technology in food management, ensuring food safety, planning menus and preparing food, and exploring careers in the field of nutrition and wellness. Critical thinking and practical problem solving are emphasized.

**Sequence Courses:** Individual Development, Intro to Hospitality/Tourism, Intro to Early Childhood, Culinary 1

## Health & Medical Science

### Career Pathway Examples

Therapeutic Services	Therapeutic Services- Sports	Biomedical- PLTW
Introduction to Health & Medical Science (8302)	Introduction to Health & Medical Science (8302)	Principles of Biomedical (8379)
Medical Terminology (8383)	Medical Terminology (8383)	Human Body Systems (8380)
Nurse Assistant I (8360)	Sports Medicine I (8316)	Medical Terminology (8383)
Nurse Assistant II (8362)	Sports Medicine II (8317)	Medical Interventions (8381)
Patient Care Tech (8303)		Biomedical Innovation (8382)

### Introduction to Health and Medical Sciences (Grades 9-12) 8302C, 1 Credit

**BRTC**

**Prerequisite:** Biology strongly suggested

**Course Description:** Designed to help students understand the key elements of the U.S. healthcare system and to learn basic healthcare terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field.

### Medical Terminology (Grades 10-12) 8383C, 1 Credit

**BRTC**

**DUAL ENROLLED FEE (6 credits)  
Course #HIM 111, HIM 112**

**Prerequisite:** Computer Information Systems – Microsoft Office Suite (Grades 9-12)

Medical Terminology is designed to help students learn common medical terms essential for safe patient care. Topics are presented in logical order, beginning with each body system's anatomy and physiology and progressing through pathology, laboratory tests and clinical procedures, therapeutic interventions, and pharmacology. Students learn concepts, terms, and abbreviations for each topic.

### Nurse Aide I (Grades 11-12) Semester 1 8360C, 2 Credits

**BRTC**

**Prerequisite:** Students must pass a background check and drug screen required through Valley Health to participate

**Financial Obligation Requirement:** Uniform, shoes, drug screen, background check, and more. Contact **BRTC** for information.

**Course Description:** This is an occupational preparation course at the 11th and 12th grade level. It emphasizes the study of nursing occupations as related to the health care system. Students study normal growth and development, simple body structure and function, and medical terminology and are introduced to microbes and disease. They receive training in patient-nurse's assistant relationships; taking and recording vital signs; cardiopulmonary resuscitation; and bathing, feeding, dressing, and transporting of patients in hospitals and nursing homes. Extensive on-the-job instruction in nursing homes and hospitals is part of the course. **Expectation and Assessment:** This course is used to complete all competencies for an examination for Certified Nursing Assistant. It is taken along with Nurse Assistant II as a year-long course.

### Nurse Aide II (Grades 11-12) Semester 2 8362C, 2 Credits

**BRTC**

**DUAL ENROLLED NUR 27**

**Prerequisite:** Nurse Aide I with a grade of "B" or better (this is a VA Board of Nursing Requirement).

**Course Description:** This course is an occupational course, emphasizing advanced skill training in areas such as catheter care, range of motion, bowel and bladder training, care of the dying, selected procedures for maternal and infant care, and admission and discharge procedures. Students learn diseases and body systems as related to advanced clinical care of the acute medical-surgical patient, the chronically ill, and the elderly. On-the-job instruction in a licensed nursing home is part of the course. **Expectation and Assessment:** Upon completion of the nurse aide program, the student is eligible to take the nurse aide certification exam that leads to employment as a

certified nurse aide in hospitals and nursing homes. This course is taken with Nurse Aide 1 as a year-long course.

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**Patient Care Technician (Grade 12)**

**BRTC**

**8303C, 1 Credit**

**Prerequisite:** Successful completion of Nurse Assistant II and licensed CNA by VBON

**Course Description:** Offered as an occupational course after the completion of Nurse Aide. Emphasizes the study of nursing occupations as related to the healthcare system. Students study normal growth and development, simple body structure and function, and medical terminology are introduced.

**Expectations and Assessment:** Upon completion of the course, students will master skills performing ECGs, basic medical, lab and exam procedures, drawing blood, and providing basic patient care.

**Sports Medicine/ Athletic Training I (Grades 11-12)**

**WCHS**

**DUAL ENROLLED LFCC 156**

**8316C, 1 Credit**

**Prerequisite: Biology I**

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

**Sports Medicine/ Athletic Training II (Grades 12)**

**WCHS**

**DUAL ENROLLED LFCC 206**

**8317C, 1 Credit**

**Prerequisite:** 8316C, Recommended: Anatomy/Physiology

Upon successful completion of this course, students will be eligible to take the National Academy of Sports Medicine-Certified Personal Trainer (NASM-CPT) exam. This course builds upon basic knowledge acquired in Sports Medicine I on topics such as exercise physiology, biomechanics, exercise program design, and injury prevention, assessment, treatment, and management. Students prepare for a career in sports medicine, including completing an internship.

**Emergency Medical Technician (EMT) Academy (Grade 12)**

**LFCC**

**8333C, 8334C, 6 credits**

**Prerequisite:** Admission to the program is a selective process. The student must be at least 16 years old, have passed their Biology SOL exam, and have a 2.75 GPA. College placement tests must be taken as well;

**Course Description:** This one-year program leads to the completion of the first semester of the Associate of Applied Science Degree in Emergency Medical Services at Lord Fairfax Community College and prepares students for certification as a Virginia and/or National Registry EMT.

**Expectations:** Hold current certification in an Office of Emergency Medical Services approved cardiopulmonary resuscitation (CPR) course at the beginning date of the EMT course.

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**PROJECT LEAD THE WAY BIOMEDICAL**

**Principles of the Biomedical Sciences (PLTW) (Grade 9-12)**

**BRTC**

**8379C, 1 Credit**

**Recommendation:** Completion of Biology is recommended. Incoming 9<sup>th</sup> graders interested in this course should also enroll in Biology I in 9<sup>th</sup> grade.

**Course Description:** In this course, students are taught concepts of human body systems and explore the body through diseases such as those leading to cardiac arrest, diabetes, sickle cell, cholesterol issues, and infectious diseases. The activities and projects introduce students to human physiology, medicine, and research processes.

**Human Body Systems (PLTW) (Grade 10-12)**  
**8380C, 1 Credit**  
**Prerequisite:** Principles of Biomedical Sciences

**BRTC**

**Course Description:** In this course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data to monitor body functions such as muscle movement, reflex and voluntary action, and respiration.

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**Medical Interventions (PLTW) (Grades 11-12)**  
**8381C, 1 Credit**  
**Prerequisite:** Human Body Systems

**BRTC**

**Course Description:** Students investigate a variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the life of a fictitious family. The course is a “How To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

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**Biomedical Innovation (PLTW) (Grade 12)**  
**8382C, 1 Credit**  
**Prerequisite:** Medical Interventions

**BRTC**

**Course Description:** In this specialization course for Project Lead the Way (PLTW), students are taught concepts of human physiology, medical innovation, water contamination, public health issues, molecular biology, and forensic autopsy. Students complete an independent project as a culminating activities.

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## **> Marketing**

### **Career Pathway Examples**

<b>Marketing Communications</b>	<b>Marketing Communications</b>
Entrepreneurship (9093/9094)	Principles of Business and Marketing (6115/6116)
Principles of Business and Marketing (6115/6116)	Sports Marketing (8175)
Sports Marketing (8175)	Digital Marketing (8125)
Marketing, Advanced (8130)	Marketing, Advanced (8130)

**Principles of Business and Marketing (Grades 9-11)**  
**6115C, 1 Credit**  
**Prerequisite:** None

**Course Description:** Students discover the roles of business and marketing in the free enterprise system and the global economy. Basic financial concepts of banking, insurance, credit, inheritance, taxation, and investments are investigated to provide a strong background as students prepare to make sound decisions as consumers, wage earners, and citizens. The real-world impact of technology, effective communication, and interpersonal skills is evident throughout the course. This course also supports career development skills and explores career options.

**Sequence Courses:** Accounting, Computer Information Systems, Digital Marketing, Entrepreneurship, Marketing, Medical Systems Administration, Opportunities in Hospitality & Tourism

**Entrepreneurship Education (Grades 9-12)****9093C, 1 Credit****Prerequisite:** None

**Course Description:** Entrepreneurship introduces students to the exciting world of creating, owning, and launching their own business. Students will learn concepts and techniques for planning and innovative business and living the entrepreneurial lifestyle. **Expectations for Students:** Students will be expected to complete a simulation program to enhance their learning experience. **Assessment:** Students must successfully pass benchmark tests to show their mastery of the material.

**Sequences** with any of the following: Accounting, Introduction to Marketing, Opportunities in Hospitality and Tourism, Computer Information Systems

**Digital Marketing****8125C, 1 Credit (Grades 10-12)****Recommendation:** Principles of Business and Marketing

**Course Description:** Students receive an introduction to marketing functions and business plans and study internet marketing's role in the global economy. Students gain knowledge of the tools and techniques used in internet marketing and learn how to design a website. They explore ethical, legal, and security aspects and prepare for career internet marketing. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. Computer/ technology applications supporting this course are studied.

**Sports Marketing****8175C, 1 Credit (Grades 10-12)****Recommendation:** Principles of Business and Marketing

**Course Description:** Students develop skill in areas of marketing analysis, event marketing, communication, and human relations as they related to sports, entertainment, and recreation.

**Advanced Marketing****8130C, 1 Credit (Grades 11-12)****Prerequisite:** Principles of Business and Marketing or Sports Marketing

**Course Description:** This is an expansion course based on the formation learned in Fundamental of Marketing. Students will expand their knowledge as they relate it to supervision and management responsibilities.

**➤ Technology Education**

**Career Pathway Samples**

Engineering	Engineering
<b>Technical Drawing (8435)</b>	<b>Technical Drawing (8435)</b>
<b>Introduction to Engineering Design (8439)</b>	<b>Introduction to Engineering Design (8439)</b>
<b>Principles of Engineering (8441)</b>	<b>Principles of Engineering (8441)</b>
<b>Civil Engineering &amp; Architecture (8430) and/or</b>	<b>Computer Integrated Manufacturing (8443)</b>
<b>Engineering Design and Development (PLTW)</b>	<b>Engineering Design and Development (PLTW)</b>

**Technical Drawing and Design (Grades 9-11)**  
**8435C, 1 Credit**

**BRTC**

**Course Description:** In this foundation course, students learn the basic language of technical drawing and design, and they design, sketch, and make technical drawings, models, or prototypes of real design problems. This course is recommended for future engineering and architecture students.

