WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS

2017-18
SECONDARY PROGRAM OF STUDIES
AN ACADEMIC & CAREER PLANNING GUIDE FOR MIDDLE AND HIGH SCHOOL

www.wjccschools.org
The Williamsburg-James City County School Division is committed to a policy of non-discrimination based upon race, color, national origin, religion, sex, handicap, and age in the administration of its educational programs, activities, or with respect to employment. Inquiries should be directed to Stephanie Bourgeois, Title IX and Section 504 Compliance Officer, Student Services, Williamsburg-James City County Public Schools, 117 Ironbound Rd., Williamsburg, VA 23185 (Phone: 757-603-6533).
USING THE PROGRAM OF STUDIES

☐ Select a Career Cluster/Path

- Choose a career cluster/path that closely relates to your interests, skills, values and strengths.
- Explore occupations that relate to your chosen career cluster/path.
- Learn what knowledge, skills and abilities are required.

☐ Familiarize Yourself with Graduation Requirements and Decide Which Diploma You Will Pursue

- Advanced Studies
- Standard

☐ Identify and Choose Courses That Relate to Your Diploma Choice and Career Path

- Formally request these courses during the online course selection process led by your school counselor.
- 7th-12th grade students, along with the support of their school counselor, will create/update their Academic and Career Plan (ACP) to reflect educational and career goals.

VIRGINIA’S 16 CAREER CLUSTERS

Career Clusters help students investigate careers and design their course of study to advance their career goals. For this reason, Virginia has adopted the nationally accepted structure of career clusters, career pathways and sample career specialties or occupations.

A Career Cluster is a grouping of occupations and broad industries based on commonalities. Within each Career Cluster, there are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within that pathway – ranging from entry level to management- and including technical and professional career specialties.

To view individual Virginia Department of Education web pages containing pathways occupational descriptions, data snapshots, employment projections, salary scales and plans of studies for each of the Career Clusters, visit http://www.doe.virginia.gov/instruction/career_technical/career_clusters/ or click on a link below:

- AGRICULTURE, FOOD & NATURAL RESOURCES
- ARCHITECTURE & CONSTRUCTION
- ARTS, A/V TECHNOLOGY & COMMUNICATIONS
- BUSINESS MANAGEMENT & ADMINISTRATION
- EDUCATION & TRAINING
- FINANCE
- GOVERNMENT & PUBLIC ADMINISTRATION
- HEALTH SCIENCE
- HOSPITALITY & TOURISM
- HUMAN SERVICES
- INFORMATION TECHNOLOGY
- LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY
- MANUFACTURING
- MARKETING
- SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
- TRANSPORTATION, DISTRIBUTION & LOGISTICS

All Williamsburg-James City County students have access to Virginia Education Wizard – a comprehensive career and college planning website that provides students with the ability to assess their skills and explore associated career clusters; find specific occupations in demand, and the top employers within their local area and other regions of Virginia; explore public and private colleges and universities throughout Virginia based on various “fit” factors and save the results; prepare for college admission and attendance; and build resumes and prepare for interviews.

Contact your School Counseling Department for additional information or assistance with Individual Student Planning.
ACADEMIC and CAREER PLAN

This is a hard copy draft of your Academic and Career Plan; a tool designed to assist you in planning your high school course of studies. Choose courses according to your developing interests and educational and career goals. Complete your Academic and Career Plan in pencil. Keep your draft and bring it with you as you plan with your school counselor. Together, you will create and update your formal Academic and Career Plan.

WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS

ACADEMIC AND CAREER PLAN

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>DOB:</th>
<th>Tentative Career Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School:</td>
<td></td>
<td>Gr. 7</td>
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<tr>
<td>Diploma Choice:</td>
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<td>Gr. 8</td>
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<tr>
<td>Career Choice:</td>
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<td>Gr. 10</td>
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<tr>
<td>Educational Goal:</td>
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<thead>
<tr>
<th>High School Credit</th>
<th>Standard</th>
<th>Year: Grade 9 Courses</th>
<th>Year: Grade 10 Courses</th>
<th>Year: Grade 11 Courses</th>
<th>Year: Grade 12 Courses</th>
<th>Total Credits</th>
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<tbody>
<tr>
<td>Courses</td>
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Total Credits:  

Students entering 9th grade in 2013 and beyond are required to take at least one online course, which will be in Econ/Personal Finance.

Students entering 9th grade in 2017 and beyond are required to be trained in emergency first aid, CPR, and the use of a CPR, which is provided through PE/Health 1.

<table>
<thead>
<tr>
<th>Advanced Studies Diploma</th>
<th>Standard Diploma</th>
<th>Verified / SOL Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Adv. Studies</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>2 English</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>2 Math</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>2 Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>2 Social Studies</td>
</tr>
<tr>
<td>World Language</td>
<td>1</td>
<td>1 student selected</td>
</tr>
<tr>
<td>Health and PE</td>
<td>2</td>
<td>9 total</td>
</tr>
<tr>
<td>Econ/Personal Finance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CTE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
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</tbody>
</table>

*Must also earn an Board Approved CTE industry credential
WJCC SECONDARY SCHOOLS

The purpose of the Program of Studies is to describe programs and courses offered in the middle and high schools of the Williamsburg-James City County School Division (WJCC). Descriptions of courses offered in grades 6-8 and grades 9-12 are grouped by discipline. Grade-level designations represent the grade at which most students take a described course. Exceptions to stated grade levels may be made to meet the educational needs of an individual student. Detailed information is available in the school counseling department at each middle and high school.

Families are asked to review this Program of Studies together. Our hope is that the Program of Studies will generate discussions about types of diplomas, career opportunities and preparation, post-secondary education and training requirements, and the role of educational decisions on future opportunities.

GENERAL INFORMATION & TERMINOLOGY

**Academic and Career Plan** — The Academic and Career Plan (ACP) is a personal learning plan that aligns educational and career goals with the student’s course of study. Students begin developing their own ACP in seventh grade with their school counselor. Students continue reviewing and updating their ACP as needed before entering their ninth and eleventh grade years.

**Alternatives to Animal Dissection** — Students may complete an alternative to animal dissections with written permission from their parent/guardian.

**Career and Technical Education** — Within WJCC there are many career/technical programs that are offered for high school credit with concentrations that lead to career/technical completer status. Meeting the needs of students as they prepare to work in the 21st century are strands in Business & Information Technology, Family & Consumer Sciences, Health and Medical Sciences, Marketing Education, Technology Education, and STEM Education.

**Class Rank** — High School class rank is based on the grades earned in courses for which credit is awarded. The Grade Point Average (GPA) for students is based on the sum of quality points for grades in completed courses divided by the number of credits attempted. Students are ranked in their class by their GPA. GPA and rank are calculated at least twice per year.

**Course Selection/Registration Process** — Prior to and during the online course selection process families are invited to attend individual student planning meetings with their child’s school counselor. Students and families should carefully consider diploma requirements; academic achievement; educational, career and personal goals; teacher/counselor recommendations; skills, and interests. Through thoughtful course selection, a student should be able to pursue both education and career goals. Once the annual online course selection period closes, students will need to wait until the next open Drop/Add period to make changes to their requests. It is, therefore, important to select courses with the utmost care. Families are encouraged to contact their student’s school counselor, student advancement coach and/or academic advisor to discuss educational and career goals, course selections and student academic achievement. School counselors are your ultimate partner in individual student planning.

**Drop/Add** — The period of time in which all students seeking a schedule change may submit a request to drop a class provided he/she adds another class in order to maintain a full class load. Drop requests that place the student with less than a full class load will not be honored. Some requested changes may not be approved due to specific scheduling circumstances.

**Early Graduation** — Students who plan to graduate early should receive permission from an administrator and plan an appropriate program with their counselor.

**Enrollment** — Students shall not be allowed to enroll if they have passed their 20th birthday on or before August 1 of the school year. Students who are receiving Special Education services may attend through age 21 if stipulated in their individualized education plan (IEP).
Fees – Student fees may be charged in accordance with state and federal law. The student fee schedule is updated annually, and all courses that require a fee are clearly marked as such throughout the Program of Studies. Fees may be reduced or waived for economically disadvantaged students and students whose families are undergoing economic hardships. Fees may be waived or reduced for AP exams, PSAT, SAT, and the ACT.

Grading Scale/Class Rank
Grading Scale – Courses taught in WJCC middle and high schools are assigned grade-point values as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>4</td>
</tr>
<tr>
<td>80-89</td>
<td>3</td>
</tr>
<tr>
<td>70-79</td>
<td>2</td>
</tr>
<tr>
<td>60-69</td>
<td>1</td>
</tr>
<tr>
<td>59 and below</td>
<td>0</td>
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</tbody>
</table>

Promotion – High school students matriculate to grade 10 if they have 6 credits, grade 11 with 14 credits, and to grade 12 with 21 credits.

Repeating a Class for Strength – Students may re-enroll in a sequential class if they have a parent’s signed request to re-take the class. The grades for both enrollments are calculated into the GPA, and the credit is applied evenly between both enrollments. Both grades become a permanent part of the student’s transcript. Students may only repeat one course per semester. Virginia High School League Rules regarding “audits” apply for those students who are athletes.

Sequenced Classes – Students may request more than one math, science, world language, or health/PE classes during spring course requests. Such requests will be granted on a space-available basis with preference given to seniors, juniors, and sophomores in that order. This does not apply to courses which are designated as electives or to students who need to make up a required course which they have failed. Every effort will be made to schedule language courses in consecutive semesters. Full acceleration may be allowed if scheduling and space permit. Students who fail will be able to repeat in the next semester on a space-available basis.

Shared Courses – In addition to low-enrollment courses, courses that are only offered at one location may be considered “shared” and may be available to students from all three high schools at the designated location.

Standards of Learning Tests (SOL) – SOL tests are End-Of-Course (EOC) tests which are required by the Virginia Department of Education to verify attainment of knowledge and skills in specific English, math, science and social studies courses.

Verified Credit - A verified unit of credit for graduation is based on successful completion of the course and achieving a passing score on the End-Of-Course (EOC) Standards of Learning (SOL) exam or additional test as approved by the Board of Education.

Withdrawing from a Course- Students who request to withdraw from a high-school credit bearing course after the first interim will receive a Withdraw Pass (WP) or a Withdraw Fail (WF), depending on their grade in the class at the time of withdrawal. Any withdrawals after the first interim must be approved by an administrator. Withdrawals will be considered in extenuating circumstances and on a case-by-case basis.
THE MIDDLE SCHOOL PROGRAM

The sixth grade instructional program emphasizes skills and knowledge closely tied to the Virginia Standards of Learning. The required courses include: English/Language Arts, Mathematics, Health and Physical Education, Science and Social Studies.

Students may choose two yearlong electives in the areas of Music, Introduction to World Languages and/or an Exploratory Wheel which includes Technology and Fine Arts courses.

The seventh grade instructional program builds upon sixth grade knowledge and skills and is closely aligned with the Virginia Standards of Learning. Specific course availability may depend upon enrollment. Required courses are: English/Language Arts, Mathematics, Health and Physical Education, Life Science, and Social Studies.

Students may choose three yearlong electives in the areas of Technology, Music, Theatre Arts and/or World Languages Level I Sequence I (French, German, Latin and Spanish).

The eighth grade instructional program reflects challenging course work that prepares students for high school and emphasizes the skills and knowledge required for mastery of the Virginia Standards of Learning. Required courses are: Mathematics, English/Language Arts, Physical Science, World History, and Health and Physical Education.

Students may choose three yearlong electives in the areas of Technology, Music, Art, Theatre Arts and/or World Language Level I Sequence II (French, German, Latin and Spanish). Students interested in taking a yearlong World Language Level I course may select from French I, German I, Latin I and Spanish I in addition to choosing one yearlong elective from the list above (excluding World Language Level I Sequence II).

**Please Note:** Specific course availability depends upon enrollment numbers. Not all electives may be available every year. Students are expected to remain in the elective course(s) they choose for the entire year.

Gifted Program – The Gifted Education Program serves identified academically gifted students in specific content areas of study. The student’s academic, social, and emotional needs are addressed in Mathematics, English and Social Studies classes where differentiated curriculum and instructional strategies are implemented. Students are grouped in English and Social Studies classes where the curriculum is integrated, accelerated and rigorous. The WJCC middle school program for academically gifted students serves as a bridge between the elementary and high school programs during a time of rapid change in academic, emotional, social and physical development.

Academic Support – Academic Support programs provide additional instruction for students who have difficulty completing grade-level objectives. Academic support programs provide students with modified instruction, differentiated teaching strategies, and additional time to apply basic skills. The instruction provides frequent re-teaching of objectives, additional guided practice, and opportunities for hands-on activities which reinforce objectives. The selection of appropriate and interesting content with an emphasis on variety of materials is vital. The duration of an individual’s support program is based upon the individual’s progress. The amount of time per lesson and number of sessions is based upon the needs of the student.

Virginia State Assessment Program – Sixth and seventh grade students will take Virginia Standards of Learning (SOL) tests for reading and mathematics. Eighth grade students take Virginia SOL tests for reading, writing, mathematics, civics, and science (science covers material from grades 6-8) in the spring. iReady Reading Assessments are used as well for students who are reading below grade level in grades 6-8. In addition, Virginia SOL tests are taken by students who are completing Algebra I and/or Geometry. By passing both the course and the SOL test in a high school credit-bearing course, the student shall earn one standard and one verified credit per course toward graduation.
The VA Department of Education (VDOE) Mathematics Standards of Learning curriculum sequence is structured so that students who successfully complete the Foundations of Algebra Part I and the Foundations of Algebra Part III courses will be prepared to enroll in Algebra I, which is a high school credit-bearing course.

In order for a student to accelerate through “Foundations of Algebra Sequence I” (course # 3110FA6) or “Foundations of Algebra Sequence III” (course # 3111FA8) to the next course, the student must demonstrate mastery of the content that they will miss. The student’s level of mastery is determined through the completion of a 50-question, free-response, timed, End-of-Course (EOC) assessment. A student earns a point for each correct answer and a point for written work or explanations that demonstrate an understanding of the content. Students must earn 85 points in order to demonstrate mastery and proceed to the next course in the sequence. All EOC tests cover the VDOE Mathematics SOL Frameworks. Administration of these acceleration assessments occur at each middle school during the first two weeks of June and the first two weeks of September during school hours. Please contact your child’s school counselor for more information regarding this process.
Successful completion of grade 6 or 7 English is measured by at least
3 or more of the following:
- Class grade - 90%+
- *Reading level –
  Grade 6 = 8.0
  Grade 7 = 9.0
- SOL score - 500+
- March writing sample – 90% (11 out of 12 possible pts.)