**Sequence Courses:** Digital Visualization, Architectural Drawing

**Architectural Drawing and Design (Grades 10-12)**  
**8437C, 1 credit**

**BRTC returning**

Students learn the principles of communicating architecture designs and increase their understanding of working drawings and construction techniques learned in Technical Drawing and Design. Experiences include residential and commercial building designs, rendering, model development, and structural detail developments. Students use computer-aided drawing and design (CADD) equipment and established standards or codes to prepare models for presentation. The course is especially beneficial to future architects, interior designers, or residential builders.

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**Digital Visualization (Grades 10-12)**  
**8276C, 1 Credit**

**BRTC**

**Prerequisite:** Introduction to Engineering Design or Technical Drawing

**Course Description:** Students gain experience related to computer animation by using graphics and design concepts. Students solve problems involving 3-D object manipulation, storyboarding, texturing/mapping, lighting concepts, and environmental geometry. Students create a variety of animations that reflect real-world applications and are introduced to interactive and e-D animation software. Production of a portfolio of examples of original student work is included.

**PLTW Introduction to Engineering Design (Grades 9-12)**  
**8439C, 1 Credit**

**BRTC**

**Prerequisite:** Passed Algebra I SOL

**Course Description:** This is a course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. **Expectations:** Using 3-D computer modeling software, students learn the design process and they solve design problems as they develop, analyze, and create product models. **Assessment:** Students are assessed on their mastery of the problem-solving process as they create product models.

**Sequence Courses:** Principles of Engineering, Digital Visualization: 3D Animation

**PLTW Principles of Engineering (Grades 10-12)**  
**8441C, 1 Credit**

**BRTC**

**Prerequisite:** Introduction of Engineering Design

**Course Description:** This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. The course also includes concerns about social and political consequences of technological change. **Expectations and Assessment:** Students are assessed on their mastery of the problem-solving process as they use engineering concepts and practices.

**PLTW Engineering Design and Development (Grade 12)**  
**8443C, 1 Credit**

**BRTC**

**Prerequisite:** Civil Engineering, Principles of Engineering, or Computer Integrated Design

**Course Description:** In this PLTW capstone course, teams of students guided by community mentors work together to research, design, and construct a solution to engineering problems. Students synthesize knowledge, skills, and abilities through an authentic engineering experience. **Expectations and Assessment:** Students are expected to develop and formally present an independent-study project and a team-oriented project that are critiqued by an evaluation committee.

**PLTW Computer Integrated Manufacturing (Grade 10-12)**  
**8443C, 1 Credit**

**BRTC**

**Prerequisite:** Introduction to Engineering Design

**Course Description:** In this specialization course in Project Lead the Way, students are taught concepts of robotics and automated manufacturing by creating 3-D designs with computer modeling software and producing computer-controlled models of their designs.

**PLTW Civil Engineering & Architecture (Grades 11-12)**  
**8430C, 1 Credit**

**BRTC**

**PLTW Prerequisite:** Intro to Engineering Design

**Course Description:** In this specialization course for Project Lead the Way, students collaborate on both the development of community-based building and design projects and conceptual design for project presentations.

**➤ Trade & Industrial Education**

**Sample Career Pathways**

<b>Construction-Carpentry</b>	<b>Construction-Electricity</b>	<b>Transportation Operations</b>	<b>Pre-Construction-Welding</b>	<b>Law- Security and Protective Services</b>
Technical Drawing and Design (8435)	Technical Drawing and Design (8435)	Applied Ag Concepts (8073)	Applied Ag Concepts (8073)	Computer Information Systems (6612)
Architectural Drawing and Design (8437)	Architectural Drawing and Design (8437)	Automotive Technology I (8506)	Technical Drawing and Design (8435)	Advanced Computer Information Systems (6613)
Building Trades I (8515)	Building Trades I (8515)	Automotive Technology II (8507)	Welding I (8672)	Criminal Justice I (8702)
Carpentry I (8601)	Electricity I (8533)		Welding II (8673)	Criminal Justice II (8703)
Carpentry II (8602)	Electricity II			

**Automotive Technology I (Grades 10-11) Class Fee**  
**8506C, 2 Credits**

**BRTC**

**Prerequisite:** None

**Course Description:** This program provides a thorough understanding of automotive fundamentals and the skills needed to inspect, diagnose, repair, or make adjustments to vehicles. Students learn to repair fuel, electrical, cooling, brake, drive train, and suspension systems. Instruction is given also in the adjustment and repair of individual components and systems such as radiators and transmission. **Expectation and Assessment:** Emphasis will be placed on ASE Certificate preparation throughout all phases of this program. In the first year, 60% of class time is allocated to automotive theory in the classroom and 40% to shop/laboratory work.



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**Automotive Technology II (Grades 11-12) Class Fee BRTC**  
**8507C, 3 Credits**

**Prerequisite:** Automotive Technology I and teacher recommendation

**Course Description:** This program provides a thorough understanding of automotive fundamentals and the skills needed to inspect, diagnose, repair, or make adjustments to vehicles. Students learn to repair fuel, electrical, cooling, brake, drive train, and suspension systems. Instruction is given also in the adjustment and repair of individual components and systems such as radiators and transmission. **Expectation and Assessment:** Emphasis will be placed on ASE Certificate preparation and Motor Vehicle Safety Inspection Licensure throughout all phases of this program. The second year is comprised of 30% automotive theory and 70% hands-on laboratory/shop work and all training is geared toward achieving ASE Certification.

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**Building Trades I (Grade 10) Class Fee BRTC**  
**8515C, 1 credit**

**Prerequisite:** None **Recommendation:** Algebra I and Geometry

Building Trades I introduces students to skills in the four core areas of residential construction: masonry, carpentry, electricity, and plumbing. Students emphasize safety by earning the Occupational Safety and Health Administration (OSHA) 10 card as they build or repair residential structures, using a variety of materials and tools. Students will also learn current residential building codes associated with the trades. Returning course

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**Carpentry I (Grades 10-11) Class Fee BRTC**  
**8601C, 1 Credit**

**Prerequisite:** None **Recommendation:** Algebra I and Geometry

**Course Description:** This class explores all tools, shop, and general safety related issues necessary for successful carpentry. Students will develop basic carpentry skills which include the proper use of hand and power tools, how to read a tape measure, and how to use various squares to determine angles and pitches. **Expectation and Assessment:** Students will use the knowledge they have gained to design and build small projects.

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**Carpentry II (Grades 11-12) Class Fee BRTC**  
**8602C, 2 Credits**

**Prerequisite:** Carpentry I with a grade of “C” or better

**Course Description:** This class begins by reviewing safety standards for tools and shop. Students begin taking the responsibility of building larger projects such as storage buildings. In this class students will learn how to layout and cut stairs and rafters. They will also learn the proper layouts for decks, walls, and roof systems. In addition, students learn to layout and install asphalt shingles. **Expectations and Assessment:** Students will take a ten-hour OSHA safety course.

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**Carpentry III (Grade 12) Class Fee BRTC**  
**8603C, 2 Credits**

**Prerequisite:** Carpentry II. Must have a grade of “C” or better and teacher recommendation.

**Course Description:** Carpentry III is an advanced course that allows students to gain in-depth knowledge and hands-on experience in construction industry skills. Work-based learning methods of instruction for this course would provide the student with practical, on-the-job experience in addition to what he or she has already mastered in Carpentry I and II. Additional exploration of the carpentry profession and postsecondary options for continuing education and professional opportunities are also emphasized.

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**Electricity I (Grades 10-11)**      **Class Fee**      **BRTC**  
**8533C, 1 Credit**  
**Prerequisite:** None    **Recommendation: Algebra I and Geometry**

**Description of Course:** This program will provide a foundation for students who want a career in one of the many aspects of the electrical field. The program begins with general safety and first aid, occupational introduction, trade information (NEC), basic theory of electricity, alternating and direct current wiring methods. **Expectations:** First year students will focus primarily on safety, basic theory, wiring methods covering residential practices, identification/use of tools and equipment associated with the electrical trade. Students should expect 90% classroom instruction and 10% hands-on projects in the first year. **Assessment:** Labs (daily classroom assignments), quiz grades, hands-on projects, and benchmark test.

**Electricity II (Grades 11-12)**      **Class Fee**      **BRTC**      **DUAL ENROLLED ELE 134**  
**8534C, 2 Credits**  
**Prerequisite:** Electricity 1

**Course Description:** This program will align with previous course and allow students to focus on a more intense coverage of the electrical field including Residential, Commercial and Industrial applications. The program begins with an overview of general safety and first aid, occupational introduction, trade information (NEC), basic theory of electricity, alternating and direct current wiring methods. **Expectations:** Second year students will focus on different aspects of the electrical field that can help them determine the type of electrical work they would be most interested in for future employment. Students will also enroll in the career safe online course, where they have the opportunity to complete the 10-hour OSHA safety program and receive the OSHA 10 card for the construction industry. Students will experience approximately 50% classroom work and 50% hands-on. Dual enrollment credits are available. **Assessment:** Labs (daily classroom assignments), quiz grades, hands-on projects, and benchmark test. Second year students will be required to take an Industry Certification test through Skills USA. Dual enrollment credit is available.

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**Electricity III (Grade 12)**      **Class Fee**      **BRTC**  
**8535C, 2 Credits**  
**Prerequisite:** Electricity II. Must have teacher recommendation and have earned OSHA 10 certification.

**Course Description:** Through hands-on experiences, students continue building skills in the installation, operation, maintenance, and repair of electrical systems, with emphasis on industrial applications. They also study lighting fixtures, overcurrent protection, service equipment, motor controls, transformers, grounding, and the National Electrical Code (NEC) Book.

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**Welding I (Grades 11-12)**      **Class Fee**      **BRTC**      **DUAL ENROLLED**  
**8672C, 1 Credits**  
**Prerequisite:** None    Class size limited.    **Recommendation: Algebra I and Geometry**

**Course Description:** 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 the students will learn metallurgy as it relates to welding. **Expectations and Assessment:** In the first year students will complete a variety of metal projects using Arc and oxyacetylene welding techniques.

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**Welding II (Grades 11-12) Semester 1**      **Class Fee**  
**8673C, 2 Credits**

**BRTC DUAL ENROLLED WEL 130**

**Prerequisite:** Welding I, and Instructor/Admin Approval.

**Course Description:** 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 the students will learn metallurgy as it relates to welding. **Expectations and Assessment:** In the second year, emphasis will be placed in 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.

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**Criminal Justice I (Grades 10 or 11)**  
**8702C, 1 Credit**

**BRTC DUAL ENROLLED ADJ 100**

**Prerequisite:** None

**Course Description:** Students are introduced to law, public safety, corrections, and security practices. Students examine contemporary issues in the criminal justice system and explore crime scene investigation, criminal investigation, court procedures, policing, and juvenile justice. This course provides a foundation for careers as lawyers, forensic specialists, law enforcement, and correctional officers.

**Criminal Justice II (Grades 11 or 12)**  
**BRTC 8703, 2 Credits**

**BRTC DUAL ENROLLED ADJ TBD**

**Prerequisites:** 8702

**Course Description:** Students apply knowledge learned in Criminal Justice I through practical scenarios involving crime scene investigation, criminal investigation, and crisis intervention. Students explore trends in correctional standards and in identifying and preventing terror threats. This course prepares students for careers as lawyers, forensics specialists, and law enforcement and corrections officers.

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**INDUSTRIAL MAINTENANCE TECHNOLOGY I & II (Grade12) 36 weeks****LFCC****8575C & 8576C, 6 Credits****Application Required- See Guidance Counselor**

**Prerequisite:** Student must have a 2.5 GPA or better and Algebra I. Applicants must have met all requirements for graduation and must take Government and English their senior year. Applicants must have successfully completed one (or more) of the following:

- Agriculture Concepts (8073)
- Basic Technical Drawing (8435)
- Automotive Technology (8506)
- Electricity (8533 or 8534)
- Carpentry (8601 or 8602)

IMTA is taught at Lord Fairfax Community College. Competitive applications will be accepted in the school division office of Career and Technical Education. Three students total from the high schools will be selected (by committee) to attend the academy based on their application. Transportation is provided from each high school. Students will ride the Governor's school bus and return to their home high school each day, departing at 7:30 AM and returning at 11:30 AM.

At the successful completion of this one-year academy, in addition to high school credit, students will earn 31 college credits and complete a career Studies Certificate in EPA CFC and Electricity. All applicants must have met all graduation requirements and must take the senior level English and Government.

IMTA prepares students for living-wage jobs in our community. Students learn skills in welding, HVAC, hydraulics and pneumatics, and electricity that will allow them to work in the engineering department in a large building or industrial facility. Students will also learn skills related to a variety of industrial safety regulations; the use of calipers and micrometers and math conversions for precision measuring/quality control; practice drawing and interpreting technical drawings; and perform a variety of welding and metal work operations.

Students will successfully master all course competencies and upon successful completion of this one-year academy, will be Career and Technical Education Completers in Industrial Maintenance Technician I and Industrial Maintenance Technician II.

8576 (Non) 5 credits

31 College Credits/Lord Fairfax Community College

Duration: 36 weeks

Grade Level: 12

GPA: 2.5 or better and Algebra I

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**Emergency Medical Technician (EMT) Academy (Grade 12)****LFCC****8333C, 8334C, 6 credits**

**Prerequisite:** Admission to the program is a selective process. The student must be at least 16 years old, have passed their Biology SOL exam, and have a 2.75 GPA. College placement tests must be taken as well;

**Course Description:** This one-year program leads to the completion of the first semester of the Associate of Applied Science Degree in Emergency Medical Services at Lord Fairfax Community College and prepares students for certification as a Virginia and/or National Registry EMT.

**Expectations:** Hold current certification in an Office of Emergency Medical Services [approved cardiopulmonary resuscitation \(CPR\) course](#) at the beginning date of the EMT course.

The following courses are taught on site at both high schools or at the high school indicated

## ART

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### **Art I: Art Foundations (Grades 9-12)**

**9120C, 1 Credit**

**Prerequisite:** None

**Course Description:** Art Foundations emphasizes the development of abilities to recognize visual arts content, concepts, and skills to create, discuss, and understand original works of art. The standards represent a thematic approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics through which students will develop an understanding and appreciation for the visual arts. **Expectations and Assessments:** Students will maintain a portfolio documenting their accomplishments. Art I can be a prerequisite for Crafts as Art. These two courses will satisfy the sequential electives requirement. Students are assessed on the quality of the classroom projects and tests.

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### **Art II: Intermediate (Grades 10-12)**

**9130C, 1 Credit**

**Prerequisite:** Art Foundations

**Course Description:** This course extends and refines abilities to investigate and respond to the visual arts. The standards emphasize the importance of content, concepts, and skills involved in the creation of original works of art. The standards introduce a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society. **Expectations and Assessments:** Students will continue to maintain a portfolio and select representative work to take to the next level of study. Students will be assessed on the quality of all artwork and tests.

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### **Art II: 3-D Art (Grades 10-12)**

**9196C, 1 Credit**

**Prerequisites:** Crafts as Art or Art I

**Course Description:** This intermediate course is designed to help students extend and refine the ability to investigate and respond to the visual arts through three-dimensional media. Students examine the importance of content, concepts and skills involved in the creation of original works of sculpture and 3-D design. Students maintain sketchbooks and portfolios, selecting representative work to take to the next level of study.

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### **Art III: Advanced Intermediate Art (Grades 11-12)**

**9140C, 1 Credit**

**Prerequisite:** Art II

**Course Description:** This advanced course continues the emphasis on development of abilities or organized and analyze visual arts content, concepts, and skills in creating works of art. The focus on art history, critical evaluation, and aesthetics is increased, and includes cultural and stylistic issues and creative problem solving. **Expectation and Assessments:** Study at this level affords students the opportunity to develop a personal direction in the production of their works of art or to further academic study in the visual arts. Selected works of art and other products will be added to the portfolio and carried forward to the next level of study.

**Art IV: Advanced Art (Grades 11-12)**

**9145C, 1 Credit**

**Prerequisite: Art III**

**Course Description:** Advanced Art reinforces competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills, and the student-directed approach at this level richly enhances personal expressive abilities. Visual communication and production, cultural context, and art history, judgment and criticism, and aesthetics remain the foundation areas of the standards, and an advanced level of performance in each is necessary. **Expectation and Assessments:** The students will continue to maintain a portfolio, and the culminating portfolio must give evidence of quality, concentration, and breadth of work produced throughout the high school art program.

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**Crafts as Art (Grades 9-12)**

**9160C, 1 Credit**

**Prerequisite:** None

**Course Description:** Crafts as Art is designed to be a hands-on project-based class. Students will explore many media and different trades in the art world. Materials we will be exploring cardboard, paper, magazine, clay, fabric, string, wire, paints, paper maché and tissue. Crafts as Art and Art I can be taken to meet sequential elective credits. **Expectations and Assessments:** Students are expected to complete projects and tests for credit in the class.

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**AP Studio 2-D Art (Grades 11-12)**

**9148H, 1 Credit AP Test**

**Prerequisite: Recommendation**

**Course Description:** This course provides students with a rigorous college level studio art class. All the principles of art and elements of design are implemented in various media on multiple 2-D surfaces. Students will learn time management and creative thinking while creating artwork. The college formula for studio art courses is 2 hours of work for every hour of class work; at the least, students should spend equal time outside of the classroom working. In the spring, portfolios will be prepared for AP reading and grading, college credits can be earned by the student. Students will have summer assignments to complete in order to finish this course in the fall. Some materials will be the responsibility of the student to buy.

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**Graphic Arts Design I (Grades 9-12)**

**9153C, 1 Credit**

**Prerequisite:** None

**Course Description:** Students will learn to explore digital imaging and graphic design and animation. Students will work through lessons learning Adobe Photoshop and create original projects culminating in a student created web page using rollovers and animated gif. Students will also create a graphic magazine of the environment called an Ecozine. **Expectations and Assessments:** Students will develop skills necessary to complete digital imaging and graphic design projects. Students will be graded on vocabulary and concepts as well as mastery of skills.

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**Graphic Arts II (Grades 10-12)****9156C, 1 Credit****Prerequisite:** Graphic Arts I

**Course Description:** Advanced Adobe photo shop studies using Scott Kelley's Photoshop for Digital Photographers. Creating original projects. Logo, letterhead design and stationary designs.

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**HEALTH AND PHYSICAL EDUCATION**

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**Health and PE 9 (Grade 9)****7300C, 1 Credit****Prerequisite:** None

**Course Description:** The objective of this course is to teach physical fitness and concepts, team and individual sports, and topics in health education. **Expectations and Assessments:** Students are to dress each day for activity. Students will participate in activities and give a good effort. Requirements for the standard and advanced diplomas include training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators which will be included in this course. Students must successfully pass benchmark and skills/knowledge tests for given activities.

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**Health and PE 10/Drivers ED (Grade 10)****7405C, 1 Credit****Prerequisite:** Health and PE 9

**Course Description:** Physical education in grade 10 is a required class for graduation. PE 10 will stress the importance of lifetime, individual, and team sports. Emphasis will be placed on the fundamentals of these activities, as well as helping students develop an understanding of maintaining a healthy body. Health topics will include drug awareness, nutrition, mental health, and care and prevention of injuries. Driver's Education covers the required 36 hours of instruction needed for enrollment in a private behind the wheel course. Certificates of completion are presented at the end of the unit. **Expectations and Assessments:** Students are required to dress and participate daily. Students are expected a minimum of 36 hours of attendance for Driver's Education. Students will need to show mastery of the required skills. There is no end of course SOL, but students must successfully pass benchmark and skills/knowledge tests of given activities.

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**PE 10 Strength Training/Driver ED (Grade 10)****SHS****7401C, 1 Credit****Prerequisite:** Health and PE 9

**Course Description:** Strength training will also cover the credit in physical education that students need for graduation. Strength training deals with the basic fundamentals of physical fitness through weight training, plyometrics, flexibility enhancement, speed, and agility development. Driver's Education covers the required 36 hours of instruction needed for enrollment in a private behind the wheel course. Certificates of completion are presented at the end of the unit. **Expectations and Assessments:** To attend class in designated attire and actively participate and engage in activities daily. Students must complete 36 hours of instruction and will demonstrate knowledge of the driving task and the automobile. There will be weekly evaluations based on recorded data.

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**Advanced P.E. I, II (Grades 11-12)**

**7640C, 7651C, 1 Credit each**

**Recommendation:** Health and PE 9, Health and PE 10

**Course Description:** This is an elective for students who have successfully completed Physical Education 9 and 10 and who have a sincere desire to continue their interest and development in Physical Education. This course is an advanced speed, strength, and agility development class. Students enrolled in this class will complete training sessions that will focus on developing absolute total body strength, power, speed, agility, flexibility, balance, and injury prevention for student-athletes. The mission of this course is to maximize physical performance while reducing the risk of injuries. **Expectations and Assessments:** Students must attend class in designated attire and actively participate and engage in activities daily. This class is designed for students who desire to become better student athletes. Grades are based on weekly evaluations based on performance data that the student must record daily.