If 3 or more criteria are met, complete the application.

If less than 3 criteria are met, check for teacher recommendation.

Student completes application. The completed application goes to the parent for signature and is returned to the school.

If positive, complete the application.

If weak, do not proceed further.

*For current WJCC students, the teacher must review the last two division reading assessments, one of which must be 2 or more years above grade reading level. Please contact your school-based English Curriculum Leader for the assessment/reading level conversion.

*For transfer students, the teacher must administer one division reading assessment and the student must show 2 or more years above grade reading level.

HIGH SCHOOL CREDIT-BEARING COURSES TAKEN IN MIDDLE SCHOOL

The following courses are offered for high school credit:
- Algebra I
- Geometry
- World Languages (yearlong)

Consult with a counselor concerning prerequisites for these classes.

Very Important! The Regulations Establishing Standards of Accrediting Public Schools in Virginia have provided parents with the option of requesting that grades be expunged (omitted) from a student’s transcript for any high school credit-bearing course taken in middle school. Such a request would prevent a student from earning the associated high school credit for the course. This provision applies to any student taking Algebra, Geometry, or World Language for high school credit. If a student has a grade expunged from the transcript in a high school credit-bearing Algebra or Geometry course, the course must be repeated for credit the following year in order to meet graduation requirements. If a student has a grade expunged from the transcript in a high school credit-bearing World Language course, the course may be repeated. Teachers and counselors will review the process with all students toward the end of the school year and expungement forms will be mailed home with final report cards. The decision to have a grade expunged is binding and no grade or
associated credit will be awarded once the request has been granted. **The deadline to request a grade be expunged is August 1 of the same year in which the high school credit-bearing course was taken in middle school.**

Students who drop or have failed any part of a high school credit-bearing course and who are planning to retake the course the following year must register for the entire course. Credit is only awarded upon successful completion of the high school credit-bearing course.

**WJCC ELIGIBILITY FOR MIDDLE SCHOOL ATHLETICS**

**Academic Requirements:**

A student may not receive a grade of “F” in more than one subject during the previous or current marking period, including semester and end-of-year grades, to be eligible to play. Summer school grades supersede an end-of-year grade of “F.” End-of-year grades for sixth graders will determine seventh grade fall eligibility.

For teams that hold tryouts and make cuts, all athletes must attend tryouts in order to make the team. A student who moves to the area may try out for a team (eligibility requirements apply). For a team that holds tryouts and makes cuts, an athlete who is academically ineligible during the tryout period is not eligible to participate in that sport for that season.

A student has a total of two years of eligibility. Athletic eligibility/ineligibility is determined two days after grades are turned in. A player must attend school for at least three periods of the day in order to be eligible to participate in an interscholastic event that day.

Any athlete who received an out-of-school suspension (OSS), is placed in an alternative classroom setting (ACS), or in-school suspension (ISS) for any reason may not play in the next scheduled game. A student receiving a second OSS will be dismissed from the team. Any student who receives two out-of-school suspensions at the middle school level during the school year will be ineligible for athletics during the next nine-week period, even if it is in the next school year (at the middle school level), unless they fulfill requirements set by the principal. Students who fail to maintain an overall 2.0 grade point average must attend after-school tutoring during the off season for their sport.

**Non-Academic Regulations:**

On game days, team members will ride the athletic bus to and from all games except for WJCC school division, Queens Lake, Williamsburg Christian Academy and Walsingham Academy venues. On practice days, athletes must be picked up by the time the activity/athletic bus leaves or the athletes will be required to ride the bus.

An athlete ejected or dismissed from a game is not eligible to play in the next game. All athletes must pass a physical exam performed by a certified doctor and have a signed physical form on file in order to try out or participate. Sixth grade students may not compete in interscholastic (between schools) or club sports. Sixth grade students may participate in intramural (between members of the same school) activities. All athletes must not have reached their fifteenth birthday prior to August 1 in order to be eligible to participate.
MIDDLE SCHOOL COURSE OFFERINGS & DESCRIPTIONS

ENGLISH

ENGLISH/LANGUAGE ARTS – Grade 6
1109
The balanced literacy components of listening, speaking, reading and writing are incorporated into this sixth grade course. These skills are taught within the framework of the Reading and Writing Workshop Model. Flexible grouping within each class provides the instructional arena for word study, composition, literacy understanding, and research/study skills. Grammar skills are sharpened as students write and publish regularly for a variety of purposes. These experiences prepare students for the reading and writing portion of the Virginia Standards of Learning (SOL) exam.

ENGLISH/LANGUAGE ARTS – Grade 7
1110
Balanced literacy continues to be the philosophy that promotes the inclusion of listening, speaking, reading and writing in this seventh grade course. Students further develop their listening and oral communication skills in a variety of settings. Reading and writing continue to be taught through the Reading and Writing Workshops which allow students to be engaged in individual, small groups, and whole class exploration of authentic literature. Opportunities are provided to participate in genre studies, author studies and thematic units. These experiences prepare students for the reading and writing components of the Virginia Standards of Learning exam.

HONORS ENGLISH – GRADE 7
1110-5
Prerequisite: English/Language Arts 6
Honors English 7 provides an in-depth study of seventh grade literature with Socratic Seminar discussion groups and various writing formats. Critical thinking and analysis form the basis of this course. Students write often for different purposes and critique these pieces prior to publishing. Participation in writing contests is encouraged and oral presentations are an integral part of the course. These experiences prepare students for the reading and writing components of the Virginia Standards of Learning exam.

ENGLISH/LANGUAGE ARTS – Grade 8
1120
Students read a variety of fiction and non-fiction works as well as complete various writing assignments for information and pleasure. Grammar and mechanics are reviewed in the context of writing. Oral skills are used in developing and making presentations. Attention is given to preparing students for the reading and writing components of the Virginia Standards of Learning exam and to teach strategies that integrate reading and writing across the curriculum.

HONORS ENGLISH – Grade 8
1120-5
Prerequisite: English/Language Arts 7
The course is based upon, and follows, state and division curriculum guidelines for 8th grade English. This challenging class is designed to provide a rigorous course of study in the following language arts areas: high-level critical thinking, complex issues, conceptual learning, directed independent reading, writing preparation, and oral presentation and technique. These experiences prepare students for the reading and writing components of the Virginia SOL exam.
FINE ARTS

ART

ART – Grade 6
Art6

Emphasis at this level is on use of the design elements for expression and communication. A focus is on the role of art in world cultures and contemporary life. This class may be offered in an exploratory wheel format.

ART – Grade 7
9104

Visual communication, design principles and drawing are stressed at this level. The objectives reflect student’s concern for realistic representation and their interest in contemporary issues.

ART – Grade 8
9115

The elements and principles of design continue to be stressed at this level. Expression of feelings through art media and communication through mass media are also explored.

ADVANCED ART – Grade 8
9115ADV
Prerequisites: Art Grade 7 and recommendation of the Instructor

This course is designed for advanced art students who are ready for high school level instruction. Students are introduced to the techniques and methods of creating and studying works of art. Fundamentals of pencil drawing and composition, color theory, and design in painting and printmaking are included. Ceramics, sculpture, crafts, art history and career opportunities are explored. A sketchbook and notebook are required.

MUSIC

GENERAL MUSIC – Grade 6
Music6

Students will continue acquiring musical knowledge and skills by singing, playing instruments, performing rhythms, moving to music, composing, and improvising. Students explore music theory by reading and writing music notation representative of various musical styles and musical works. Students will demonstrate an understanding of music and its relationship to history, culture, and other fields of knowledge, and they become aware of the contribution of music to the quality of the human experience. This class may be offered in an exploratory wheel format.

BEGINNING CHOIR – Grade 6
9269

Students will develop musical knowledge and skills in the choral setting. Students begin to develop choral skills, including singing in unison and harmony, with emphasis on vocal production and technique. Students learn to read, write, and compose music, using basic music theory. They explore and perform music in a variety of music styles. In addition, students develop an understanding of acceptable concert etiquette. Students who demonstrate more advanced skills will have the opportunity to participate in sanctioned VMEA and/or ACDA choir activities (e.g. VA Honor Choir, District Assessment and Festival). All scheduled concerts and rehearsals are required for this course.
CHOIR – Grade 7
9270

Students will build upon the skills and knowledge acquired at the beginning level. Students continue the development of vocal production techniques and ensemble participation. As students perform choral works and sight-read materials, they expand their performance abilities and creativity. Opportunities are provided for students to explore choral music as a means of expression and communication. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Students who demonstrate more advanced skills will have the opportunity to participate in sanctioned VMEA and/or ACDA choir activities (e.g., District Workshop Chorus, All-VA Honor Choir, District Assessment and Festival). All scheduled concerts and rehearsals are required for this course.

CHOIR – Grade 8
9271

Students build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and sight-read materials, they expand their performance abilities and creativity. Through the collaborative environment of the choral setting, students demonstrate teamwork and display leadership skills. They develop an understanding of and appreciation for vocal/choral music and its relationship to other disciplines. Students who demonstrate more advanced skills will have the opportunity to participate in sanctioned VMEA and/or ACDA choir activities (e.g., District Workshop Chorus, All-VA Honor Choir, District Assessment and Festival). All scheduled concerts and rehearsals are required for this course.

BEGINNING CHOIR – Grade 7 and Grade 8
8582 Grade 7
8583 Grade 8

An exploratory class designed to help students obtain musical knowledge and skills for use in the choral setting, in preparation for them to participate in more advanced choral ensembles. Students begin to develop choral skills, including singing in unison and harmony, with emphasis on vocal production and technique. Students learn to read, write, and compose music, using basic music theory. They explore and perform music in a variety of music styles. In addition, students develop an understanding of acceptable concert etiquette. Students will actively sing in the choral classroom and attend school-based and extra-curricular performances.

GUITAR – Grade 7 or 8
9245

Students have the opportunity to take this course once EITHER in 7th OR 8th grade

Students will learn fundamentals and develop skills on the guitar. Guitar instruction emphasizes basic and intermediate technique, reading, progressions, and music theory. Instructional literature is selected from both classical and contemporary repertoires. Students who use WJCC instruments are assessed a fee per semester.

BEGINNING BAND – Grade 6
9230

This Band course is designed for the beginning musician. The class includes three basic areas: brass, woodwinds, and percussion. Extracurricular music performance opportunities will be available to all students who demonstrate competence on a particular instrument. Students who use WJCC instruments are assessed a fee per semester.
INTERMEDIATE BAND – Grade 6
Brass6
Percussion6
Woodwinds6
Prerequisite: Students must have played their instrument during 5th grade and/or audition

This Band course is designed for the continuing musician. The program includes three basic areas: brass, woodwinds, and percussion. Extracurricular music performance opportunities will be available to all students who demonstrate competence on a particular instrument. Students who use WJCC instruments are assessed a fee per semester.

BAND – Grade 7
Brass7
Percussion7
Woodwinds7
Prerequisite: Band 6 or audition

This course is designed to train the student to become a proficient musician on his/her individual instrument. The class includes three basic areas: brass, woodwinds, and percussion. Extracurricular music performance opportunities will be available to all students who demonstrate competence on a particular instrument. Students who have demonstrated advanced skills will have the opportunity to participate in sanctioned VBODA band activities (e.g., All-District Band, District Concert Band Assessment, District Jazz Ensemble Festival and Solo & Ensemble). Students who use WJCC instruments are assessed a fee per semester.

BAND – Grade 8
Brass8
Percussion8
Woodwinds8
Prerequisite: Band 7 or audition

This course is designed to increase the proficiency of the musician on his/her individual instrument. The class includes three basic areas: brass, woodwinds, and percussion. Extracurricular music performance opportunities will be available to all students who demonstrate competence on a particular instrument. Students who have demonstrated advanced skills will have the opportunity to participate in sanctioned VBODA band activities (e.g., All-District Band, District Concert Band Assessment, District Jazz Ensemble Festival and Solo & Ensemble). Students who use WJCC instruments are assessed a fee per semester.

BEGINNING ORCHESTRA – Grade 6
6810

This Orchestra course is designed for the beginning strings musician. This class includes the study of violin, viola, cello, and bass. Extracurricular music performance opportunities will be available to all students who demonstrate competence on a particular instrument. Students who use WJCC instruments are assessed a fee per semester.

INTERMEDIATE ORCHESTRA – Grade 6
6811
Prerequisite: Audition or consent of the director

This Orchestra course is designed for the continuing strings musician. This class includes the continued study of violin, viola, cello, and bass. Extracurricular music performance opportunities will be available to all students who demonstrate competence on a particular instrument. Students who use WJCC instruments are assessed a fee per semester.
ORCHESTRA – Grade 7
9236
Prerequisite: Orchestra 6 or audition

This Orchestra course is designed to train the student to become a proficient musician on his/her individual instrument. The class includes the study of violin, viola, cello, and bass. Extracurricular music performance opportunities will be available to all students who demonstrate competence on a particular instrument. Students who have demonstrated advanced skills will have the opportunity to participate in sanctioned VBODA band activities (e.g. District Orchestra, District Concert Assessment, Solo & Ensemble, etc.). Students who use WJCC instruments are assessed a fee per semester.

ORCHESTRA – Grade 8
9237
Prerequisite: Orchestra 7 or audition

This Orchestra course is designed to increase the proficiency of the musician on his/her individual instrument. The class includes the study of violin, viola, cello, and bass. Extracurricular music performance opportunities will be available to all students who demonstrate competence on a particular instrument. Students who have demonstrated advanced skills will have the opportunity to participate in sanctioned VBODA band activities (e.g. District Orchestra, District Concert Assessment, Solo & Ensemble, etc.). Students who use WJCC instruments are assessed a fee per semester.

THEATRE

EXPLORATION OF THEATRE ARTS – Grade 6
Theatre6

This course allows students to explore theatre as a collaborative art that fosters confidence, creativity and spontaneity. Students will incorporate the skills of speech, art, basic acting skills, music, movement, basic theater terminology, and literature. This class may be offered in an exploratory wheel format.

THEATRE ARTS – Grade 7
1400

This course focuses on the acting skills necessary to communicate a story and character to an audience. The culmination of this course may be a public performance.

THEATRE ARTS PRODUCTION – Grade 8
1401

Students build ensemble skills; focus on psychological and emotional dimensions of characters, perform scripted works and explore theatrical design concepts.

ADVANCED THEATRE ARTS PRODUCTION – Grade 8
1392
Prerequisite: Theatre Arts Grade 7

As an extension of previous learning, students build ensemble skills, focus on the psychological and emotional dimensions of character, perform scripted works and explore theatrical design concepts. They will refine their analytical, collaborative, problem-solving, and critical-thinking skills to make artistic decisions and present a unified production. This course prepares students for theatre arts studies at the high school level.
HEALTH & PHYSICAL EDUCATION

Physical education is designed for lifelong physical skills and a healthy fitness level. The program offers a variety of individual and team activities. Adapted Physical Education: Students will be scheduled into adapted physical education with a doctor's recommendation and approval of the child study committee.

HEALTH AND PHYSICAL EDUCATION – Grade 6
7111

Curriculum units include: aerobic dance, jump rope, cooperative games, volleyball, racket skills, soccer, basketball, Frisbee activities, and personal fitness. Students are required to wear appropriate clothing suitable for an activity class: shorts, crew neck tee shirt, socks and tennis shoes. All clothing must meet the school's dress code requirements.

The curriculum for health includes family life, sex education, personal safety, nutrition, and fitness. The major focus is care and safety of the middle school student. The objectives for family life are outlined in the WJCC School Division's Handbook on Family Life and Sex Education. This course is taught by health and physical education teachers.

HEALTH AND PHYSICAL EDUCATION – Grade 7
7121

Curriculum units include: volleyball, basketball, cooperative games, pickleball, social dance, Ultimate Frisbee, personal fitness, biking, in-line skating, and fitness lab activities. Students are required to wear appropriate clothing suitable for an activity class: shorts, crew neck tee shirt, socks and tennis shoes. All clothing must meet the school's dress code requirements.

The goal of the study of health is to empower students to take control of their lifestyle and their personal choices. Curriculum units include: fitness, nutrition, family life, personal choices and substance abuse. Fitness Lab curriculum includes: core fitness, cardio training, and strength training.

HEALTH AND PHYSICAL EDUCATION – Grade 8
7210

Curriculum units include: volleyball, Tchoukball, pickleball, rhythmic patterns, speedball, biking, in-line skating, lacrosse, personal fitness, strength training, and fitness lab activities. Students are required to wear appropriate clothing suitable for an activity class: shorts, crew neck tee shirt, socks and tennis shoes. All clothing must meet the school’s dress code requirements.

The goal of eighth grade health is to continue to help students make healthful choices that enhance their wellness and safety. Curriculum units include: personal fitness and nutrition, family life, and first aid and safety. Fitness Lab curriculum includes: circuit training benefits, target heart rate, and interval training benefits.

MATHEMATICS

Please refer to the Upper Elementary and Middle School Math Sequence for the appropriate Math pathway. All High School credit-bearing classes follow High School midterm and final examination tests and expectations.

FOUNDATIONS OF ALGEBRA – (Sequence I) Grade 6
3110FA6

This mathematics course will continue to build upon skills developed in the areas of whole numbers, decimals, and fractions. Ratios and integers will be introduced to the students to begin making the abstract connections in algebraic reasoning. Problem solving that applies to real-life situations is emphasized throughout the course and within each of the six content strands: number and number sense; computation and estimation; measurement; geometry; probability, statistics, and patterns; and functions with algebra. Manipulatives, calculators, and computers will be used where appropriate. Students enrolled in this course will take the Math 6 Standards of Learning exam in the spring.
FOUNDATIONS OF ALGEBRA – (Sequence II) Grade 6 Accelerated
3111FA6
This mathematics course will emphasize proportional reasoning and problem solving involving consumer applications. Properties of real numbers, solving linear equations and inequalities, and data analysis techniques will be studied. Problem solving that applies real-life situations is emphasized throughout the course and within each of the six content strands: number and number sense; computation and estimation; measurement; geometry; probability, statistics, and patterns; and functions with algebra. Manipulatives, calculators, and computers will be used where appropriate. Students enrolled in this course will take the Math 7 SOL assessment in the spring.

FOUNDATIONS OF ALGEBRA - (Sequence III) Grade 7
3111FA8
Students will refine skills introduced in Foundations of Algebra Part I and II and be introduced to concepts and skills necessary for Algebra I curriculum. Elements of the course include: the language of algebra, formulas, solving equations and inequalities, probability and relations, functions and graphs. Problem solving that applies real-life situations is emphasized throughout the course and within each of the six content strands: number and number sense; computation and estimation; measurement; geometry; probability, statistics, and patterns; and functions with algebra. Manipulatives, calculators, and computers will be used where appropriate. Students enrolled in this course will take the Math 8 SOL assessment in the spring.

ALGEBRA I SEQUENCE I – Grade 8
3231
Students will receive an elective credit and a math credit for Algebra I after the completion of both courses (Algebra I Sequence I and II).

Algebra I Sequence I is a year-long course of a two-year algebra sequence. The course is designed to help students understand the basic structure of algebra and acquire proficiency in applying algebraic concepts and skills in authentic situations. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Topics include variables and expressions; solving equations and inequalities; linear functions; and graphing and writing linear equations. Students will engage in mathematical discourse with the teacher and other students. Students will receive a math credit for Algebra I after the completion of both courses (Sequence I and II).

ALGEBRA I – Grade 8
3130
This is a high school credit-bearing course that will appear on the high school transcript.

This course is designed for students who have successfully completed Algebra I. The course includes the deductive axiomatic method of proof to justify theorems and tell whether conclusions are valid. Emphasis will be placed on two- and three-dimensional reasoning skills, coordinate and transformational geometry and the use of geometric models to solve problems. Students enrolled in this course will take the Geometry End-of-Course SOL assessment in the spring to earn verified credit.

GEOMETRY
3143
Prerequisite: Algebra I
This is a high school credit-bearing course that will appear on the high school transcript.

This course is designed for students who have successfully completed Algebra I. The course includes the deductive axiomatic method of proof to justify theorems and tell whether conclusions are valid. Emphasis will be placed on two- and three-dimensional reasoning skills, coordinate and transformational geometry and the use of geometric models to solve problems. Students enrolled in this course will take the Geometry End-of-Course SOL assessment in the spring to earn verified credit.
SCIENCE

SCIENCE – Grade 6
4105

At this grade level, students will develop culminating experiences in the general sciences in preparation for content specialization during subsequent grades. Emphasis will be placed on student-oriented activities employing the components of experimental design and science process skills. The course focuses on the role of the sun’s energy in the Earth’s systems, water in the environment, air and atmosphere, and basic chemistry concepts. A more detailed understanding of the solar system and space exploration become a focus of instruction. Natural resource management, its relation to public policy, and cost/benefit tradeoffs in conservation policies are introduced.

LIFE SCIENCE – Grade 7
4115

Seventh grade life science will provide students with experiences investigating natural cycles and living systems. A hands-on exploratory approach incorporating experimental design components will generate understanding and appreciation of all living things, their roles in nature, their habitats, and the means by which scientists study them.

PHYSICAL SCIENCE – Grade 8
4125

During the academic year students will become actively acquainted with two of the physical sciences: chemistry and physics. Using hands-on investigative skills of experimental design, they will explore natural laws governing matter and energy interactions and the principles of work, mechanics, and motion. Application of these laws and principles will focus on technology in a changing world and the use of technology as tools for research and communication.

SOCIAL STUDIES

UNITED STATES HISTORY to 1865 – Grade 6
2354

Sixth grade Social Studies focuses on United States History to 1865. Major topics include the first Americans, early exploration, colonial America, the American Revolution, early nationhood, westward expansion, and the Civil War. Concepts from civics, economics, and geography are integrated with the history. Students learn about change and continuity in our history through reading stories and studying documents and speeches that lay the foundation of American ideals and institutions. They learn about well-known leaders as well as the everyday lives of a variety of common Americans. This course is based on the Virginia curriculum frameworks.

UNITED STATES HISTORY: 1865 to the PRESENT – Grade 7
2355

Students in seventh grade Social Studies continue the study of United States History (1865 to the present). Major topics include post-Civil War industrialization, immigration, The Progressive Era, the two World Wars, the Cold War era, the Civil Rights movement, and contemporary times. As in sixth grade, concepts from geography, government, and economics are included in the historical analysis, as is a focus on both famous historical people and common everyday citizens. This course is based on the Virginia curriculum frameworks.

CIVICS & ECONOMICS – Grade 8
2357

Eighth grade Social Studies is a focused, in-depth investigation of the structures and functions of America’s government systems, and America’s economic system. Students explore the characteristics of government at the federal, state, and local level, including an analysis of historical roots, citizens’ rights and responsibilities, the process of political decision-making, and aspects of the courts and legal systems. Students also study essentials of Economics, highlighted by a
comparative investigation of various economic systems, classic economic principles, how the U.S. economy works, and the relationship of government to the economy. This course is based on the Virginia curriculum frameworks and is designed to prepare students for the Virginia Standards of Learning exam.

WORLD LANGUAGES

All High School credit classes follow all high school midterm and final examination tests and expectations.

INTRODUCTION TO WORLD LANGUAGES – Grade 6
5001

This interactive and engaging course is designed to introduce students to customs, culture, and traditions of up to four languages including French, German, Latin, and Spanish. The basic language instruction will allow students to gain experiences in introductory conversational skills relevant to their daily lives. This will afford students the opportunity to compare and contrast the language studies to English, learn about the origins of those languages, and gain a deeper understanding of the cultural perspectives of the speakers of the presented languages. This course is formatted to encourage and support students in their pursuit of further language study.

WORLD LANGUAGE Level 1, Sequence I & II

French I Sequence I (5104) – Grade 7/ French I Sequence II (5105) – Grade 8
German I Sequence I (5204) – Grade 7/ German I Sequence II (5205) – Grade 8
Spanish I Sequence I (5504) – Grade 7/ Spanish I Sequence II (5505) – Grade 8

These yearlong courses meet every other day and are the beginning of a sequence of World Language study. Successful completion of both the seventh grade sequence I and the eighth grade sequence II course is the credit equivalent of one full year of high school Level I World Language and will appear on the high school transcript. The emphasis will be upon developing comprehension, listening, and speaking skills. In addition, beginning target language reading and writing skills will be taught. The courses will offer students a deeper understanding of the culture of the various countries in which the language is spoken.

Latin I Sequence I (5304) – Grade 7/ Latin I Sequence II (5305) – Grade 8

These yearlong courses meet every other day and provide students the fundamental principles of the language as well as an understanding of the history, culture and mythology of the classical world. These provide the foundation and inspiration for many of the topics addressed in Social Studies, English and Fine Arts courses. The emphasis will be upon developing comprehension and critical thinking skills. Latin students can expect to see significant benefits in vocabulary growth, reading comprehension skills and pattern recognition. Successful completion of both the seventh grade sequence I and the eighth grade sequence II course is the equivalent of one full year of high school Level I Latin and will appear on the high school transcript.

WORLD LANGUAGES Level I* – Grade 8

This is a high school credit-bearing course that will appear on the high school transcript.

These yearlong courses meet every day

French I (5110)-This course enables the students to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. The students will actively participate in contextualized activities and use all three communicative modes (Interpretive, Interpersonal and Presentational) to increase their ability to communicate orally and in writing. Emphasis is placed on comparing and contrasting the culture of French-speaking peoples with American culture.

German I (5210)-This course enables the students to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. The students will actively participate in contextualized activities and use all three communicative modes (Interpretive, Interpersonal and Presentational) to increase their ability to communicate orally and in writing. Emphasis is placed on comparing and contrasting the culture of German-speaking peoples with American culture.
Latin I (5310) - This course provides students the fundamental principles of the language as well as an understanding of the history, culture and mythology of the classical world. These provide the foundation and inspiration for many of the topics addressed in Social Studies and Fine Arts courses. The emphasis will be upon developing comprehension and critical thinking skills. Latin students can expect to see significant benefits in vocabulary growth, reading comprehension skills, and pattern recognition.

Spanish I (5510) - This course enables the students to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. The students will actively participate in contextualized activities and use all three communicative modes (Interpretive, Interpersonal and Presentational) to increase their ability to communicate orally and in writing. Emphasis is placed on comparing and contrasting the culture of Spanish-speaking peoples with American culture.

*Specific language offered will depend on enrollment*

CAREER AND TECHNICAL EDUCATION

TECHNOLOGY EDUCATION

INTRODUCTION TO TECHNOLOGY – Grade 6
Tech6

Students study the resources of all technology, including tools, energy, materials, people, time, information, and capital. This also includes the problem-solving process and various hands-on activities. Students explore up to six systems of technology, including medical, agricultural and related biotechnologies, energy and power, information and communication, transportation, manufacturing, and construction. Students relate the impact of technology on society, environment, and culture to future consequences and decisions. This class may be offered in an exploratory wheel format.

INVENTIONS & INNOVATIONS – Grade 7
8461

Inventions and Innovations focuses on students learning problem-solving skills by identifying problems, gathering information, and designing solutions by invention of products or innovations. Students will learn the importance of technology in the development of society and demonstrate the safe use of software, tools and equipment.

TECHNOLOGICAL SYSTEMS – Grade 8
8463

Students explore, design, analyze, and evaluate technological systems and the impact these systems have on individuals, society, resources and the environment. Students may be required to complete projects such as designing and building a model race car, drafting house plans, wiring circuits, using lasers to communicate across space, recording a radio broadcast and using computers and robots to manufacture an object.
The Board of Education has approved graduation requirements in Williamsburg-James City County Public Schools that exceed those prescribed by the Regulations Establishing Standards for Accrediting Public Schools in Virginia.
In Williamsburg-James City County, to graduate with a **Standard Diploma**, a student must earn at least 28 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

In Williamsburg-James City County, to graduate with an **Advanced Studies Diploma**, a student must earn at least 28 standard units of credit, and at least nine verified units of credit by passing end-of-year course SOL tests or other assessments approved by the Board of Education.

The Board of Education has approved Standard Diploma Credit Accommodations for students with disabilities to provide alternatives for meeting the requirements for a Standard Diploma. Students with an Individual Education Plan (IEP) or a 504 Plan that meet specific criteria may be eligible to receive credit accommodations for the Standard Diploma. This is determined by the student’s IEP or 504 committee/team at any point after the student’s eighth grade year.

**Additional requirements for students entering ninth grade in 2013-2014 and beyond...**

- Earn a board-approved career and technical education credential to graduate with a Standard Diploma; and
- Successfully complete one virtual course, which may be non-credit bearing.

**Additional requirements for students entering ninth grade in 2016-2017 and beyond...**

- Students are required to 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, to graduate with a Standard or Advanced Studies Diploma.