**Sports Management**

**SHS**

**7654C, 1 Credit (Elective)**

**Recommendation:** None

**Course Description:** This class is designed for those interested in a career in Sports Management. Students will explore various aspects of sports and athletics. Specific topics covered in the course will relate to the duties of an Athletic Director and coach, coaching courses, athletic budget, and safety in sports, athletic facility design and scheduling. **Expectations and Assessments:** Students will be active in helping to set up and break down for sporting events as well as many academic projects throughout the semester. Projects, assignments, and participation in school athletic events.

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**Adaptive PE (Grades 9-12)**

**7700N, 1 Credit**

**Recommendation:** Teacher Recommendation

**Course Description:** This course is designed for eligible students who require the class as determined by unique medical restrictions.

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**Sports Medicine/Athletic Training I (Grades 11-12)**

**7660C, 1 Credit**

**Prerequisite:** None

DUAL ENROLLED OPTION AT WCHS

LFCC HLT 156

**Course Description:** This class is designed for students considering careers in health care or fitness and those interested in serving as student trainers. Coursework includes human anatomy, basic first aid, emergency response, and recognition, treatment, and care of sports related injuries. **Expectations and Assessments:** Participation in this class involves an activity fee and service hours with athletic teams.

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**Sports Medicine/Athletic Training II (Grades 11-12)**

**7662C, 1 Credit**

**Prerequisite:** Sports Medicine I

DUAL ENROLLED OPTION AT WCHS

LFCC HLT 206

**Course Description:** Sports Medicine II will offer instruction and practical application in the skills and techniques necessary for the prevention and care of athletic injuries. Topics to be covered will include: prevention, clinical evaluation and diagnosis, treatment, rehabilitation and reconditioning, immediate care, organization and administration, and professional responsibility. Sports Medicine II will allow students to expand on their Athletic Training background and will allow the opportunity to increase their practical skills and competency in the field of Athletic Training.



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**Basic Athletic Strength and Conditioning (Grades 10-12)****WCHS****7665C, 1 Credit****Recommendation:** Must be participating in a sport.

**Course Description:** This course is designed to provide the foundation of athletic development. Student-athletes will participate in age and developmentally appropriate training, coordination, agility, and injury prevention. This course will teach basic principles of strength and conditioning field. The mission of this course is to maximize the physical potential of student while reducing the risk of injury during athletic participation.

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**Advanced Athletic Strength and Conditioning (Grades 11-12)****WCHS****7670C, 1 Credit****Recommendation:** Basic Athletic Strength and Conditioning

**Course Description:** This course is an advanced speed, strength, and development class. Students enrolled in this class will complete training sessions that will focus on developing absolute total body strength, power, speed, agility, flexibility, balance, and injury prevention. Students will learn physiological principles of sports performance development, as well as knowledge of the fitness and strength and conditioning professions. The mission of the course is to maximize physical performance while reducing the risk of injury in athletic participation. **Expectations and Assessments:** Weekly evaluations based on performance data that the student must record daily.

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**HISTORY/SOCIAL SCIENCE**

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**Modern World History and Geography (Grades 9-10)****SOL****2342C, 1 Credit****Prerequisite:** None

\*SHS students – If you wish to take AP European History during the 10<sup>th</sup> grade, you must take Ancient World History and Geography during 9<sup>th</sup> grade. Students who take Modern World History and Geography during 9<sup>th</sup> grade will NOT be eligible to take AP European History during 10<sup>th</sup> grade.

**Course Description:** This course examines the people, ideas, events, and geo-political development of the modern world from 1500 C.E. to the present. Topics of study will include: the evolution of nations throughout the world; the impact of scientific and technological revolutions on economic conditions; social and political philosophies that influenced world leaders and propelled wars; and connections between the past and the contemporary issues that define today's global landscape. **Expectations and Assessments:** Students will improve historical understanding and social science skills by engaging in research, analysis, evaluation, and decision making. Students must complete the required assessments aligned to the standards of learning to earn verified credit toward graduation.

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**Ancient World History and Geography AD (Grades 9-10)****SOL****2215C, 1 Credit****Prerequisite: None**

\*SHS students – If you wish to take AP European History during the 10<sup>th</sup> grade, you must take Ancient World History and Geography during 9<sup>th</sup> grade. Students who take Modern World History and Geography during 9<sup>th</sup> grade will NOT be eligible to take AP European History during 10<sup>th</sup> grade.

**Course Description:** This course examines the historical development of people, places, and patterns of life from ancient times until 1500 C.E. Topics of study will include: human interaction and adaptation to their environment; the rise of civilizations and associated political, economic, and cultural characteristics; the lasting influences of classical civilizations and major world religions; the emergence of regional interaction through trade; and the origin of modern Western European nation-states. **Expectations and Assessments:** Students will continue to improve historical understanding and social science skills by engaging in research, analysis, evaluation, and decision making. Students must complete the required assessments aligned to the standards of learning to earn verified credit toward graduation.

**African American Studies (Grades 9-12)****2371C, 1 Credit (Elective)****Prerequisite: None**

**Course Description:** This course will survey African American history from precolonial Africa through the present. Students will be introduced to key concepts in African American history from early beginnings in indigenous Africa through the transatlantic slave trade, the Civil War, Emancipation, Reconstruction, the Civil Rights era and into the present. The course, offered in a blended learning format, will give students an opportunity to explore social events and processes, individuals and agency, documents and institutions; and analyze past and present positions for future implications for African Americans.

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**AP European History (Grades 10-12)****SHS****SOL****2399H, 1 Credit****Prerequisite: None**

**Course Description:** This course is designed for students who excel in history and who want to expand their understanding of the cultural, economic, political and social developments that are instrumental in shaping the world in which they live. Students will study some of the principle themes in modern European history, analyze historical evidence and historical interpretation and express in writing how these events affect the development of contemporary institutions, the role in present-day society and politics, and the developments of movements that affect the world we live in today. **Expectations and Assessments:** Students are expected to complete assignments and projects outside of class as well as in class. Students must complete the required assessments aligned to the standards of learning to earn verified credit toward graduation. Students are expected to take the AP European History exam.

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**U.S. and Virginia History (Grade 11)****SOL****2360C, 1 Credit****Prerequisite: None**

**Course Description:** This is a survey of the history of Virginia and the U.S. 1492 from to the contemporary era. Students are expected to interpret primary sources from historical periods; understand chronological events; recognize historical figures; comprehend causes and effects, and analyze events for their historical ramifications. **Expectations and Assessments:** Students must complete the required assessments aligned to the standards of learning. This course offers an opportunity to earn a history verified credit if needed to meet diploma requirements.

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**United States History DE (Grade 11)****DUAL ENROLLED LFCC HIS 121/122****2353DE 1 Credit****Recommendation:** Grade of “C” or better in Ancient World History or Modern World History.**Prerequisite:** Students must meet the dual enrollment requirements provided by LFCC.

**Course Description:** This course introduces the history of the United States from its origins to the present. The course covers the major political, social, and economic developments of the nation throughout its history. Topics will include: European exploration; development of the American colonies and their institutions; the Revolution; Civil War and Reconstruction; overseas expansion; the world wars; the Cold War and post-Cold War eras.

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**U.S. and Virginia Government (Grade 12)****2440C, 1 Credit****Prerequisite:** None

**Course Description:** This course is intended to develop an understanding of the philosophical and constitutional basis of American and Virginia Government and the importance of the individual in a free society. **Expectations and Assessments:** Students are expected to complete benchmarks and exams to earn credit in the course.

**AP Government and Politics United States (Grade 12)****2445H, 1 Credit****Recommendation:** Grade of “C” or better in US History.

**Course Description:** This course is a critical analysis of government and politics in the United States. Current event issues involving state, national and world problems are also emphasized. **Expectations and Assessments:** Oral presentations (individual and groups) and written analysis (primarily essays) will be required in class. Students are expected to take the AP exam at the completion of the course.

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**Psychology I (Grades 11-12)****2900C, 1 Credit****Prerequisite:** None

**Course Description:** This introductory course helps students to get involved in solving their own problems in daily life. Students will be encouraged to discuss topics, such as learning theory, philosophy, abnormal, developmental, social, and criminal psychology. This course encourages students to look at themselves, and reinforce positive self-esteem images while using a “hands-on” approach. **Expectations and Assessment:** Students are expected to participate in all class activities and to complete all tests, projects, and exams to earn credit in the class.

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**AP Psychology (Grades 11-12)****2902H, 1 Credit****Recommendation:** Psychology I.

**Course Description:** Advanced Placement Psychology is equivalent to a college Introduction to Psychology course. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. **Expectations and Assignments:** The curriculum for this course places a heavy emphasis on essential reading, writing assignments, independent projects, and frequent tests inside and outside of the classroom which are intended to prepare students for the AP Exam.

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**Sociology (Grades 10-12)****WCHS****2500C, 1 Credit****Prerequisite:** None

**Course Description:** Sociology is the study of society with a social emphasis on values, beliefs, stratification, mobility, class, deviance, law, attitudes, and global processes. Social institutions such as prisons, mental hospitals, and communities will be investigated and analyzed in this course. Activities including debates, discussions, case studies, and projects will be utilized to assess student achievement. **Expectations and Assessments:** Students are expected to participate in class and to complete required tests, benchmarks, and projects.

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**INDEPENDENT STUDY**

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**Independent Study Project (Grades 11-12)****9200C, 1 Credit****Prerequisite:** None

**Course Description:** This course is an elective course for upper class with a GPA of 3.0 or better that requires the student to design a semester or year-long project. Projects are reviewed by a committee at the beginning of the year, require the supervision of a teacher and parental permission. **Expectation and Assessment:** projects must be designed, produced and submitted according to instructor's requirements. The final grade is based on mastery of the independent project.

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**LANGUAGE ARTS**

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**English 9****1130C, 1 Credit,****Prerequisite:** English 8

**Course Description:** English 9 is the study of the elements of the short story, poetry, non-fiction, drama and the novel. Student will examine these literary genres with emphasis on oral and written communication skills, including using reference materials for a research project. Grammar and vocabulary are taught in conjunction with these units. **Expectations and Assessments:** Students are expected to complete assignments, projects and tests, including benchmarks and exams. Students will write a persuasive essay for their writing portfolios which will allow them to earn a verified credit in the 11th grade.