**ADDITIONAL NOTES:**

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

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

**TRANSFER STUDENT INFORMATION**

**Academic Credits:** WJCC will make every attempt possible to help transfer students maintain credits as they transition into our school system. Credits will be awarded based on the student’s time in class and grade given by the departing school. All letter grades will be entered into the student’s transcript. Numerical grades will only be used in accordance with WJCC grading scale in the event no grading scale is provided by the departing school. The following courses receiving a weight from the departing school will transfer the weight with the credit: AP courses, Cambridge courses, IB courses, and concurrent college courses meeting WJCC criteria. Please see below for WJCC grading scale:

- A = 100-90
- B = 89-80
- C = 79-70
- D = 69-60
- F = 59-0

**Graduation Requirements:** All students, regardless of grade level must take Economics and Personal Finance as well as a virtual course in order to graduate. Economics and Personal Finance can be counted for both of these requirements. WJCC schools require 28 credits to graduate for both advanced and standard diploma types. Students who transfer into WJCC schools are encouraged to make every attempt in reaching 28 credits. In the event a student cannot meet this requirement due to the lack of available credit opportunities at their previous school, a student may be prorated for graduation depending on their transfer year. Proration is determined by the student’s transcript on a case by case basis. Prorated credits may not go below 22 for a standard and 26 for an advanced diploma.
**Verified Credits:** Students transferring into the Virginia Public School system must take and pass a specific number of VA Standards of Learning (SOL) exams in order to graduate with a desired diploma type. Requirements for transfer students are outlined below. If a student transfers from a state which has reciprocity with the VA SOL tests, students may be able to use the state test from the previous high school to meet verified credit requirements for a specific subject. Please see your child’s counselor for information on states and circumstances.

**Beginning** = First 20 hours of instruction  
**During** = After the first 20 hours of instruction

### STUDENTS TRANSFERRING INTO A VIRGINIA PUBLIC SCHOOL FOR THE FIRST TIME:

#### DURING NINTH GRADE OR BEGINNING OF TENTH GRADE

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<tr>
<th>Verified Course Credits</th>
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<th>Advanced</th>
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<tr>
<td>Mathematics</td>
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<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>History &amp; Social Science</td>
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<td>2</td>
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#### DURING TENTH GRADE OR BEGINNING OF ELEVENTH GRADE

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</tr>
<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<td>Student Selected</td>
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#### DURING ELEVENTH GRADE OR BEGINNING OF TWELFTH GRADE

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<td>1</td>
</tr>
<tr>
<td>Student Selected</td>
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</table>

### DURING TWELFTH GRADE

Students will be given every opportunity to earn a Virginia diploma; if this is not possible, the school division will arrange to have the previous school award the diploma; or seek a waiver of the verified credit requirement.
OTHER DIPLOMA TYPES

VIRGINIA APPLIED STUDIES DIPLOMA
An Applied Studies Diploma shall be awarded to each qualified student who successfully completes the requirements set forth in his/her Individualized Educational Program (IEP), but does not meet the requirements for a diploma set forth in the Standards of Quality and the Standards of Accreditation.

The School Board will notify parents of qualified students with disabilities who have an IEP and who fail to meet the requirements for graduation of the right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq.

VIRGINIA GENERAL ACHIEVEMENT ADULT HIGH SCHOOL DIPLOMA
In order to be eligible for a General Achievement Adult High School Diploma, a candidate must be at least 18 years of age and not enrolled in a public school or not otherwise meet the compulsory school attendance requirements of Va. Code § 22.1-254. Candidates must earn a total of 20 standard units of credit including the following:

<table>
<thead>
<tr>
<th>Standard Units of Credit Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>History and Social Science</td>
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<tr>
<td>VA &amp; US History</td>
</tr>
<tr>
<td>VA &amp; US Government</td>
</tr>
<tr>
<td>Electives (including two sequential electives)</td>
</tr>
<tr>
<td>Total Credits</td>
</tr>
</tbody>
</table>

The required standard units of credit may be earned by enrolling in:

- a public school if the candidate meets the age requirements;
- a community college or other institution of higher education;
- an adult high school program; or
- a correspondence, distance learning, and/or online course.

Candidates for a General Achievement Diploma must achieve a passing score on the GED Examination.

VIRGINIA GENERAL EDUCATIONAL DEVELOPMENT (GED) DIPLOMA
The Board of Education has established a program of testing for General Educational Development (GED) through which persons may earn a General Achievement Diploma through the GEDISAP Program offered through WJCC. The following may participate in the testing program:

1. Persons who are at least 18 years of age and not enrolled in public school or not otherwise meeting the school attendance requirements set forth in Va. Code § 22.1-254;
2. Persons 16 years of age or older who have been instructed by their parents in their home pursuant to Va. Code § 22.1-254.1 and who have completed such home school instruction;
3. Persons who have been excused from school attendance pursuant to subsections B and C of Va. Code § 22.1-254;
4. Persons for whom an individual student alternative education plan has been granted pursuant to subsection D of Va. Code § 22.1-254; and
5. Persons 16 through 18 years of age who are housed in adult correctional facilities and who are actively pursuing a GED certificate but who are not enrolled in an individual student alternative education plan pursuant to subsection D of Va. Code § 22.1-254.

Under no circumstances shall persons under the age of 16 be eligible for the testing program.
GRADUATION

SUPERINTENDENT’S CERTIFICATION FOR GRADUATION ELIGIBILITY

Students will be certified for graduation when they have completed the graduation requirements of WJCC and/or program for which diplomas are given as prescribed by the Virginia Board of Education. Students must meet the appropriate verified credit requirements set forth by the Virginia Board of Education and WJCC Public Schools. All students will be reviewed for on-time graduation expectations each semester. Approved summer school courses may be applied toward meeting graduation requirements. The review of all candidates will occur by the Superintendent, or designee, and follow the Commonwealth’s expectations for the awarding of a diploma. The Superintendent, or designee, is responsible for certifying eligibility for graduation in accordance with minimum standards established by the Commonwealth of Virginia. Student progress shall be reviewed by the Superintendent or designee to determine whether graduation requirements have been met. The Division will accept credits received from other accredited secondary schools, including summer school. Students entering WJCC secondary schools from a non-accredited school may establish credits by examination.

Any exceptions to the WJCC diploma expectations shall be reviewed. Course offerings are listed in the WJCC Secondary Program of Studies which is updated biannually and posted on the WJCC website.

GRADUATION: RECOGNITION SEALS

The Standards for Accrediting Schools in Virginia establish high school graduation requirements and certain diploma seal recognitions. In addition, WJCC offers the Honors Program Seal.

State Board of Education Seal—Students who earn the Standard Diploma with an average grade of “A” or better will receive the State Board of Education Seal on the diploma.

Governor’s Seal—Students who earn the Advanced Studies Diploma with an average grade of “B” or better and complete at least one Advanced Placement (AP) or college level course for credit will receive the Governor’s Seal on the diploma.

State Board of Education’s Career & Technical Education Seal—Students who earn the Standard or Advanced Studies Diplomas and complete a prescribed sequence of courses in a career/technical education concentration AND maintain a “B” average in those courses OR pass a certification examination OR acquire a professional license will receive the State Board of Education Career & Technical Education Seal on the diploma.

State Board of Education’s Advanced Mathematics & Technology Seal—Students who earn the Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma and maintain a “B” average in those courses AND EITHER pass a certification examination from a recognized industry, trade or professional organization or acquire a professional license in a career/technical area OR pass an exam approved by the Board that confers college-level credit in a technology or computer science area will receive the State Board of Education Seal of Advanced Mathematics & Technology on the diploma.

State Board of Education’s Excellence in Civics Education Seal—Students who earn the Standard or Advanced Studies Diploma AND complete Virginia and U.S. History and Virginia and U.S. Government with a grade of “B” or higher AND complete 50 hours of voluntary participation in community service or extracurricular activities (e.g., volunteering for an organization that provides services to the poor, sick, less fortunate OR participating in Boy Scouts, Girl Scouts, and similar organizations; in political campaigns or government internships, Boys State, Girls State, Model General Assembly; and/or in school-sponsored extracurricular activities that have a civic focus) OR enlisting in the United States military prior to graduation and have good attendance with no disciplinary infractions as determined by local school board policy receive the State Board of Education Seal for Excellence in Civics Education on the diploma.

State Board of Education’s Biliteracy Seal—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 approved by the Superintendent of Public Instruction.

**Williamsburg-James City County Public Schools Honors Seal**—Students who successfully complete the academic requirements, community service project, and individual honors project shall receive the WJCC Honors Seal.

Williamsburg-James City County Public Schools expects that students enrolled in a WJCC high school for at least the last two years of high school will successfully complete course work in preparation for post-secondary education and/or be a CTE completer and earn a diploma.

**WEIGHTED COURSES**

Designated high school courses, because of the level of difficulty and time required for mastery, will carry a weighted grade when final grade point averages are computed. The course weights are based on the grade standard four-point scale. Grades of A, B, or C in designated weighted courses will receive increased point values (A = 5.0, B = 4.0, C = 3.0). A grade of “D” will receive a weight of one (D = 1.0), regardless of the course. **Weighted courses will include all Advanced Placement (AP) courses, courses taught at the Governor’s School for Science and Technology and college courses taken in grade 12 in accordance with WJCC guidelines on concurrent college enrollment.**

**Concurrent College Enrollment**

Many WJCC students may wish to experience a college course prior to completing high school. Students may find that taking a college course while enrolled in high school (concurrent college enrollment) prepares them to transition to college upon graduation. Students who choose to take a college course while enrolled in high school take the course for both high school credit and college credit. Students who wish to take a college course must seek permission from their high school prior to enrolling in the course and meet the following guidelines:

1. Students should exhaust the available high school offerings in a particular subject prior to taking a concurrent college course.
2. Students are responsible for completion of the permission form required for college registration.
3. Except in extenuating circumstances, the weighting of concurrent college courses option is limited to students who have completed their junior year.
4. Extenuating circumstances should be determined by the principal based on (a) academic necessity, (b) student academic record, and (c) student maturity.
5. Only one concurrent college course per semester will be granted additional weight.
6. The concurrent college course must be a 3-credit course in a content area.
7. College courses excluded from weighting are all introductory courses and world languages that do not exceed the rigor of Advanced Placement.
8. Students who take a college course to satisfy the full-enrollment requirement must supply official college transcripts prior to the end of the high school semester in which the course is taken.
9. Students who take a college course in addition to being fully enrolled in high school courses must supply an official college transcript prior to the end of the high school semester in which the course is taken if they wish to include the course on their high school transcript.
10. Students who drop a concurrent college course that is taken as part of the full-enrollment requirement will receive an “F” on the high school transcript for that course.
11. Students and their parents must assume the costs and risks associated with taking concurrent college courses.
12. Confer with your counselor to review expectations.
VIRTUAL LEARNING

**Virtual learning** is a teaching and learning approach used in WJCC Public Schools where education takes place using computers, the Internet and other technologies. Students can experience Virtual Learning in courses they take in schools or through another form of distance delivery offering.

**Advantages of Virtual Learning**
- Flexibility – anytime, anywhere learning
- Expanded course offerings – including courses not currently offered face-to-face
- Advanced learning – for enrichment or additional credit
- Increased technology aptitude
- Individualized learning
- Independent learning

**WJCC’s Virtual Learning Program** content can be delivered via a blended learning model or utilizing an enriched virtual model where majority of content is delivered online. Depending on the course, class schedule and method of delivery, students may work with online content during the school day or may work from a computer outside the building. For courses where majority of content is delivered online, all work is to be completed through the WJCC Canvas Learning Management System except for some labs, final exams and End-Of-Course SOL exams if applicable. A certified teacher will facilitate all courses offered through the WJCC Virtual Learning Program. Students desiring to work outside the school must provide their own reliable computer and Internet access. WJCC offers a number of Virtual Learning Program opportunities to students. Counselors will discuss all current learning opportunities during registration meetings with students.

**Virtual Virginia Program**
Outside of full-time Virtual Virginia students, Virtual Virginia courses are available to students when courses are not offered face-to-face or in cases of extreme scheduling conflicts. For a full listing of Virtual Virginia courses and additional information, please visit [http://www.virtualvirginia.org/](http://www.virtualvirginia.org/)

When appropriate, WJCC awards transfer credits/grades for online coursework from VDOE Approved Multi-Division Online Providers (AMOP). In order to locate an online course from an outside provider that will transfer, please contact your school counselor.

**DUAL ENROLLMENT**

Dual Enrollment programs provide high school juniors and seniors a unique opportunity to jump-start their college career. These students are able to meet the requirements for high school graduation while simultaneously earning college credits. College courses are taught by faculty who meet college credentialing requirements and are provided through a division-wide agreement with Thomas Nelson Community College. The credits earned for these courses may be transferred to other colleges and universities. Students are responsible for verifying the transfer of college credits between TNCC and other colleges and universities as policies may vary. Information on courses offered in the dual enrollment program can be provided by the counseling office during the course selection process.

**Advantages of Dual Enrollment**
- Earn college credit while still enrolled in high school
- Potential for reducing the cost of obtaining a college degree
- Enhances course opportunities for outstanding students in both academic courses and in career and technical education
- Provides college-level instruction to high school students during regular school hours
- Credit for dual enrollment courses is generally accepted at most Virginia private and public colleges
- Admission requirements reflect admission standards at the college
Admission Requirements
Dual enrollment applicants must:
• Meet course prerequisites
• Complete the required college application process
• Successfully complete college placement tests or approved alternate assessments
• Be prepared for the demands of college coursework

To learn about current options for dual enrollment at your school, please contact your school counselor.

SPECIALTY PROGRAMS

Early College Program with Thomas Nelson Community College (TNCC) - This program is offered to qualified high school seniors who are prepared and interested in accelerating their coursework toward a college degree after they graduate from high school. Accepted students complete all high school Advanced Studies Diploma requirements during the first semester of their senior year and then attend TNCC as a full-time student during the second semester. Students in this program have the potential to graduate from high school with an Advanced Studies Diploma and up to 19 college credits. WJCC will contribute the cost of up to six credit hours per semester; students are responsible for all fees associated with textbooks and materials. Program enrollment capacities are set annually.

Governor’s Early College Scholar Program - The Early College Scholars Program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies Diploma. Participating students sign an Early College Scholars Agreement, and those who meet the terms of the agreement will receive a certificate of recognition from the Governor designating Early College Scholars.

English as a Second Language (ESL) – This program is designed to support the language acquisition and academic growth of non-native English speakers through meaningful access to, and participation in, the same curriculum and instruction as their native English-speaking peers. English Learners are engaged in instruction across the four domains of language including reading, writing, listening and speaking. Students who receive ESL services and who are enrolled in verified credit courses must take the associated SOL tests, but may be provided accommodations to assist in overcoming language barriers.

Gifted Program – The Gifted Education Program serves identified academically gifted students in specific content areas of study. The student’s academic, social, and emotional needs are addressed in Mathematics, English and Social Studies classes where differentiated curriculum is integrated, accelerated, and rigorous and differentiated instructional strategies are implemented.

Greater Peninsula Governor’s STEM Academy (GPGSA) - A Governor’s Science, Technology, Engineering, and Mathematics (STEM) Academy focuses on advancing academic and technical skills. The Greater Peninsula is one of the initial six Virginia sites, selected by the Department of Education in 2008, to implement a Governor’s STEM Academy. There are now approximately 30 such academies in Virginia. The purpose of this initiative is to prepare innovators and technologists for Virginia’s workforce, especially in the concentrations of STEM. GPGSA is a regional academy designed to focus on advanced academic and technical skills in each of the six Greater Peninsula school divisions (Gloucester County, Hampton City, Newport News City, Poquoson City, Williamsburg-James City County and York County). GPGSA’s focus is in Engineering Technology and Information Technology. The GPGSA involves partners from education, business, postsecondary education, and non-profit organizations. This academy is currently offered at Warhill High School.

New Horizons Career and Technical Education Center – Courses at the Regional Education Center qualify students for skilled employment after graduation. The courses are open to all rising eleventh and twelfth graders. Rising twelfth graders, considering attendance at New Horizons for the first time should seek a detailed explanation from their counselor. Most courses carry three credits per year for each of the one or two years of study. All classes for Jamestown, Lafayette, and Warhill High School students require the first two blocks of each day. Students are picked up by bus at home to travel to one of the two New Horizons Centers. Students are returned to their home school by bus to attend the last two blocks
of the day. Students are full-time Jamestown, Lafayette, or Warhill students, eligible to participate in school sponsored activities including athletics and after-school clubs.

**New Horizons Governor’s School for Science and Technology** - A two-year, half-day program for accepted eleventh and twelfth grade students. Accepted students will receive instruction both at their home school for two blocks and at the Governor’s School for two blocks each day. Students select one of the following strands for their Governor’s School experience: Computational Science & Engineering, Biological Sciences or Engineering. Each strand provides a unique emphasis on both the science subject matter and associated career fields. Students enrolled in a science course spend another five hours minimum a week in an after-school mentorship program and all New Horizons Governor’s School courses are yearlong courses.

**The Pathways Project** - WJCC high schools were awarded Governor’s Innovation Grants to plan and implement high school programs that provide students with innovative approaches to learning. Participants in Pathways Project programs at all three WJCC high schools will work in a collaborative setting that focuses on innovative learning opportunities for every student. Students will experience flexibility through online courses, blended instruction, dual enrollment, early college, project-based and community-based learning, and credit acceleration and recovery. Connecting with industries and businesses along the way,

- **The Pathways Project @ Jamestown High School** will focus on exploring pathways within the health and medical sciences field and will open doors to clinical observations and internships.
- **The Pathways Project @ Lafayette High School** will give students opportunities to explore leadership and entrepreneurship and develop core skill sets required for many possible careers.
- **The Pathways Project @ Warhill High School** helps students chart a personalized roadmap to success based on individual career interests and personalized learning.

At JHS and LHS, the 2017-18 school year will be each program’s pilot year with 100 freshman students. At WHS, Pathways will expand to the tenth grade year with eligible students who enrolled as freshman in 2016-17.

**Project Lead the Way (PLTW)** – Project Lead the Way (PLTW) prepares students for the global economy by providing rigorous and relevant STEM programs. Students are engaged in problem-solving and computational thinking, and are challenged through their own creativity. The PLTW curriculum links the content students learn in the classroom to real-life experience. PLTW courses in Biomedical Science, Engineering and Computer Science are available at Warhill High School and open to all WJCC high school students as space allows. Please see your school counselor for additional information.

**Work-Based Learning** - Students in eleventh and twelfth grades can receive a work-based learning method of instruction in specific CTE courses. The teacher-coordinator develops an individualized training plan with the student and training sponsor that contributes directly to the student’s career objectives, learning experiences and employability. Students attend class part of the day and work in an approved business or service-oriented work environment part of the day. The number of hours required are between 11 and 15 hours per week, with a minimum of 396 hours per school year. **Credits earned are based upon the student’s successful completion of the course and continuous, satisfactory employment throughout the entire school year.**

**York County School of the Arts (SOA)** – The York County School of the Arts (SOA) provides high school students with an enriched and challenging fine arts educational opportunity. Students interested in attending SOA at Bruton High School are required to submit an application. Once the application has been processed and reviewed, applicants will receive written notification of a scheduled interview date as well as specific information for next-steps in the selection process. Visit the School of the Arts website for more information at [http://www.edline.net/pages/BrutonHS/SOA](http://www.edline.net/pages/BrutonHS/SOA) or contact Bruton’s main office at (757) 220-4050

**WJCC Honors Program** - The Honors Program of Williamsburg-James City County Public Schools was instituted in the fall of 2003. Highly motivated students earn special recognition for their outstanding efforts. The program invites students to take advantage of the extensive Advanced Placement offerings at the secondary level and to complete challenging, self-designed, community service and Honors projects. Students who successfully complete the expectations of the Honors
Program receive Honors recognition. Participation in the Honors Program provides an advantage to students in the increasingly competitive college application process.

In addition to meeting the requirements of the Advanced Studies Diploma, candidates for the Honors Seal recognition must:

- Complete a minimum of five Advanced Placement (AP) courses, in three different content areas, with a grade of C or better
- Take the AP course examinations
- Complete a four-course sequence in one global language
- Design and complete a Community Service Project of at least 25 hours (see detailed description) (HPCS/2010/1 and 2)
- Design and complete an in-depth Honors Project (see detailed description)

Participants in the Honors Program must submit proposals to and meet with the division Honors Committee comprised of representatives from each high school and the Central Office personnel. After receiving approval from the committee, students will work with the school’s Honors Program Coordinator and with a mentor to successfully fulfill the requirements of the program. Students return to the committee to report on the completed Community Service Project. Honors Projects are presented to a panel of professionals for approval.

Students may enter the Honors Program as early as the freshman year. Projects may be completed at any time, but the Community Service Project should, ideally, be completed by the beginning of the senior year, and the Honors Project must be completed by the end of the third quarter of the senior year. Students are encouraged to discuss the Honors Program with their counselor or the Honors Facilitator.

**HIGH SCHOOL ATHLETICS**

**VIRGINIA HIGH SCHOOL LEAGUE**

*Policy:* In order for students to compete in Virginia High School League (VHSL)-sponsored activities, students must have received a minimum of 2.5 credits in the previous semester. For eligibility purposes, VHSL “credit” for year-long courses will be counted as a half credit for fall and for spring even though actual credit will not be earned until the course is complete. Summer school classes can only be used for eligibility the first semester of the year following the summer school session. Courses repeated for a better grade for which credit has already been earned do not count toward eligibility. VHSL activities include all varsity and junior varsity sports (including cheerleading), dramatic, forensic, and literary competitions. This policy does not apply to band or clubs that are not sponsored by the VHSL or to any student who is enrolled in the first semester of the ninth grade for the first time.

VHSL policy specifies that all students who participate in athletic competition must have submitted a completed Athletic Participation/Parental Consent/Physical Examination Form before practice begins. This form, which must be submitted annually, permits the student to participate for an entire school year.

All new students must first be enrolled at Jamestown, Lafayette or Warhill High School before participation can begin. Eligibility for VHSL organizations begin on the first day of enrollment in the ninth grade and end after the fourth year of high school.

**WJCC ATHLETIC ELIGIBILITY FOR HIGH SCHOOL STUDENTS**

*Academic Requirements:* Each student must earn at least 2.5 credits in the semester immediately preceding participation. In determining fall participation, the student’s summer coursework will be included with the previous spring’s coursework. Each student must receive 7 credits in the academic year immediately preceding participation. Each student must have a 1.25 GPA for the semester immediately preceding participation. The principal will decide on the specific eligibility of students enrolled in special programs such as New Horizons, Governor’s School and special education.
Behavior Requirements: Any athlete who is suspended from school either through in-school suspension (ISS) or out-of-school suspension (OSS) or is placed by an administrator in an alternative classroom setting (ACS) may not play in the next scheduled competitive event. A student who receives a second suspension (ISS or OSS) will be dismissed from the team for the remainder of the season.

Attendance Requirements: Students cannot have more than three unexcused absences during the semester or the semester immediately preceding, participation. Three unexcused tardy reports will count as one unexcused absence for the purpose of determining eligibility. Students must attend tryouts to be considered for team membership. Exceptions may be made in case of a death in the family, student injury, or a new student moving into the district.

A copy of the complete WJCC Athletic Eligibility requirements may be obtained from the Athletic Director at each high school.

Transfer Students: According to the VHSL Scholarship Rule, students transferring to WJCC from a VHSL member school at the start of school year would need to have earned five high school credits from their transfer school during the previous year. If a student transfers to WJCC during the school year, first semester enrollment will be looked at as well as last year's grades in order to determine eligibility for spring sports.

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**CORE COURSE PLANNING GUIDE**

**ENGLISH**
(Suggested Core Course Sequence)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>COURSE</th>
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<tbody>
<tr>
<td>9th</td>
<td>English 9</td>
<td>Honors English 9</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10th</td>
<td>English 10*</td>
<td>Honors English 10*</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11th</td>
<td>English 11</td>
<td>Honors English 11</td>
<td>Advanced American Studies</td>
<td>AP English Language &amp; Composition</td>
<td>-</td>
</tr>
<tr>
<td>12th</td>
<td>English Literature 12</td>
<td>Advanced World Literature</td>
<td>AP English Literature &amp; Composition</td>
<td>AP English Language &amp; Composition</td>
<td>-</td>
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*Students in these courses will take a Virginia Standards of Learning (SOL) exam.

**SOCIAL STUDIES**
(Suggested Core Course Sequence)

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<th>GRADE</th>
<th>COURSE</th>
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<tbody>
<tr>
<td>9th</td>
<td>World History &amp; Geography I to 1500 AD*</td>
<td>World History &amp; Geography II: 1500 AD to present</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10th</td>
<td>World Geography*</td>
<td>AP Human Geography*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11th</td>
<td>VA &amp; US History*</td>
<td>AP US History*</td>
<td>Advanced American Studies*</td>
<td>-</td>
</tr>
<tr>
<td>12th</td>
<td>VA &amp; US Government</td>
<td>AP Govt &amp; Politics: U.S.</td>
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</tbody>
</table>

*Students in these courses will take a Virginia Standards of Learning (SOL) exam.

**SCIENCE**
(Suggested Core Course Sequence)

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<th>GRADE</th>
<th>COURSE</th>
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<tr>
<td>9th</td>
<td>Earth Science*</td>
<td>Honors Earth Science*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10th</td>
<td>Biology*</td>
<td>Honors Biology*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11 &amp; 12th</td>
<td>Chemistry*</td>
<td>Physics</td>
<td>AP Physics 1 &amp; 2</td>
<td>Biology II: Advanced Survey Topics: Field Biology</td>
</tr>
<tr>
<td></td>
<td>AP Biology</td>
<td>AP Chemistry</td>
<td>Biology II: Anatomy &amp; Physiology</td>
<td>Oceanography</td>
</tr>
</tbody>
</table>

*Students in these courses will take a Virginia Standards of Learning (SOL) exam.
*Students in these courses will take a Virginia Standards of Learning (SOL) exam.
HIGH SCHOOL COURSE OFFERINGS & DESCRIPTIONS

ENGLISH

ENGLISH 9
1137
1 Credit
Prerequisites: Passing score on the 8th grade Reading and Writing SOL tests

English 9 focuses on the analysis and interpretation of literature. This course introduces a wide variety of reading, writing, and speaking activities that requires the ability to work both independently and cooperatively. Papers, projects and reading assignments will be literature based. Students will read world literature, will use the writing process to create papers in a variety of modes, and will be required to prepare and present informal and formal oral presentations.

HONORS ENGLISH 9
1139
1 Credit
Prerequisites: English 8
- Advanced proficiency on 8th grade SOL Reading, Literature, and Research test
- Advanced proficiency on 8th grade SOL Writing test
- Completion of summer reading assignment

Honors English 9 is an advanced course designed to prepare and challenge enthusiastic ninth grade students. This course focuses on critical analysis and in-depth interpretation of complex literature for college-bound students. Students will analyze and sharpen writing skills with a focus on the expository mode. This rigorous course will allow students to select a tenth grade course responsibly.

ENGLISH 10
1147
1 Credit
Prerequisite: English 9

English 10 focuses on the analysis and interpretation of literature. Students will read and analyze a variety of literary genres and continue to develop oral communication skills. An emphasis is placed on research skills and organized, effectively developed expository writing.

HONORS ENGLISH 10
1144
1 Credit
Prerequisites: “B” or better in English 9
- Advanced proficiency on the 8th grade SOL Reading, Literature and Research Test
- Advanced proficiency on the 8th grade SOL Writing Test

Honors English 10 is an advanced course designed to prepare and to challenge enthusiastic tenth grade students. This course focuses on critical analysis and in-depth interpretation of complex literature for college-bound students. Students will analyze a variety of literary genres, complete supplemental readings, develop Paideia skills, and sharpen writing skills with a focus on the expository mode. This rigorous course will allow students to select an eleventh grade course responsibly. An in-depth summer assignment is also required.
ENGLISH 11
1157
1 Credit
Prerequisites: English 9 & 10

English 11 prepares students for post-secondary education or for immediate entry into the work force. Students will trace the development of American literature from the 1600s to the present. Emphasis will be placed on logical analysis of arguments, use of propaganda in the media, and persuasive writing. Students will write cited research papers dealing with issues, problems or questions. Group work, library research, and oral presentations are also required.

HONORS ENGLISH 11
1152
1 Credit
Prerequisites: English 9 & 10

Honors 11 is an advanced course in American literature that draws upon material from the colonial period to the present day. An in-depth study on selected major American writers and passing works of others who have profoundly influenced the development of our national literature are also analyzed. Research for themes that reflect uniquely American ideals and values are discussed along with understanding the meaning and concept of the “American Dream.” Exploration and the expressing of complex questions and the importance of individual moral choice and responsibility to the larger human community are also examined. Through the study of literature, students will achieve a better understanding of themselves and our national character. Extensive reading is required.

ADVANCED AMERICAN STUDIES- ENGLISH
1183ENG & 1183HIS
1 Credit in English and 1 Credit in U. S. History
Prerequisites: English 9 & 10
Corequisite: Concurrent enrollment in Advanced American Studies- Social Studies

This yearlong, interdisciplinary, team-taught English/Social Studies course is designed for motivated, college-bound students. Through the interrelationships of the humanities; the fine arts; and the social, intellectual, and political history of the United States; students explore themes such as “the American Dream” and how it has changed since the time of the early settlers. Regular attendance is essential. Outside reading and research are required. A variety of individual and group creative assignments will be required. It is recommended that students have at least a B average in 10th grade English.