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**English 10****1140C, 1 Credit****Prerequisite:** English 9

**Course Description:** The English 10 course emphasizes close analysis of world literature, informational materials, and dramatic selections along with development of greater precision, clarity, and style in writing to inform, explain, analyze, or entertain. **Expectations and Assessments:** Students will be expected to credit sources of both quoted and paraphrased ideas as well as to use print, electronic databases, and online resources to access information and complete a research project. Progress will be assessed periodically by way of countywide benchmark testing as students prepare for the EOC Reading SOL test, which will be given during the junior year. Students will also write an analytical essay for their writing portfolio, which will allow them to earn a verified credit in the 11<sup>th</sup> grade.

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**English 10 Honors**  
**1140A, 1 Credit**  
**Prerequisite:** English 9

**Course Description:** Students will be engaged in reading a variety of texts, including pre-20th century and contemporary non-fiction. Emphasis of the class is to develop the skills needed to be successful in Advanced English classes. Writing instruction is designed to prepare students for the type of writing that is expected in an Advanced Placement course. **Expectations and Assessments:** Progress will be assessed periodically by way of countywide benchmark testing. Students will be required to write an analytical essay for their portfolio, which will allow them to earn a verified credit in the 11<sup>th</sup> grade.

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**English 11**  
**1150C, 1 Credit**  
**Prerequisite:** English 10

**SOL**

**Course Description:** This course is a study of oral and written communication with emphasis on the writing of effective sentences, paragraphs, essays, research paper(s), and resume(s). The literature is a chronological approach to the development of American literature and culture beginning with 17<sup>th</sup> century material. **Expectations and Assessments:** Students will continue to develop critical and analytical thinking skills for application across their curriculum of studies and shall demonstrate mastery of curriculum. Students will be required to write an argumentative essay for their portfolio, which will allow them to complete the writing verified credit requirement. Students must take and pass the End of Course Reading SOL to earn a verified credit for the course.

**English 11 DE**  
**1150DE, 1 Credit**

**SOL**

**DUAL ENROLLED LFCC ENG 111/112**

**Recommendation:** English 10 Honors

**Prerequisite:** Students must meet the Dual Enrollment requirements provided by LFCC.

**Course Description:** This course introduces and prepares students to the critical processes and fundamentals of writing in academic and professional contexts with an emphasis on argumentation and research. Teaches the use of print and digital technologies to promote inquiry. This course requires students to evaluate, integrate, and document print and digital sources. Students will produce a variety of academic texts. Students will analyze texts for tone, purpose, syntax, rhetorical strategies, diction, and figures of speech. **Expectations and Assessments:** This course is an intensive, college-level writing course. Students will be required to locate, evaluate, integrate and document sources in writing. Students will be required to write an argumentative essay as a component of the required writing portfolio. Students must pass the End of Course Reading SOL test to meet diploma requirements.

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**English 12**  
**1160C, 1 Credit**  
**Prerequisite:** English 11

**Course Description:** This course is a critical study of the history of British Literature and a review of grammar and composition skills. The writing will include literary criticism, expository and technical writing. **Expectations and Assessment:** Students will complete tests, benchmarks and critical assignments to demonstrate subject mastery.

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**English Composition DE (Grade 12)**

**DUAL ENROLLED LFCC ENG 111/ 112**

**Prerequisite:** Students must meet the Dual Enrollment requirements provided by LFCC.

Seniors may take this course for college credit and for 12<sup>th</sup> grade English credit.

**Course Description:** The focus of this course is rhetorical analysis and argumentative writing. Through the writing process, students refine topics: develop and support ideas; investigate, evaluate and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contests, audiences and purposes. Students will be trained in analyzing texts for tone, purpose, syntax, rhetorical strategies, diction, and figures of speech. Students will analyze persuasive speeches essays for their validity in reasoning and effectiveness in persuasion. **Expectations and Assessments:** This course is an intensive writing course that prepares students for the type of writing that is expected at the college level. Students will be required to locate, evaluate, integrate and document sources in writing.

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**English 12 DE**

**DUAL ENROLLED LFCC ENG 245**

**1160DE, 1 Credit**

**Prerequisite:** Students must meet the Dual Enrollment requirements provided by LFCC.

**Course Description:** This course examines British literary traditions and texts from diverse time periods, genres, and authors. Students will develop critical thinking and interpretive skills through close reading, discussion, and analysis of literary texts in their historical, cultural, social, and/or literary contexts. **Expectations and Assessments:** Students are expected to complete reading and writing assignments outside of class and to utilize critical thinking skills throughout the course.

---

**Mythology I (Grades 9-12)**

**1515C, 1 Credit**

**Prerequisite:** None

**Course Description:** This course introduces myths and legends of the world. Students will read, discuss, and analyze various myths and legends. **Expectations and Assessments:** Students will complete projects and presentations that relate to mythology. Tests, projects, and exams must be completed to earn credit for the course.

---

**Mythology II (Grades 10-12)**

**1517C, 1 Credit**

**Prerequisite:** Mythology I

**Course Description:** Mythology II is a cross-cultural study of World Mythology. It will familiarize students with the various ways in which different cultures have interpreted the world in which they live and have created mythological explanations for things they could not understand. Greco-Roman, Indian, African, Native American, Norse, Celtic, Asian, Central and South American, and Middle Eastern myths will be studied. **Expectations and Assessments:** Mythology II students will move beyond the 'survey' content of Mythology I to advanced applications including comparative analysis, the study of archetypes across cultures and eras, the significance and effect of folklore on emerging cultures and a study of modern popular fiction and mass media derived from World Mythology.

---

**Creative Writing I (Grades 9-12)**

**1171C, 1 Credit**

**Prerequisite:** None

**Course Description:** This course is conducted as a writer's workshop for writing poems, short stories, and plays. It is an excellent college preparatory course for students who have an appreciation for writing. **Expectations and Assessments:** Students are expected to complete all writing assignments and to contribute to the literary magazine. Students are assessed on their writing, tests, and projects.

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**Creative Writing II (Grades 10-12)**

**1174C, 1 Credit**

**Prerequisite:** Creative Writing I

**Course Description:** This course is a continuation of Creative Writing I. It is designed to increase skills in writing short fiction and poetry. As the course progresses, the students will work on writing plays and nonfiction. All work will be completed through the use of the writing process and assignments will be given to ensure proper use of grammar, usage, and mechanics. **Expectations and Assessments:** Students will also be responsible for designing and publishing a literary magazine. Students will be assessed on their participation and completion of all assignments.

---

**Journalism I (Grades 9-12)**

**Journalism II (Grades 10-12)**

**1200C, 1210C, 1 Credit each**

**Recommendation:** English with a grade of “C” or better.

**Course Description:** Journalism I introduces students to the world of reporting. Journalism II reinforces the writing, layout and design of the newspaper or online publications. Students will work extensively on producing the school publications. **Expectations and Assessments:** During the course, students will be writing extensively across all styles, formats, and variations of the news, completing at least nine separate written or multimedia projects. Students will also develop interviewing skills, learn the basics of photography, and begin to understand and use the methods of designing and layout of a proper newspaper page.

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**Journalism III (Grades 11-12)**

**1211C, 1 Credit**

**Prerequisite: Teacher Recommendation.**

**Course Description:** Students of Journalism III act as editors and managing editors of the school publications. They will give assignments to staff members (Journalism II students), determine deadlines, design online and/or newspaper pages, and confer with the advisor (the teacher) about issues of libel, relevance, and newsworthiness.

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**Publication I (Grades 9-12)**

**1215C, 1 Credit**

**Prerequisite:** None

**Course Description:** This course trains students in layout design, typography, copy writing, art work, photography, advertising and sales. **Expectations and Assessments:** The students will produce the high school’s yearbook. Assessment is determined by the completion of assignments necessary to create the yearbook.

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**Publication II (Grades 10-12)**

**1216C, 1 Credit**

**Prerequisite:** Photojournalism I or Publication I

**Course Description:** This course trains students in layout design, typography, copy writing, art work, photography, advertising and sales. **Expectations and Assessments:** The students will produce the high school’s yearbook. Assessment is determined by the completion of assignments necessary to create the yearbook.

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**Publication III (Grades 11-12)**

**1217C, 1 Credit**

**Prerequisite:** Photojournalism II or Publication II

**Course Description:** This course trains students in layout design, typography, copy writing, art work, photography, advertising and sales. **Expectations and Assessments:** The students will produce the high school's yearbook. Assessment is determined by the completion of assignments necessary to create the yearbook.

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## MATHEMATICS

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**Algebra Part I**

**3199C, 1 Credit (Elective)**

**Prerequisite:** None

**Course Description:** The Algebra Readiness curriculum introduces students to skills that are necessary to be successful in future algebra classes. The course will provide a strong foundation for higher level math courses. There will be a focus on simplifying expressions, solving equations, graphing, and other abstract concepts within algebra. The students may use manipulatives, graphing calculators, and other applications to develop concepts and attach meaning to abstract ideas.

**Assessments:** Students will complete unit assessments.

---

**Algebra I (Grades 9-12)**

**SOL**

**3130C, 1 Credit**

**Prerequisite:** None

**Course Description:** The Algebra I curriculum introduces students to methods for representing mathematical relationships. Students will develop facility with the concepts and symbols of algebra and how the symbols can be used to record data. Students will explore linear and quadratic patterns and develop the understanding of functions. The students may use manipulatives, graphing calculators, and other applications to develop concepts and attach meaning to abstract ideas. **Expectations and Assessments:** This course is completed in one semester, which requires students to work at a faster pace than previously expected. Students will complete benchmark assessments and pass the End of Course SOL Test for verified credit.

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**21<sup>st</sup> Century Math (Grade 9-12)**

**3115C, 1 Credit (Elective)**

**Prerequisite:** Recommendation Only

**Course Description:** The course is a review of Algebra concepts. Students will complete Growth Assessments which will inform their instruction by indicating areas of success and areas where improvement is needed.

**Expectations:** Students will work towards successfully passing the Algebra I SOL. After passing the Algebra I SOL, students will work to prepare for success in their next course. **Assessment:** Students will complete Student Growth Assessments and other assessments based on individual need.

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**Algebra Functions Data Analysis (AFDA) (Grades 9-12)**

**3134C, 1 Credit**

**Prerequisite:** Algebra I

**Course Description:** This course studies algebraic functions within the context of mathematical models and data analysis. Probability and experimental design will be utilized. Data will be generated from practical sources, including student generated data. **Expectations and Assessments:** Students are expected to complete a project to analyze data. Students will take benchmark assessments and a final exam.