ENGLISH LITERATURE 12
1161
1 Credit
Prerequisites: English 9, 10 & 11

This course is designed for both college or non-college bound students. The course focuses on modern literature and the relevance of classic works to contemporary issues. Readings, discussions, group projects, and written responses build an understanding of human reactions and allow students to share opinions, develop alternatives for handling conflict, and relate events and images in literature to their own lives. Students complete senior research papers and an oral presentation.

ADVANCED WORLD LITERATURE 12
1190
1 Credit
Prerequisites: English 9, 10 & 11

This course provides college preparatory work for students who appreciate meaningful and challenging literature from many cultures and time periods. Assignments require in-depth analysis and application of literary works to contemporary
life through discussions, writings, and independent and/or group work. Students must complete senior research papers and independent reading projects with oral presentations.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
1195
1 Credit
NOTE: Students should not take two AP English classes during the same semester.
Prerequisites: English 9, 10 & 11

This college-level course emphasizes language, themes, structures, and values through intensive study of numerous literary genres and periods. Oral and written compositions, including personal, creative and analytical pieces, require the structuring of ideas and writing style development. Students test their responses to literary works against their peers and literary critics. The course prepares students for the AP Literature and Composition examination. Extensive summer reading and writing are required.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION
1196
1 Credit
NOTE: Students should not take two AP English classes during the same semester.
This course may be offered as a Dual Enrollment course.
Prerequisites: English 9, 10 & 11

This college-level composition class in non-fiction writing requires weekly research based writing assignments. Assignments include narration, analysis, and argumentative essays as well as news, feature, and depth stories requiring interviewing and observation. Major fiction works will be studies as independent work. This course prepares students for the AP Language and Composition examination.

COLLEGE COMPOSITION II
1197
1 Credit
Prerequisites: Dual Enrolled Advanced Placement English Language and Composition

This course continues to develop college writing with increased emphasis on critical essays, argumentation, research, and developing these competencies through the examination of texts (to include multi-media and web) about the human experience. Requires students to locate, evaluate, integrate, and document academic sources and effectively edit for style and usage.

The following courses are English electives, and do not satisfy diploma requirements in the area of English.

CREATIVE WRITING
1171
1 Credit
Prerequisite: English 9

This course is a writing workshop. Students will write every day, and will explore different writing techniques and styles. Writing skills will be developed through pre-writing, editing, re-writing, and critiquing. As a community, students will learn a great deal about each other by writing across various modes of art-in-language.

JOURNALISM I
1205
1 Credit
Prerequisite: English 9

Students are introduced to the exciting world of the print media. Journalism students will learn the basic skills of relaying information accurately and self-expression through print communication. Through this course, students will learn and
practice journalistic skills used in reporting, writing, designing, and producing a publication. In addition, students will work on the student newspaper, further developing their journalism skills; basic business management principles; and interpersonal relationships by working in collaborative groups. Students will have use of state-of-the-art computer-aided publishing tools and other hands-on production tools such as InDesign, Photoshop, and digital cameras. This course will serve as a learning workshop for students interested in working on the student newspaper and may provide students insight into college and career choices. Some out-of-class time may be required.

JOURNALISM II: NEWSPAPER PRODUCTION
1210
1 Credit
Prerequisite: Journalism I or teacher permission

Students who serve as editors and staff members of the school newspaper may enroll in Journalism II. Students will plan, report, write, edit, and produce the school newspaper in class and during after-school production sessions. Reporters will research and write all newspaper content and will use digital photography, Photoshop, InDesign, and other available technology for design and production.

JOURNALISM III: NEWSPAPER PRODUCTION
1211
1 Credit
Prerequisite: Journalism II

Students who serve as editors and staff members of the school newspaper may enroll in Journalism III: Newspaper Production. In addition to enhancing their skills as reporters, Journalism III provides students advanced opportunities for learning editorial leadership, developing a personal sense of professionalism, understanding the role of the newspaper in society, and becoming productive members of the newspaper staff. Students will plan, report, write, edit and produce the school newspaper in class and during after-school production sessions. Reporters will research and write all newspaper content and will use available technology for design and production.

JOURNALISM IV: NEWSPAPER PRODUCTION
1212
1 Credit
Prerequisite: Journalism III

Students who have successfully completed Journalism III and will serve as editors and staff members of the school newspaper may enroll in Journalism IV: Newspaper Production. Journalism IV students will serve as writing coaches, maestro team leaders and editors, assuming total responsibility for newspaper production. They will also complete a required independent study project related to current issues in journalism. The course may be repeated for elective credit.

MASS MEDIA I
1218
1 Credit
Prerequisite: English 9

This course will provide students with the opportunity to acquire and apply communication and technical skills in a real world setting through work on production of the school yearbook. Students will strengthen their creative and critical thinking skills and use their knowledge of grammar and writing skills to produce the yearbook. Students will work independently and as part of an organized production staff for at least one semester.

MASS MEDIA II
1219
1 Credit
Prerequisite: Mass Media I
This course will provide students with the opportunity to acquire and apply communication and technical skills in a real world setting through the production of the school yearbook. Students will strengthen their creative and critical thinking skills and use their knowledge of grammar and writing skills to produce the yearbook. Students in Mass Media II will work independently and as part of an organized production staff that will enhance, refine and expand their knowledge and technical skills.

**MASS MEDIA III**
1221
1 Credit
Prerequisite: Mass Media II

This course will provide students with the opportunity to acquire and apply communication and technology-based skills in a real-world setting through the production of the school yearbook. Students will strengthen their creative and critical thinking skills and use their knowledge of grammar and writing skills to produce the yearbook. Students will work independently and as part of an organized production staff. The three levels of Mass Media will be taught sequentially with the expectation that students will enhance, refine, and expand their knowledge and technical skills, bringing to each new series a higher level of expertise. It is recommended that students complete Mass Media II with a grade of “B” or higher.

**MASS MEDIA IV**
1222
1 Credit
Prerequisite: Mass Media III

This is the final course the Mass Media series. It will provide experienced yearbook journalism students an opportunity to design and publish the high school yearbook in a real world internship-like atmosphere. By taking on leadership roles as editors, business managers, web masters, photography and technology editors, students will lead Mass Media I-III students to excel. With their knowledge of grammar, writing, photography, and design coupled with marketing and advertising skills, Mass Media IV students will peer teach, delegate, lead, refine, and enhance all aspects of the yearbook journalism process. It is recommended that students complete Mass Media III with a grade of “B” or higher. Because publishing a yearbook is a yearlong activity and these students are in leadership positions, students can repeat this course for one credit.

**FINE ARTS**

**ART**

**ART FOUNDATIONS**
9120
1 Credit

Art Foundations is an introductory course that serves as a prerequisite to all upper level art courses at the high school. Students are introduced to the techniques and methods of creating and studying works of art. Fundamentals of pencil drawing and composition, color theory, and design in painting and printmaking are included. Ceramics, sculpture, crafts, art history and career opportunities are explored. A sketchbook and notebook are required. There is a fee associated with this course.

**DRAWING**
9130
1 Credit
Prerequisite: Art Foundations

A study of visual observation through drawing, stressing both technical skills and individual expression, is explored in graphite, charcoal and conte pencil. Mixed media and color drawings using ink washes, watercolor color pencils, oil pastels,
and markers will also be included. Art history and criticism are integrated with appropriate units of study. Sketchbooks are required. A grade of “C” or higher in Art Foundations is recommended. There is a fee associated with this course.

**PAINTING AND PRINTMAKING**  
9147  
1 Credit  
Prerequisite: Art Foundations

Students will receive technical instruction in the use of acrylics, watercolors and oil paints. A variety of Printmaking techniques will also be explored. Color theory and composition are emphasized. Twentieth century painters and their influences on society will be discussed. Painting and Printmaking is specifically designed for improving drawing and design skills. A grade of “C” or higher in Art Foundations is recommended. There is a fee associated with this course.

**PHOTOGRAPHY AND COMMUNICATION DESIGN**  
9193  
1 Credit/Materials fee  
Prerequisite: A grade of “C” or higher in Art Foundations.

Students will receive instruction in digital and traditional 35mm photography. Adobe Photoshop applications, film development, and darkroom procedures will be taught. This course is specifically designed for improving visual skills. Students must have access to their own 35 mm or digital camera. There is a fee associated with this course.

**MATERIALS STUDIES**  
9161SB  
1 Credit  
Prerequisite: Art Foundations

Students will receive instruction in the technical skills of planning, designing and creating original works of art in a wide variety of media such as fibers, ceramics, wood, metal and glass. This course is specifically designed for improving design and technical skills. A grade of “C” or higher in Art Foundations is recommended. There is a fee associated with this course.

**CERAMICS**  
9160SB  
1 Credit  
Prerequisite: Art Foundations

Ceramics will be interspaced with pottery and sculpture to allow coverage of basic hand building, wheel throwing, and surface treatments. The techniques of additive, subtractive, and relief sculpture may be explored through a variety of materials. The history of ceramic development, as well as the study of modern sculpture, and the elements and principles of 3D design will be integrated with appropriate units of study. A grade of “C” or higher in Art Foundations is recommended. There is a fee associated with this course.

**PORTFOLIO ART I**  
PORTFOLIO ART I/ DRAWING 9137  
PORTFOLIO ART I/ 2-D DESIGN 9138  
PORTFOLIO ART I/ 3-D DESIGN 9139  
1 Credit/$35 Materials fee  
Prerequisites:  
Portfolio Art I/ Drawing: Art Foundations, Drawing, and one additional art elective  
Portfolio Art I/ 2-D Design: Art Foundations, choice of Drawing, Painting and Printmaking, or Photography, and one art elective  
Portfolio Art I/ 3-D Design: Art Foundations, Ceramics and Sculpture, and one additional art elective
These courses are for students with well-developed art skills seriously interested in developing a portfolio suitable for college entrance. It requires a high level of motivation, creativity, and independent thinking. The ability to observe, execute, and articulate a variety of visual problems is developed through studio work and critiques. Criteria set by The College Board will be followed. All portfolio options are equivalent. The course may be repeated for one additional credit with a different concentration.

**PORTFOLIO ART II**
- **PORTFOLIO ART II/ DRAWING** 9142SB
- **PORTFOLIO ART II/ 2-D DESIGN** 9143SB
- **PORTFOLIO ART II/3-D DESIGN** 9144SB
1 Credit/$35 Materials fee

**Prerequisites:**
- Portfolio Art II/Drawing: Portfolio Art I with a concentration in Drawing
- Portfolio Art II/ 2-D Design: Portfolio Art I with a concentration in 2-D Design
- Portfolio Art II/ 3-D Design: Portfolio Art I with a concentration in 3-D Design

These courses are a continuation of Portfolio Art I with the emphasis placed on expanding the quality of artwork, individual exploration, and developing a concentration in subject matter and media. Criteria set by The College Board will be followed. All portfolio options are equivalent. The course may be repeated for one additional credit with a different concentration. Note: Portfolio Art II is optional, but highly recommended for students to more fully develop their portfolios. Students may go from Portfolio Art I directly into Advanced Placement Studio Art.

**ADVANCED PLACEMENT STUDIO ART**
- **AP STUDIO ART/DRAWING** 9148
- **AP STUDIO ART/ 2-D DESIGN** 9149
- **AP STUDIO ART/ 3-D DESIGN** 9150
1 Credit/$35 Materials fee

**Prerequisites:**
- AP Studio Art Drawing: Portfolio Art I with a concentration in Drawing
- AP Studio Art/ 2-D Design: Portfolio Art I with a concentration in 2-D Design
- AP Studio Art/ 3-D Design: Portfolio Art I with a concentration in 3-D Design

These courses address a broad interpretation of drawing, 2-D design, or 3-D design issues. A variety of approaches to representations, abstraction, and expression may be part of the student’s portfolio. Criteria set by the College Board will be followed. Original works, specific sets of slides, and written commentary will be sent to The College Board for adjudication in May. All portfolio options carry equal weight. The course may be repeated for one additional credit with a different concentration.

**ADVANCED PLACEMENT ART HISTORY – Grades 11-12**
- **9151**
1 Credit

AP Art History is designed to prepare students for the AP Art History examination. The class begins in the ancient world and continues to contemporary day art works and movements. The first half of the course explores art from the Near East to the Early Renaissance. The second part explores art from the High Renaissance to modern day. The history of art is examined through themes, reading, art production, lecture, outline questions, flashcards, games, activities, videos and research. This course requires a high degree of commitment to academic work. Successful completion of Art Foundations recommended but not required. *This course does not meet the Fine Arts graduation requirements.*
MUSIC

MUSIC APPRECIATION
9234
1 Credit

Music Appreciation is a non-performing introductory music course for novice students wishing to earn a fine arts credit in music. The course is designed to provide the beginning music listener basic skills to evaluate and appreciate varied forms of music. The elements of music construction such as melody, harmony, and form will be discussed followed by a study of the evolution of music from classical music traditions to modern trends and styles. The majority of the class will involve listening to recordings and live performances to develop an appreciation for all forms of music.

ADVANCED PLACEMENT MUSIC THEORY
9225
1 Credit

AP Music Theory is an advanced music course for those students wishing to prepare for the AP examination in music theory. The course will develop the student’s ability to recognize, understand and describe the basic materials and processes that are heard or presented in a score. Student achievement of this goal will be through the development and integration of aural, sight-singing, written, compositional and analytical skills through listening, performance, written, creative and analytical exercises.

INTERMEDIATE WINDS AND PERCUSSION
9333
1 Credit
Prerequisite: Audition or consent of instructor

This non-performing class of mixed instruments emphasizes attainment of the necessary technical and musical skills to transfer to the Advanced Band. It also serves those students unable to attend the extra rehearsals and performances of the Advanced Band. Students who are currently in another band class and would like to learn a new instrument are also accepted with the consent of the director. Students who use WJCC instruments are assessed a fee per semester.

ADVANCED BAND
9334
1 Credit
Prerequisite: Audition or consent of the director

Consisting of woodwinds, brass and percussion; this class emphasizes detailed work on band and ensemble literature as well as individual concentration on tone production, technique, musicianship, sight-reading, expanded repertoire, and listening skills. Students will be required to attend rehearsals and performances with the marching and concert bands outside of school hours. Students will have the opportunity to participate in sanctioned VBODA band activities (e.g. State Marching Band Assessment, All-District Band, District Concert Band Assessment, District Jazz Ensemble Assessment, Regional and State Auditions/Events). Students who use WJCC instruments are assessed a fee per semester.

HONORS BAND
9344
1 Credit
Prerequisites: Audition or consent of the director

Honors Woodwind/Brass/Percussion is an advanced elective band class for experienced, dedicated and advanced students seeking a higher level ensemble experience. In addition to participating in regularly scheduled band classes, additional individualized course work such as compositional projects and solo performances will provide students an opportunity to develop their musical skills beyond those attained during regular large ensemble classes. An individualized honors contract developed by the instructor and the student will set forth requirements for the course. Students will prepare solo and ensemble literature for recital, will audition for All-District events, and will complete theory and compositional
assignments. Students will be required to attend rehearsals and performances with the marching and concert bands outside of school hours. Students will have the opportunity to participate in sanctioned VBODA band activities (e.g. State Marching Band Assessment, All-District Band, District Concert Band Assessment, District Jazz Ensemble Assessment, Regional and State Auditions/Events). Students who use WJCC instruments are assessed a fee per semester.

**JAZZ ENSEMBLE**
9250
1 Credit
Prerequisite: Audition

Instruction will emphasize the study of Jazz literature and improvisation. Participants must be enrolled in their regular band or string class in order to enroll. Students may not take Jazz Ensemble as a substitution for the regular band course. Students who use WJCC instruments are assessed a fee per semester.

**ORCHESTRA**
9338
1 Credit
Prerequisite: Audition or consent of the director

Consisting of violin, viola, cello, and bass, this string orchestra class will emphasize playing technique and hand position to develop a more professional and mature tone quality. Students will refine skills in using bow weight, speed, and placement to affect dynamic levels and tone. Instruction will include music aesthetics, theory, and history and will incorporate an interdisciplinary approach. Students are expected to attend additional rehearsals and performances outside of school hours. Students who use WJCC instruments are assessed a fee per semester.

**ADVANCED ORCHESTRA**
9339
1 Credit
Prerequisite: Audition or consent of the director

Consisting of violin, viola, cello, and bass, this class will emphasize detailed work on orchestral and ensemble literature as well as individual concentration on tone production, technique, musicianship, sight-reading and expanded repertoire and listening skills. Students will be required to attend rehearsals and performances both during school hours and outside of school hours. Students will have the opportunity to participate in sanctioned VBODA orchestral activities (e.g., Senior Regional Orchestra, All-State Orchestra and District VIII Assessment Performance.) Students who use WJCC instruments are assessed a fee per semester.

**HONORS ORCHESTRA**
9342
1 Credit
Prerequisites: Audition or consent of the director

Honors Orchestra is an advanced elective orchestra class for experienced, dedicated, and advanced students seeking a higher level ensemble experience. In addition to participating in regularly scheduled orchestra classes, additional individualized course work such as compositional projects and solo performances will provide students an opportunity to develop their musical skills beyond those attained during regular large ensemble classes. An individualized honors contract developed by the instructor and the student will set forth requirements for the course. Students will prepare solo and ensemble literature for recital, will audition for Regional events, and will complete theory and compositional assignments. Students will be required to attend rehearsals and performances with orchestra outside of school hours. Students will have the opportunity to participate in sanctioned VBODA orchestra activities (e.g. Regional Orchestra, District Concert Assessment, Regional and State Auditions/Events). Students who use WJCC instruments are assessed a fee per semester.
BEGINNING/INTERMEDIATE CHOIR
9385
1 Credit

Students will develop choral skills through singing, in unison and harmony, with an emphasis on vocal production and techniques. Students will study sight-reading and theory, through a broad range of repertoire and styles. Attendance at all scheduled rehearsals and performances is required; stage presence and expected etiquette is an essential part of the performance. Students who demonstrate more advanced skills will have the opportunity to participate in sanctioned VMEA and/or ACDA choir activities (e.g. District VIII Chorus, All-State Chorus, All-VA Honor Choir, District Assessment and Festival). There is a fee associated with this course.

ADVANCED CHOIR
9389
1 Credit
Prerequisite: Audition or Consent of Director

This class is for the experienced and performance oriented musician. Techniques studied will be expanded upon to include more advanced vocal techniques, musicianship, sight-reading and theory through a broad range of repertoire and styles. Students participate in performances throughout the year. Attendance at all scheduled rehearsals and performances outside of school hours is required. Students are highly encouraged to audition for extra-curricular ensembles. Students who demonstrate more advanced skills will have the opportunity to participate in sanctioned VMEA and/or ACDA choir activities (e.g. District VIII Chorus, All-State Chorus, All-VA Honor Choir, District Assessment and Festival). There is a fee associated with this course.

HONORS CHOIR
9390
1 Credit
Prerequisite: Audition or Consent of the Director

This class is for experienced, dedicated, students seeking a higher level performance ensemble experience. Individualized course work will provide students an opportunity to further develop their musical skills. The style of music and group composition will be at the teacher’s discretion based on enrollment. Techniques studied in previous choir courses will be expanded including vocal techniques, tone production, musicianship, sight-reading and expanded repertoire. An honors syllabus/contract will be developed by the instructor and the student to set individualized expectations for the course. Students are expected to attend additional rehearsals and performances outside of school hours as well as district choir auditions. Attendance at all scheduled rehearsals and performances outside of school hours is required. Students who demonstrate more advanced skills will have the opportunity to participate in sanctioned VMEA and/or ACDA choir activities (e.g., District VIII Chorus, All-State Chorus, All-VA Honor Choir, District Assessment and Festival). There is a fee for this course.

THEATRE

THEATRE FOUNDATIONS
1414
1 Credit

The purpose of this course is an overview of theatre as a form of art that involves participation as performers and audience members. Students will improve their communications skills, develop an appreciation for the actor’s craft and gain the understanding that theatre is a reflection of life. As a prerequisite for future courses, Theatre Foundations encompasses: pantomimes, improvisations, scene development, monologues, critiques, play reviews and short one-acts. Practical experience will be gained in theater as students participate in the creative process through performance and production.
MUSICAL THEATRE
1415
1 Credit
Prerequisite: Theatre Foundation

The Musical Theater program is designed to train actors in a wide range of skills, techniques and experiences that provide a broad overview of the American musical theater performance, practice, history and literature. A grade of “C” or higher in Theatre Foundations is recommended.

ACTING AND DIRECTING
1416SB
1 Credit
Prerequisite: Theatre Foundation

Course continues to build upon skills introduced in Theater Foundation, including developing concentration and focus, characterizations, physical agility and creativity through the use of a wide range of acting techniques. Directing will provide students with basic directing techniques, explore composition, terminology and ethics of good stage directing. Students will recognize different styles and their influences on directing choices. Students will direct fellow classmates in performances to gain practical experience. A grade of “C” or higher in Theatre Foundations is recommended.

STAGE MOVEMENT
1417SB
1 Credit
Prerequisite: Theatre Foundation

This course will allow students to exercise physical skills, coordination, and collaboration through the practice of dance methodologies. Students will explore the physical aspect of creating a role and preparing for a performance using physical and historical techniques. A grade of “C” or higher in Theatre Foundations is recommended.

TECHNICAL THEATRE
1436SB
1 Credit
Prerequisite: Theatre Foundation

Technical Theater focuses on the application of stage and performance principles and how they relate to the design, construction and implementation of scenery, sound, lighting, make-up, costume, props and stage management. These skills are influenced through reading and analyzing plays. This course also provides basic information and hands-on experience needed by technicians to function responsibly and efficiently as part of a theatrical team. A grade of “C” or higher in Theatre Foundations is recommended.

ADVANCED THEATRE STUDIO
1418SB
1 Credit

The major emphasis of this course is to provide for the continued growth and development of the students’ acting and technical skills through the studying and production of public performances. This course allows the students to work in all areas of theatre practicum through a guided production process. Advanced Theatre at this level places a greater emphasis on execution of skills, ensemble work and collaboration with other student technicians. This course is expected to assimilate the acquired skills technical theatre, stage movements, musical theatre and/or acting and directing. A grade of “C” or higher in Theatre Foundation and two of the intermediate theatre courses are required.
SPEECH
1300
1 Credit

Students will research, write, and deliver personal, informative, persuasive, and impromptu speeches as well as conduct interviews, prepare interpretive readings and learn storytelling. All speech assignments are presented to a classroom audience and some are videotaped. Many speeches are research based and require written outlines, so students must be able to work independently in the library, conduct interviews, prepare interpretive readings and learn storytelling. *This course does not meet the Fine Arts graduation requirements.

HEALTH & PHYSICAL EDUCATION

Adapted Physical Education: Students will be scheduled into adapted physical education with a doctor’s recommendation and approval of the child study committee.

HEALTH & PHYSICAL EDUCATION I
7300
1 Credit

Health I topics include: wellness and fitness, nutrition, infectious diseases, AIDS, STDs, and family life and sex education. Physical Education I focuses on lifetime activities including: disc games, biking, speedminton, orienteering, geocaching, rhythms and dance, and cooperative activities. A major emphasis is placed on fitness activities including: yoga, Pilates, stability ball and strength training. *Completion of this course meets the “Training for Emergency First Aid, CPR & Use of an AED” graduation requirement beginning with the freshman class of 2017-2018 and beyond.

HEALTH AND PHYSICAL EDUCATION II
7400
1 Credit

Health II topics include: emotional health, non-infectious diseases, family life and sex education, fitness planning, and substance abuse prevention. Physical Education II focuses on individual activities including: tennis, golf, weight training, badminton, archery, and dance. A major emphasis is placed on fitness activities including weight room activities and a performance portfolio.

ADVANCED FIRST AID AND CPR
7635
1 Credit

Does not meet Health/PE graduation requirement

This Health/Physical Education elective will give students a complete study of advanced first aid and CPR for the Professional Rescuer. It will expose students to agencies in the community involved in first aid and rescue. Students will have an opportunity to receive Emergency Care and Safety Institute certifications in first aid and CPR providing qualifications are met. The certification test is a course requirement & there is a fee required for this course.

ADVANCED PHYSICAL CONDITIONING *Industry Credential may be available at participating schools
7655
1 Credit

Does not meet Health/PE graduation requirement
Prerequisites: Teacher recommendation required

This course offers students the opportunity to develop an optimal level of conditioning through a variety of advanced training techniques. Through the study of biomechanics of movement, students will learn to identify correct technique in performance. Students interested in personal fitness training and sports medicine may benefit from this intensified study of personal conditioning. *This course does not meet Health & PE graduation requirements.
LIFETIME FITNESS AND CONDITIONING *Industry Credential may be available at participating schools

7650
1 Credit
Prerequisites: Physical Education I and II and teacher recommendation

This course will focus on the study of the science of anatomy, physiology, kinesiology and biomechanics and their relationship to the performance of the human body. There will be approximately 40% classroom time and 60% lab time. Laboratory activities will focus on total body conditioning. *This course does not meet Health & PE graduation requirements.

DRIVER EDUCATION – Grades 10-12
7015
1 Credit
Prerequisite: Must possess a valid Virginia Instruction Permit to begin Behind the Wheel

Classroom: Course emphasizes traffic knowledge, Virginia law, and a proper attitude toward the use of motor vehicles. Students will also learn basic automobile maintenance. *This course does not meet Health & PE graduation requirements.

Behind the Wheel: Course emphasizes driving skills and road experience, offered before school, after school and Saturdays. There is a fee for behind the wheel. Please check the fee list on the website. *This course does not meet Health & PE graduation requirements.

MATHEMATICS

ALGEBRA I SEQUENCE II - Grade 9
3232
Prerequisite: Algebra I Sequence I
Students will receive an elective credit and a math credit for Algebra I after the completion of both courses (Algebra I Sequence I and II).

Algebra I Sequence II is the second yearlong course of a two-year algebra sequence. The course is designed to help students understand the basic structure of algebra and acquire proficiency in applying algebraic concepts and skills in authentic situations. The course focuses on the development of problem-solving skills and the acquisition of mathematical vocabulary and symbols. Topics include systems of equations and inequalities, quadratic and exponential functions, polynomials, factoring, solving quadratic equations, statistics, and rational expressions. Students will engage in mathematical discourse with the teacher and other students. Students will take the Standards of Learning (SOL) test for Algebra I or a substitute test approved by the State Board of Education. Specific dates for the administration of the SOL test will be announced by the school.

ALGEBRA I (ONE SEMESTER)
3130SB
1 Credit

A strong foundation for academic mathematics is provided in this course. Students will use algebra and the graphing calculator as tools for representing and solving a variety of practical problems. This course will establish a working understanding of the terminology, notations and symbolism of algebra. Topics include: rational numbers, equations, inequalities, polynomials, factoring, rational expressions, graphing linear equations, systems of equations and radical expressions.

ALGEBRA I (YEARLONG)
3130 & 3130-1
1 Credit
Corequisite: Concurrently enrolled in Algebra I Lab
A strong foundation for academic mathematics is provided in this course. Students will use algebra and the graphing calculator as tools for representing and solving a variety of practical problems. This course will establish a working understanding of the terminology, notations and symbolism of algebra. Topics include: rational numbers, equations, inequalities, polynomials, factoring, rational expressions, graphing linear equations, systems of equations and radical expressions. This course is paired with a required math lab to enhance a student’s understanding of these abstract skills.

GEOMETRY (ONE SEMESTER)
3143SB
1 Credit

This course is designed for students who have successfully completed Algebra I. The course includes the deductive axiomatic method of proof to justify theorems and determine whether conclusions are valid. Methods of justification may include: paragraph proofs, flow charts, two-column proofs, indirect proofs, coordinate proofs, verbal arguments, and formal proofs. Emphasis will be placed on two and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and general problem-solving techniques will be used including algebraic skills. Graphing calculators will be used where feasible.

GEOMETRY (YEARLONG)
3143 & 3143-1
1 Credit
Corequisite: Concurrently enrolled in Geometry I Lab

This course is designed for students who have successfully completed Algebra I. The course includes, among other things, the deductive axiomatic method of proof to justify theorems to determine whether conclusions are valid. Methods of justification may include: paragraph proofs, flow charts, two-column proofs, indirect proofs, coordinate proofs, verbal arguments, and formal proofs. Emphasis will be placed on two and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and general problem-solving techniques will be used including algebraic skills. Graphing calculators will be used where feasible. This course is paired with a required math lab to enhance a student’s understanding of these abstract skills.

ALGEBRA, FUNCTIONS, AND DATA ANALYSIS
3134
1 Credit
Prerequisite: Geometry

Through mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, and experimental design and implementation. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or system of equations. Through the investigation of mathematical models, data analysis, and interpretation from real-life situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. The infusion of technology (graphing calculator and/or computer software) in this course will assist in modeling and investigating functions and data analysis.