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**Geometry (Grade 9-12)****SOL****3143C, 1 Credit****Prerequisite:** Algebra I

**Course Description:** This Geometry curriculum helps students discover, learn, and apply fundamental principles of plane and space geometry. The course covers properties of geometric figures, trigonometry, and reasoning with emphasis on learning orderly, logical arguments. **Expectations and Assessments:** Students are expected to utilize manipulatives, proper mathematical notation and vocabulary, and algebra skills to investigate and understand geometric relationships. Students will take benchmark assessments. This course offers an opportunity to earn a math verified credit if needed to meet diploma requirements.

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**Geometry Honors (9-12)****SOL****3143A, 1 Credit****Recommendation:** Grade of “B” in Algebra I.

**Course Description:** This course is a rigorous study of plane and space geometry. The course focuses on the development of higher level thinking skills through development of proofs of geometric properties and application of algebraic principles. **Expectations and Assessments:** This course is recommended for students who plan to take advanced mathematics or pursue college studies in science, mathematics, or technology. Students will take benchmark assessment. Students who have not taken a math SOL as a high school student must take the End of Course SOL.

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**Algebra II (Grades 9-12)****SOL****3135C, 1 Credit****Prerequisite:** Algebra I and Geometry

**Course Description:** This course covers advanced algebraic concepts through the study of functions, equations, inequalities, systems of equations and inequalities, polynomials, rational and radical equations, complex numbers, and sequences and series. **Expectations and Assessments:** Students will utilize oral and written communication of the language of algebra, logic of procedures, and interpretation of results. Students will take benchmark assessments. This course offers an opportunity to earn a math verified credit if needed to meet diploma requirements.

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**Algebra II Honors (Grades 9-12)****SOL****3135A, 1 Credit****Recommendation:** Grade of “B” in Algebra I and Geometry.

**Course Description:** This course covers advanced algebraic concepts through the study of functions, equations, inequalities, systems of equations and inequalities, polynomials, rational and radical equations, complex numbers, and sequences and series. This course is recommended for students who plan to take advanced mathematics courses or pursue college studies in science, technology, engineering or mathematics. **Expectations and Assessments:** Students will develop a methodical and analytical approach to problem solving, complete a semester project and perform algebraic computations without the use of a calculator. Students must complete benchmark assessments. This course offers an opportunity to earn a math verified credit if needed to meet diploma requirements.

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**Trigonometry, Probability and Statistics (Grades 10-12)****3150C, 1 Credit****Prerequisite:** Algebra II

**Course Description:** Students will study trigonometric definitions, applications, graphs, equations and inequalities, methods of data collection. Students will also plan and conduct a survey, and investigate sampling techniques and sources of bias. **Expectations and Assessments:** Students will utilize oral and written communication, logic of procedures, and interpretation of results. Students will complete benchmark assessments and a final exam.

**Discrete Math (Grades 10-12)**  
**3154C, 1 Credit**  
**Prerequisite:** Algebra II

**Course Description:** Discrete math is a college preparatory course where students study systematic counting, mathematical models, applying patterns and processes, organizing information, and finding best solutions using algorithms. **Expectations and Assessments:** Students will utilize oral and written communication, logic of procedures, and interpretation of results. Students will complete benchmark assessments and a final exam.

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**Math Analysis/Pre-calculus DE (Grades 11-12)**  
**3162DE, 1 Credit**

**DUAL ENROLLED LFCC MTH 167**

**Recommendation:** Algebra II Honors with a grade of “C” or higher or Algebra II with a grade of “B” or higher.  
**Prerequisite:** Students must meet the Dual Enrollment requirements provided by LFCC.

**Course Description:** This course presents topics in power, polynomial, rational, exponential, and logarithmic functions, systems of equations, trigonometry, and trigonometric applications, including Law of Sines and Cosines, and an introduction to conics. **Expectations and Assessments:** Students must pass benchmark tests and exams to show mastery of the material.

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**Calculus I DE (Grades 11-12)**  
**3177DE, 1 Credit**

**DUAL ENROLLED LFCC MTH 263**

**Prerequisite:** Students must meet the Dual Enrollment requirements provided by LFCC.

**Course Description:** This course presents concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals and applications of integration. **Expectations and Assessments:** Students must pass benchmark tests and exams to show mastery of the material.

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**Calculus II DE (Grades 11-12)**  
**3178DE, 1 Credit**

**DUAL ENROLLED LFCC MTH 264**

**Prerequisite:** Students must meet the Dual Enrollment requirements provided by LFCC. Students must pass Calculus I DE with a grade of “B” or higher to enroll in Calculus II DE. Students who completed Calculus I DE with a grade of “C” may register for Calculus II, but are not eligible to receive dual enrolled credit.

**Course Description:** This course continues the study of calculus of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration, and power series along with applications. The course features instruction for mathematical, physical, and engineering science programs. **Expectations and Assessments:** Students must pass benchmark tests and exams to show mastery of the material.

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**Statistics DE (Grade 11-12)**  
**3192DE, 1 Credit**

**DUAL ENROLLED LFCC MTH 245**

**Recommendation:** Algebra II with a Grade of “B” or higher.

**Prerequisite:** Students must meet the Dual Enrollment requirements provided by LFCC.

**Course Description:** This course will provide the skills necessary for understanding statistical concepts and for interpreting and communicating the results of statistical analyses, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression.  
**Expectations and Assessments:** Students will complete benchmark assessments and exams.

## MUSIC

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### **Band (Grades 9-12)**

**Marching Band 9298MB (Fall semester), 1 credit**

**Concert Band 9298CB (Spring semester), 1 credit**

**Prerequisite:** None

**Course Description:** Band is a performance oriented class which includes both marching band and concert band. Members of the symphonic band must demonstrate a positive attitude toward music, self-discipline, and group cooperation. Performances are the culminating activity resulting from daily class work. **Expectations and Assessments:** As such, performances are considered to be a test of the learning process. As a member of the band, students will accept the responsibility to be prepared and present at each and every performance. **Assessment:** Performances are used as an evaluation tool. Practice at home is essential for preparation. Instrumentation is limited and students new to the band program will be required to audition.

### **Chorus (Grades 9-12)**

**9285CY, 1 Credit**

**Prerequisite:** None

**Course Description:** The chorus sequences are survey courses in which students explore the basics of music theory and vocal training through the study and performance of choral literature representing a variety of musical genres and periods. Chorus is open to all high school students, without prerequisite or audition. **Expectations and Assessment:** Students are expected to participate in all activities and assessments given in the classroom. Chorus is a yearlong course which meets every day.

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### **Flag Corps (Grades 9-12)**

**9299C, 1 Credit**

**Prerequisite:** Audition

**Course Description:** Flag Corps is a first nine course that designed to allow students who have tried out and made the Flag Corps to participate and receive credit for work accomplished with the marching band during the fall semester, which rehearses from July until November. **Expectations and Assessments:** Grades are given for participation, effort, and achievement. This is a performance class with emphasis on attendance, participation, and performance.

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### **Guitar Methods I (Grades 9-12)**

**9245C, 1 Credit**

**Prerequisite:** None

**Course Description:** During this course, students will be guided from the basics of playing classical guitar, through finger-plucking fully notated melodies. Throughout the period of instruction, students will have opportunities to vocalize while playing, perform in groups, and create original compositions. In addition, students will learn how to read rhythmic and melodic notation by using basic music theory skills.

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### **Guitar Methods II (Grades 10-12)**

**9246C, 1 Credit**

**Prerequisite:** Guitar Methods I or recommendation from a music instructor

**Course Description:** Students will learn, rehearse, and perform classical guitar repertoire for both solo and small/medium ensemble works. In addition to this, students will gain a further understanding of guitar history and literature through listening and music analysis. Supplemental skills covered in this course include: music theory, music composition and songwriting, care and maintenance of classical, acoustic, and electric guitars, an intro to jazz guitar, and music genre studies.

---

**Jazz Ensemble (Grades 9-12)**

**9241C, 1 Credit**

**Prerequisite:** Audition

**Course Description:** Jazz Ensemble is a class which is intended to complement the Band program. Membership is by audition and requires that the student be enrolled in band. Exceptions will be made for students who do not play an instrument used in the band but wish to play in the jazz ensemble (piano, guitar, bass). Jazz ensemble is a performance oriented class which uses the preparation and performance of the various styles of jazz literature as the tool for jazz study. Instrumentation is limited. **Expectations and Assessments:** Grades are given for participation, effort, and achievement. This is a performance class with emphasis on attendance, participation, and performance.

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**Music Theory/Appreciation (Grades 9-12)**

**WCHS**

**9222C, 1 Credit**

**Prerequisite:** None

**Course Description:** Music Theory is an elective course that reinforces the fundamentals of music theory, including elements of music, rhythm, melody, and harmony, while introducing new skills of diction, sight singing, and harmonic analysis. **Expectations and Assessments:** Instruction will be enhanced through the use of computer software, singing, and piano keyboards. Music Theory is taught as an Independent Study at WCHS.

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**Music Artistry**

**SHS**

**DUAL ENROLLED LFCC MUS 121**

**9225DE, 1 Credit**

**Prerequisite:** Currently enrolled in Band, Choir, Guitar or Piano and recommendation from a music instructor

**Course Description:** Music Artistry is a course whose focus is introducing students to higher-level music concepts, performance practice, and ultimately prepare students for the rigor of college music study. In addition, students will learn material covered in music theory as well as chord/interval identification, and melodic and rhythmic dictation. The course will also cover a survey of music history. Students will also study specific music careers and paths through project-based learning.

**Expectations and Assessments:** Ultimately students will create a portfolio of works that can be used for college music auditions.

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**Piano Lab 1 (Grades 9-12)**

**9255C, 1 Credit**

**Prerequisite:** None

**Course Description:** This course is designed to teach the basics of piano performance. **Expectations and Assessments:** Students are to have little to no piano experience. All students will have weekly performance goals. Enrollment is limited due to the availability of instruments.

---

**Piano Lab 2 (Grades 9-12)**

**9296C, 1 Credit**

**Prerequisite:** Piano I and/or Teacher Recommendation

**Course Description:** This course forms a sequence with Piano Lab 1. Students will continue learning piano techniques, continue their study of music theory, and expand their repertoire. Students will be expected to incorporate music theory concepts in composing and performing their own music. They will also perform the music of many major composers.

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**Class Percussion (Grades 9-12)**  
**9250C, 1 Credit**  
**Prerequisite: None**

**WCHS**

**Course Description:** This is not a drum set class. Class Percussion is designed to meet the unique needs of the high school percussion student. **Expectations and Assessments:** Emphasis is placed on mastering all concert percussion techniques as well as marching techniques. Those who are not in band must receive permission to enroll in this course from the instructor. Enrollment is limited due to the availability of instruments. Students are assessed regularly on their mastery of the course. Grades may consist of written and performance-based tests.

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## **PHOTOGRAPHY**

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**Introduction to Photography (Grade 9)**  
**9199C, 1 Credit**  
**Prerequisite: None**

**WCHS**

**Course Description:** This course in Digital Photography is designed to develop students' skills in pixel based photographic design and printing. **Expectations and Assessments:** Students are expected to become proficient at the technical aspect of photographing with a digital camera and working with those images including digital editing, saving, sizing, posting and printing of those images. Students will also learn to develop the habit of looking closely at the visible world around them in order to represent it in terms of aesthetics and beauty. Assessment will be based on mastery of technique and portfolio development.

---

**Photography I (Grades 9-12)**  
**9190C, 1 Credit**  
**Prerequisite: None**

**WCHS**

**Course Description:** Black and white photography is an introduction to photography as a visual art. Units of study will consist of the history of photography, the elements of design and composition, camera and print controls and composition. It will involve use of a manual camera developing film and making enlargements in the darkroom. It is a combination lecture/studio class. Students are recommended to have their own 35mm manual SLR camera. This is recommended but not mandatory. Dual enrollment is an option at WCHS. **Expectations and Assessments:** Students will master the art of exposure and development as well as learning to create photographic prints. Assessment will be based on mastery of technique and portfolio development.

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**Photography II (Grades 10-12)**  
**9191C, 1 Credit**  
**Prerequisite: Photography I**

**WCHS**

**Course Description:** Photography II is an advanced study of photography as a visual art. Students further their understanding of the camera, composition and solving photographic problem solving. Advanced and experimental techniques in processing and printing are explored. **Expectations and Assessments:** Students learn and practice the Zone System of Photography. Topics include portraiture, and low light photography and use of a tripod. Assessment will be based on mastery of technique and portfolio development..

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**Photography III (Grades 11-12)****WCHS**

9192C, 1 Credit

**Prerequisite:** Photography II

**Course Description:** The seminar class focuses on advanced problems in the medium of photography and on the application of the Zone System of Photography. This course not only concentrates on advanced and alternative techniques and processes but also leads to the development of a professional portfolio. It includes the mixing of chemicals and the knowledge to set up and run a darkroom, job shadowing, independent study and the development of a photographic vision as demonstrated by the end of year portfolio. **Expectations and Assessments:** Students will develop a photographic style and create a portfolio. Students are assessed on their portfolio. .

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**Photography IV Honors (Grade 12)**

9198A, 1 Credit

**Prerequisite:** Photography III

**Course Description:** This course emphasizes advanced portfolio development. Students will explore archival considerations. **Expectations and Assessments:** Students are expected to be able to work independently as well as with their instructor to complete an advanced portfolio. Students are assessed on the completion and mastery of the portfolio requirement.

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**SCIENCE**

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**Environmental Science (Grades 9-12)**

4270C, 1 Credit

**Prerequisite:** None

**Course Description:** The purpose of this course is to provide foundational content that will prepare students for either Earth Science I or Biology I while also including aspects of other disciplines such as civic engagement, mathematics, and engineering.

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**Biology I (Grades 10-12)****SOL**

4310C, 1 Credit

**Prerequisite:** None

**Course Description:** This course offers a detailed study of biological science. Understanding of scientific method, macromolecules, cells and their processes, evolution, ecology, and kingdoms of life are the main focus of the course. Students will develop critical thinking skills, including the ability to analyze, synthesize, and apply scientific information. Laboratory skills and higher level thinking skills are stressed. **Expectations and Assessments:** Students must complete assignments such as tests, benchmarks and projects and pass the SOL test to earn a science verified credit.

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**Biology II / Ecology (Grades 11-12)**

4340C, 1 Credit

**Prerequisite:** Environmental Science, or Biology I

**Course Description:** Study of organisms in their environment and the impact of humans in the biosphere. Topics to be studied include populations, ecosystems, biomes, energy resources and development of self-sustainable practices. Students will conduct research into endangered species, biomes, and alternative energy sources. This course may be used as a lab science credit. **Expectations and Assessments:** It is expected that students will successfully complete assigned projects, tests and benchmarks for this course.

---

**Earth Science (Grades 10-12)**  
**4210C, 1 Credit**  
**Prerequisite: None**

**SOL**

**Course Description:** Earth Science is a laboratory based class that investigates topics which drive and affect Earth as a system. Topics of main focus include geology, astronomy, meteorology, oceanography, energy resources, plate tectonics, and the scientific method. **Expectations and Assessments:** Students are assessed on unit exams, laboratories, class work, and homework. This course offers an opportunity to earn a science verified credit if needed to meet diploma requirements.

**Earth Science II: Astronomy (Grade 11-12)**  
**4260C, 1 Credit**  
**Prerequisite: None**

**Course Description:** This course is an introduction to modern astronomy. In this course students will study the origins of astronomy and will study how mankind knows what is known about the universe. Students will explore the history of modern astronomy, the current model of the universe, current research in astronomy, the methods used by astronomers, and the history of space travel. Students will learn the basic physics, chemistry, and geology that is a crucial part of the field of astronomy. **Expectations and Assessments:** Students must be ready to engage in abstract thinking to be successful in this course. Students will complete all tests, projects and benchmarks.

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**Anatomy and Physiology DE (Grades 11-12) SHS DUAL ENROLLED LFCC BIO 145**  
**4330DE, 1 Credit**

**Recommendation: Biology I with a “C” or better**

**Prerequisite: Students must meet the dual enrollment requirements provided by LFCC**

**Course Description:** This course covers basic chemical concepts, cellular physiology and the anatomy and physiology of human organ systems. Assignments require college reading fluency, coherent written communication, and basic mathematical skills.

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**Anatomy and Physiology (Grades 11-12)**  
**4330C, 1 Credit**

**WCHS**

**Recommendation: Biology I with a C or better**

**Course Description:** This course offers detailed and rigorous study of the formal structure and function of the human body. Topics include anatomical terms, cells, chemical processes, homeostasis and the eleven body systems. **Expectations and Assessments:** Assignments such as tests, benchmarks, and projects must be completed with conscious effort. Benchmarks, unit tests and several projects must be completed and scores must meet required pass rates to show mastery of the material.

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**Advanced Biology I DE (Grades 11-12)**  
**4320DE, 1 Credit**

**DUAL ENROLLED LFCC BIO 101**

**Recommendation: Biology I with a C or better**

**Prerequisite:** Students must meet the Dual Enrollment requirements provided by LFCC.

**Course Description:** This course expands on the concepts in the standard Biology 1 course to provide a more detailed study of basic biology concepts. The course focuses on biological processes with a chemical foundation, including macromolecules, cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes the process of science, interdisciplinary approach, and relevance of biology to society, along with hands on learning through a strong laboratory component.

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**Earth Science II: Geology DE (Grades 10-12)      SHS      DUAL ENROLLED LFCC GOL 105  
4270DE, 1 Credit**

**Recommendation:** Earth Science or Environmental Science and Biology I with a grade of “C” or better.

**Prerequisite:** Students must meet the Dual Enrollment requirements provided by LFCC

**Course Description:** This course introduces the science of physical geology through a comprehensive systems-based examination of Earth’s structure, composition, rocks and minerals, landforms, geomorphology, and agents responsible for shaping and modifying its environments. This course explores the origin and evolution of Earth’s topographic and bathymetric features, geologic phenomena, and geologic hazards, resulting from plate tectonics. **Expectations and Assessments:** Students will participate in and complete labs, field experiments, tests and projects to gain a complete understanding of the subject.

**Chemistry IH (Grades 10-12)      SOL  
4410H, 1 Credit**

**Prerequisite:** Completion of or concurrently taking Algebra II.

**Course Description:** Chemistry is a rigorous traditional chemistry course. Students study atomic structure and its effects on the reactivity of the elements of the periodic table and the dynamic nature of molecules. Topics are presented using a combination of lectures, readings, group activities, labs, and on-line resources. Students explore chemical principles through inquiry based activities, experimentation, and quantitative analysis. Topics emphasize connections and the building of skills through a thematic approach. **Expectations and Assessments:** Major assignments (tests, quizzes, and labs) must be completed in a timely manner. This course offers an opportunity to earn a science verified credit if needed to meet diploma requirements.

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**Physics (Grades 10-12)  
4510C, 1 Credit**

**Prerequisite:** Completion of or concurrently taking Algebra II.

**Course Description:** Physics introduces students to a conceptual study of modern physics, develops skills in quantitative problem solving, and communicates their results from laboratory exercises and class demonstrations in a scientific format of a lab report. Topics include: kinematics, forces and Newton’s Laws of Motion, energy, momentum, waves, sound, light, and electricity and magnetism. .

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**AP Physics (Grades 11–12)  
4570H, 1 Credit**

**Recommendation:** Algebra II with a grade of “B” or better.

**Course Description:** AP Physics covers topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple electronic circuits. The course implements inquiry-based learning concepts which are intended to help students develop scientific critical thinking and reasoning skills. Overall, AP Physics is defined on a comprehensive set of curricular requirements and a hierarchical structure of big ideas, enduring understanding, essential knowledge, science practices and learning objectives. Students are expected to take the AP Physics exam.



## THEATRE

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### Film Study (Grades 11- 12)

1446C 1 Credit

Prerequisite: None

Course Description: Students will explore various aspects of the film medium by viewing and analyzing a variety of films from the past. This course relies on the advance skills of writing, reading and critical thinking, all of which are vital to this course. Students will learn valuable elements of film such as genre, point of view, editing, lighting, cinematography, sound, and framing. **Expectations and Assessments:** Students will learn to develop a critical eye to films through a variety of projects, group activities, and writing activities. Students will be assessed on all writing, reading, and critical thinking activities.

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### Theatre I/ Introduction to Theatre (Grades 9-12)

1410C, 1 Credit

Prerequisite: None

**Course Description:** Theatre I is a basic skills course. Specific studies will include theatre vocabulary, theatre history, fundamentals of acting, beginning technical theatre, improvisation, public speaking, playwriting, theatre careers, monologue and scene study, blocking notation and rehearsal rules and etiquette. **Expectations and Assessments:** Students will be expected to participate fully in all classroom activities and to perform in a course-end class production which will take place outside of regular school hours. Assessment will be both written and performance based.

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### Theatre II (Grades 10-12)

1420C, 1 Credit

Prerequisite: Theatre I

**Course Description:** Theatre II is a further exploration of the skills learned in Theatre I with an emphasis on developing the verbal and physical communication skills needed for advanced acting. **Expectations:** Students will strengthen concentration, improvisation, and script analysis skills by close reading of monologue, scenes and plays. In addition students will complete basic directing and theatre design projects. Students will also peer critique individual class performances as well as monologue, scenes and plays. In addition students will complete basic directing and theatre design projects. Students will also peer critique individual class performances as well as evaluate and study professional actors through television, films, and plays seen in and out of class. **Assessment:** Assessment will be both written and performance based.

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### Theatre III Advanced Acting (Grades 11-12)

1430C, 1 Credit

Prerequisite: Theatre II

**Course Description:** Theatre III is a college/professional preparatory course intended to assist advanced theatre students in refining their specific goals for both career and further study. Students will analyze, compare and contrast theatrical genres, performance techniques, disciplines, resources and personal strengths and interests. Preparation for college and professional auditions is a specific focus. **Expectations:** Students will complete a series of directing and acting projects including monologue, scene study, script analysis, characterization, period speech and movement and will be expected to perform in a course-end class production which will take place outside of regular school hours. **Assessment:** Assessment will be both written and performance based.

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### **Advanced Theatre Studies (Grade 12)**

**1440C, 1 Credit**

**Prerequisite:** Theatre III

**Course Description:** This course is offered as an Independent study. Students will be expected to perform and study a broad range of skills related to theatre.

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### **Technical Theatre (Grades 9- 12)**

**1435C, 1 Credit**

**Prerequisite:** none

**Course Description:** The purpose of the class is to give students a thorough background of knowledge on the many aspects of technical theatre, thereby preparing them to work in theatrical productions and eventually to move into the creative/design aspects of technical theater. This is an active, hands-on class which can and should be fun and engaging for all students who come with an open mind and desire to learn. It is also a class in which safety is a chief concern, so students must be mindful of the well-being of their classmates and themselves at all times. Students will learn about set construction, sound, lights, makeup, costumes, and stage management. At the end of the course, the instructor will determine which students have shown that they are self-motivate, responsible, and proficient enough to move into technical theatre II.

### **Technical Theatre II (Grades 10-12)**

**1448C, 1 Credit**

**Prerequisite:** Technical Theatre

**Course Description:** Students apply technical theatre knowledge and skills by participating in practical aspects of the production process. Students will engage in advanced work through special assignments and opportunities in set construction, stage lighting, costuming, stage makeup, props, and sound design. Emphasis is placed on in-depth study, leadership roles, and application of self-assessment to enhance skills and foster artistic growth.

## **WORLD LANGUAGES**

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### **French I (Grades 9-12)**

**5110C, 1 Credit**

**Course Description:** This course introduces the French language and the culture of French speaking countries. Students are taught basic listening, speaking, reading and writing skills. The course includes the study of speech patterns, pronunciation, vocabulary and grammatical structures. **Expectations:** Students are expected to use the French language in their daily interactions with their teacher and fellow classmates. **Assessment:** Students must successfully pass benchmark tests to show their mastery of the material. Students must also demonstrate mastery through oral and written examinations that take place throughout the semester.

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### **French II (Grades 9-12)**

**5120C, 1 Credit**

**Recommendation:** French I

**Course Description:** French II is a continuation of the communication skills established in Level I with a focus on the larger cultural/linguistic community, geography, and description of past events. In addition, Level II includes more complex grammatical structures and increased vocabulary development through conversation and dialogues in the target language. **Expectations:** Students are expected to expand their knowledge of the French language by applying all structures taught throughout the course. **Assessment:** Students must successfully pass benchmark tests to show their mastery of the material. Students must also demonstrate mastery through oral and written examinations that take place throughout the semester.

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**French III (Grades 10-12)****5130C, 1 Credit****Recommendation:** French II

**Course Description:** French III is an expansion of the fundamentals learned in Levels I and II of the target language. Emphasis is placed on fluency through discourse in contemporary social issues. Students further explore the geography and culture of countries where the language is spoken. **Expectations:** Students in French III are expected to develop greater fluency in the spoken language and increased vocabulary through supplementary readings and listening activities. Students research topics of interest and prepare oral and written reports, and projects in the target language. **Assessment:** Students must successfully pass benchmark tests to show their mastery of the material. Students must also demonstrate mastery through oral and written examinations that take place throughout the semester.

**French IV-V (Grades 11-12)****5140A, 1 Credit****Recommendation:** French III

**Course Description:** Students in French IV experience, discuss, and analyze stories, poetry, music, paintings, dance, and drama in the target language including selections from various literary genres. Reading and writing for specific purposes enhances the development of language skills. **Expectations:** Students in French IV are expected to develop greater fluency in the spoken language and increased vocabulary through supplementary readings. Students are expected to research topics of interest and prepare oral and written reports, and projects in the target language. Students will complete literary analyses of selected texts. **Assessment:** Students must successfully pass oral and written examinations that take place throughout the semester.

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**Latin I (Grades 9-12)****5310C, 1 Credit**

**Course Description:** This course is an introduction to the basic Latin grammar and vocabulary required to read and comprehend beginning passages of Latin. English derivatives are studied to demonstrate the influence of Latin upon the English language and to contribute to the growth of each student's vocabulary. In addition, students will be introduced to the mythology, history, and daily life of the Romans. **Expectations:** Students are expected to read and comprehend Latin on a daily basis. Students also create projects that demonstrate their knowledge of the Latin language and Roman culture. **Assessment:** Students must successfully pass benchmark tests to show their mastery of the material. Students must also demonstrate mastery through written examinations and translations that take place throughout the semester.

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**Latin II (Grades 9-12)****5320C, 1 Credit****Recommendation:** Latin I

**Course Description:** Students review material from level one, learn more complex language structures and vocabulary, and continue to develop skills necessary to read Latin texts. Much attention continues to be given to English vocabulary building through Latin word study. Emphasis is placed on the Romans in ancient Britain and Egypt. **Expectations:** Students of Latin II are expected to translate and interpret passages of Latin on a daily basis. Students also create projects that demonstrate their knowledge of the Latin language and Roman culture. **Assessment:** Students must successfully pass benchmark tests to show their mastery of the material. Students must also demonstrate mastery through written examinations and translations that take place throughout the semester.

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### **Latin III (Grades 10-12)**

**5330C, 1 Credit**

**Recommendation:** Latin II

**Course Description:** Students continue to learn advanced grammatical concepts, vocabulary, and syntax. They translate passages of increasing length and complexity that pertain to the daily life and history of the Roman Empire. The study of Roman culture and English derivatives continues. **Expectations:** Students of Latin III are expected to translate and interpret passages of Latin on a daily basis. Students also create projects that demonstrate their knowledge of the Latin language and Roman culture. **Assessment:** Students must successfully pass benchmark tests to show their mastery of the material. Students must also demonstrate mastery through both written and oral translations that take place throughout the semester.

### **Latin IV-V (Grades 11-12)**

**5340A, 1 Credit**

**Recommendation:** Latin III

**Course Description:** This course introduces students to the translation and interpretation of advanced Latin literature. Students translate numerous passages of Latin related to Roman history, mythology, and daily life. Emphasis is placed on grammar and vocabulary relevant to the literary text. **Expectations:** Students of Latin IV are expected to translate, parse, interpret, and discuss passages of Latin on a daily basis. Students also create projects that demonstrate their knowledge of the Latin language and Roman culture. **Assessment:** Students must successfully pass both oral and written examinations that take place throughout the semester.

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### **Spanish I (Grades 9-12)**

**5510C, 1 Credit**

**Course Description:** Students will learn the fundamentals of the Spanish language. In addition, students will study the history, civilizations, and culture of countries where the language is spoken. **Expectations:** Students are expected to use the Spanish language in their daily interactions with their teacher and fellow classmates. **Assessment:** Students must successfully pass benchmark tests to show their mastery of the material. Students must also demonstrate mastery through oral and written examinations that take place throughout the semester.

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### **Spanish II (Grades 9-12)**

**5520C, 1 Credit**

**Recommendation:** Spanish I

**Course Description:** Students will expand on the knowledge learned in Spanish I. The course continues to foster interest in the language, culture, civilization, and heritage of Spain, Mexico, and South America. Students will also be exposed to more complex syntax, additional vocabulary, and listening and speaking activities which will be fostered through conversations in the target language. **Expectations:** Students are expected to expand their knowledge of the Spanish language by applying all structures taught throughout the course. **Assessment:** Students must successfully pass benchmark tests to show their mastery of the material. Students must also demonstrate mastery through oral and written examinations that take place throughout the semester.

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### **Spanish III (Grades 10-12)**

**5530C, 1 Credit**

**Recommendation:** Spanish II

**Course Description:** This course refines the four basic language skills through grammar and studies of history, culture, and literature of Spain and Latin America. Students will explore more of the language and culture through reading and viewing, and emphasis will be placed on more abstract grammatical concepts. **Expectations for Students:** Students in Spanish III are expected to develop greater fluency in the spoken language and increased vocabulary through supplementary readings and listening activities. Students research topics of interest and prepare oral and written reports, and projects in the target language. **Assessment:** Students must successfully pass benchmark tests to show their mastery of the material. Students must also demonstrate mastery through oral and written examinations that take place throughout the semester.

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**Spanish IV-V (Grades 11-12)**

**5540A, 1 Credit**

**Recommendation:** Spanish III

**Course Description:** Students will continue to refine their Spanish language skills in grammatical structure through intense study and use of the target language in the classroom on a daily basis. In addition, students will build upon their skills of communication through presentations and projects on real world issues. **Expectations:** Students in Spanish IV are expected to develop greater fluency in the spoken language and increased vocabulary through supplementary readings. Students are expected to research topics of interest and prepare oral and written reports, and projects in the target language. Students will read and complete literary analyses of selected texts. **Assessment:** Students must successfully pass oral and written examinations that take place throughout the semester.

**AP Spanish Language & Culture (Grade 12)**

**AP WCHS**

**5570H, 1 Credit**

**Recommendation:** Three (3) to five (5) years of Spanish instruction.

**Course Description:** The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness

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