ALGEBRA II (YEARLONG)
3135 & 3135-1
1 Credit
Prerequisite: Geometry
Corequisite: Concurrently enrolled in Algebra II Lab

This course will cover advanced mathematical and algebraic concepts at a moderate pace. Topics include: linear equations and inequalities; functions; systems of equations and inequalities; sequence and series; polynomials; and problem solving rational expressions, radicals, irrationals, quadratic functions, complex numbers, conics, and polynomial functions. It is recommended that students have at least a “C” average in Algebra I and Geometry before proceeding to Algebra II.
ELEMENTARY FUNCTIONS/TRIGONOMETRY
3166
1 Credit
Prerequisite: Algebra II

Functions/Trigonometry is a course for the college-bound student who may or may not pursue mathematics at the highest level. Topics include: a brief review of algebra; in-depth coverage of families of functions; and an introduction to unit circle, trigonometric functions, and problem-solving using trigonometric concepts. Graphing materials will be used by students and teachers, when appropriate, to enhance understanding of applications.

MATH ANALYSIS/PRE-CALCULUS
3161
1 Credit
Prerequisite: Elementary Functions/Trigonometry

For mathematically capable students who plan to continue in a field which emphasizes mathematics, science, engineering, etc. This course is an abstract, theoretical, approach to formal mathematics that extends and unifies algebra, geometry and trigonometry through analysis. Topics include: real and complex number fields; polynomial, rational, algebraic, circular, logarithmic and exponential functions; the algebra of functions; analytic trigonometry; systems of equations and inequalities; matrices; sequences and series; polar equations; and limits. It is strongly recommended that students have a graphing calculator.

CALCULUS
3175
1 Credit
Prerequisite: Math Analysis/Pre-Calculus

Calculus investigates fundamentals of the mathematics of change: limits, differentiation, and integration. Students will strengthen their understanding of functions as they study problems from geometric, numerical and algebraic viewpoints. Applications relate derivatives and integrals to a variety of real-world situations. The course includes extensive use of graphing calculators.

ADVANCED PLACEMENT CALCULUS – AB
3177
1 Credit
Prerequisite: Math Analysis/Pre-Calculus

AP Calculus AB is college-level mathematics for which many students will receive college credit according to their score on the AP exam. The AP syllabus for AB Calculus includes: limits; derivatives and their applications; the Mean Value Theorem; the Fundamental Theorem of Calculus; the definite and indefinite integral; volumes of solids; differentiation and integration of logarithmic, exponential and trigonometric functions; and techniques of integration. Graphing calculators are required. Students are prepared for the AP Calculus AB examination.

ADVANCED PLACEMENT CALCULUS – BC
3178
1 Credit
Prerequisite: Calculus AB

This course covers the additional topics required for BC Calculus as stated in the AP syllabus for Calculus BC. These include: techniques of integration, derivatives of vector and parametrically defined functions, area bounded by polar curves, improper integrals, sequences, and series. Students will be prepared for the Advanced Placement Calculus BC examination.
COMPUTER SCIENCE
3181
1 Credit
Prerequisite: Math Analysis/Pre-Calculus

This course teaches structured programming in the C++ language. It includes problem-solving techniques, flow-charting, and modularization of programs. The students will use a C++ compiler in which they will learn all programming structures including subroutines, multi-line functions, procedures, arrays, and hi-resolution graphics.

ADVANCED PLACEMENT COMPUTER SCIENCE
3185
1 Credit
Prerequisite: Math Analysis/Pre-Calculus

Advanced programming in the C++ computer language with emphasis on data structures. Students must have a background in structural programming and be willing to devote additional hours outside class time.

PROBABILITY AND STATISTICS
3191
1 Credit
Prerequisite: Algebra II or Algebra, Functions, and Data Analysis

This course will present fundamental concepts and tools for collecting, analyzing, and predicting based on the data. The course focuses on the applications of probability; statistics; and logic in business, industry, science, and government and provides practical preparation for a wide variety of career fields.

ADVANCED PLACEMENT STATISTICS
3192
1 Credit
Prerequisite: Algebra II

This college-level, introductory, statistics course focuses on the major concepts and tools for collecting, analyzing, and reaching conclusions from data. The four main themes of the course are: exploring data, planning a study, anticipating patterns, and making statistical inferences. Students will create and analyze data, consult, make decisions, and share results. The course is an excellent foundation for students pursuing careers in science, social science, mathematics, business, or engineering.

SCIENCE
Students may request an alternative to animal dissections. A note from the family to the teacher is all that is needed.

EARTH SCIENCE – Grade 9
4211
HONORS EARTH SCIENCE
4213
1 Credit

Earth Science is an introductory laboratory science course that covers astronomy, geology, oceanography, and meteorology. Investigations emphasize the social relevance of Earth science ideas in such topics as pollution, weather control, nuclear testing, shrinking fossil fuel supplies, etc. An additional Honors Earth Science course is available for students with high interest and ability. This course has a Virginia Standards of Learning (SOL) Exam.

EARTH SCIENCE II: OCEANOGRAPHY
4250
1 Credit
Prerequisites: Earth Science I and Biology I

Oceanography is a survey course that introduces students to the four broad disciplines of marine science: chemical, physical, geological, and biological oceanography. Building on knowledge gained in Earth Science I, students will investigate tectonic processes and their role in shaping the ocean basins. Students will investigate the physical and chemical properties of the oceans and their interplay with the atmosphere, as well as their impact on coastal features and marine life. Emphasis will be placed on the Chesapeake Bay and its tributaries.

BIOLOGY I – Grade 10
4311
HONORS BIOLOGY
4313
1 Credit

Biology I is a laboratory science course in which students discover the parts and processes of living things and their interactions with each other through unifying concepts, such as cell structure and function, genetics, evolution, disease and wellness, and ecology. An additional Honors Biology course is available for students with high interest and ability. It is recommended that students have a “B” average or better in previous science courses prior to taking Honors Biology. This course has a Standards of Learning (SOL) Exam.

BIOLOGY II: ANATOMY AND PHYSIOLOGY
4331
1 Credit
Prerequisites: Biology I

Anatomy and Physiology introduces students to the structures and functions of the human body. The course focuses on each body system and the medical terminology associated with each system. This objective will be met through extensive laboratory investigations, including dissection of a representative mammal. These studies will provide an understanding of the interdependence of human body systems and provide a solid base for further studies and/or health care related career choices. It is recommended that students have a minimum grade of “C” in previous science courses and have taken chemistry.

BIOLOGY II: ADVANCE SURVEY TOPICS/FIELD BIOLOGY
Fall: 4319 / 1 Credit
Spring: 4320 / 1 Credit
Prerequisites: Biology I & Earth Science I or Biology I & Chemistry

Fall and Spring Field Biology are two courses that are similar in approach, but differ in content. Each course addresses the effect of the seasons on the natural world and teaches students about the many components of natural ecosystems utilizing field techniques to monitor and assess their health and status. Plant and animal identification are emphasized as well as chemical, physical, and biological tests of environments. Students experience field work on a regular basis, going outside as often as the weather allows and the topic demands. Research projects involving data collection and analysis of results are a component of this course, thus requiring a competency in math. It is recommended that students have a minimum grade of “C” in previous science courses, a love of the outdoors, and a willingness to go outside during any season. Students may take both courses if they wish to get the full field biology experience.

ADVANCED PLACEMENT BIOLOGY
4380
1 Credit
Prerequisite: Biology I, Chemistry

AP Biology is the equivalent of a college-level Biology course. Instruction is focused on conceptual understanding that allows students to develop and the scientific reasoning skills necessary for designing and planning data collection,
analysis, applying mathematical routines, and making connections across concepts. Topics of study include: cell and molecular biology, energy relationships, structure and function of plants and animals, genetics, ecology, and evolution. This course is supplemented by selected readings in textbooks, periodicals, and laboratory investigations.

**CHEMISTRY I**

4409
1 Credit
Prerequisite: Algebra I

Chemistry I is a laboratory course of inorganic chemistry suggested for the student planning to pursue a four-year college degree. A solid mathematical background is needed for solving word problems and analyzing laboratory data. Topics include: atomic structure, bonding, chemical reactions, kinetic molecular theory, stoichiometry, and acid-base chemistry. It is recommended that students have a “C” in previous math and science courses and have passed Algebra, Functions & Data Analysis (AFDA) or Algebra II. This course has a Virginia Standards of Learning (SOL) Exam.

**ADVANCED PLACEMENT CHEMISTRY**

4411 & 4411-1
2 Credits (1 Science Credit/1 Elective Credit)
Prerequisite: Algebra II
Corequisite: Student must be concurrently enrolled in AP Chemistry Lab

AP Chemistry/AP Chemistry Laboratory is a daily two-semester course equivalent to the first year of college-level Introductory Chemistry. Upon successful completion of the AP Exam, students may receive up to two semesters of college credit. Instruction is focused on conceptual understanding that allows students to develop and the scientific reasoning skills necessary for designing and planning data collection, analysis, applying mathematical routines, and making connections across concepts. Topics of study include: structure of matter, bonding and intermolecular forces, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. This course includes a strong emphasis on laboratory investigations. Mathematic applications are a large component of the course. Students who have passed Functions/Trigonometry or are co-enrolled in Functions/Trigonometry tend to be more successful.

**PHYSICS**

4509
1 Credit
Prerequisite: Algebra II or AFDA

This course provides systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using Algebra. Topics include: mechanics, energy, wave theory, electricity, and magnetism.

**ADVANCED PLACEMENT PHYSICS I**

Semester I
4573
1 Credit
Prerequisite: Algebra II

AP Physics I is an introductory, algebra-based Physics course equivalent to a first semester college level course. It is designed to develop advanced inquiry and scientific reasoning skills necessary for designing and planning data collection, analysis, applying mathematical routines, and making connections across concepts. AP Physics I provides a systematic introduction to the main principles of physics: Newtonian mechanics; work, energy, and power; mechanical waves and sounds; and introduction to electric circuits. This course is supplemented by selected readings in textbooks and periodicals, and laboratory investigations.
ADVANCED PLACEMENT PHYSICS II
Semester II
4574
1 Credit
Prerequisite: AP Physics I

AP Physics II is the equivalent of a second semester algebra-based college level course. AP Physics is designed to develop advanced inquiry and scientific reasoning skills necessary for designing and planning data collection, analysis, applying mathematical routines, and making connections across concepts. AP Physics II concepts include fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. This course is supplemented by selected readings in textbooks and periodicals, and laboratory investigations.

SOCIAL STUDIES

WORLD HISTORY & GEOGRAPHY to 1500 A.D. (WORLD HISTORY I) – Grade 9
2219
1 Credit

In World History and Geography to 1500 A.D., students will explore early human societies beginning with hunters and gatherers; progressing through the rise and fall of major world empires including Egypt, Greece, Rome, and China; examining the Medieval Era; and concluding with the European Renaissance. Students will investigate similarities and differences among ancient river civilizations such as those along the Nile, Tigris-Euphrates, Huang He, and Indus Rivers. Students study the personalities who commanded great empires and explore the lives of everyday people. A variety of resources are used to analyze events including art, music, literature, and technology.

*Students may select either this course or World History and Geography: 1500 A.D. to the Present to fulfill their World History requirement. Only one of the two courses is required.

WORLD HISTORY & GEOGRAPHY: 1500 A.D. to the PRESENT (WORLD HISTORY II) – Grade 9
2221
1 Credit

World History and Geography: 1500 A.D. to the Present is a historical survey course designed to help students understand people and their achievements from the late Renaissance to the present, including Western Civilizations, as well as those of Asia, Africa, and the Middle East. Topics include: the Reformation, the Age of Discovery, the Industrial Revolution, World War I and II, the Cold War era, and contemporary times. Emphasis is placed on similarities, differences, and changes and why they occur in societies. Students will read about the personalities of well-known historical leaders, and study the lives of everyday people. Students will use a variety of resources to analyze events including art, music, literature, and technology.

*Students may select either this course or World History and Geography to 1500 A.D. to the Present to fulfill their World History requirement. Only one of the two courses is required.

WORLD GEOGRAPHY – Grade 10
2210
1 Credit

World Geography is the study of human-environment relationships with a special emphasis on cultural regions in Asia, Latin America, Africa and the Middle East. Using a variety of tools and technologies, students will examine current issues from a geographic perspective. Hands-on activities will be used to analyze issues and apply knowledge to propose ideas for solving problems, both locally and globally. This course is recommended for Grade 10 as part of the Social Studies scope and sequence.
ADVANCED PLACEMENT HUMAN GEOGRAPHY – Grade 10
2212
1 Credit

This advanced-level course is open to students in Grades 10, 11, or 12 and may be taken in place of the regular World Geography to meet the graduation requirements for Social Studies. Advanced Placement Human Geography is a rigorous examination of essential concepts in the field of Human Geography, accomplished through a challenging study of pressing contemporary issues related to population, organization of political boundaries, industrialization and economic development, cities and urban land use, and more. Data from organizations such as the Census Bureau, the World Bank, and the United Nations will be studied. Students participate in field studies, keep journals, and conduct original research; significant use of computer labs will be necessary. Strong writing and research skills are recommended for this course. This course is designed to prepare students for the Advanced Placement examination in Human Geography.

VIRGINIA & U.S. HISTORY – Grade 11
2360
1 Credit

Virginia and U.S. History offers a general study of the American nation from early exploration to the present day. Students evaluate events from the viewpoint of the historical era, from the perspective of today’s knowledge and values, and analyze how past events have contributed to our country as it is today.

ADVANCED AMERICAN STUDIES – SOCIAL STUDIES
1183HIS & 1183ENG
1 Credit in English and 1 Credit in U.S. History
Prerequisites: English 9 & English 10
Corequisite: Concurrently enrolled (1183HIS) in Advanced American Studies: English

This yearlong English-history course presents a thorough study of American history and the arts on the advanced interdisciplinary level. Through the interrelationships of the humanities; fine arts; and the social, intellectual, and political history of the United States, students explore and examine topics using a thematic approach. Regular attendance is essential and extensive outside reading and research are required. A variety of individual and group creative assignments are also required. It is recommended that students have at least a “B” average in English 10, and possess strong writing and critical thinking skills. Summer assignments may be required.

ADVANCED PLACEMENT U.S. HISTORY – Grade 11
2319
1 Credit

This course focuses on developing students’ understanding of American history from approximately 1491 to the present. Students will investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places.

VIRGINIA & U.S. GOVERNMENT - Grade 12
2440
1 Credit
Prerequisite: Virginia and U.S. History

Virginia and U.S. Government emphasizes the function and theory of government and the principles on which the state and U.S. governments are based. These include: constitutional principles such as the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the operations of the U.S. market economy. U.S. foreign policy is examined as well as comparisons of American ideology with that of communism, socialism, and fascism. Current political problems at the national and state levels are discussed as an integral part of the course.
ADVANCED PLACEMENT GOVERNMENT & POLITICS: U.S. – Grade 12
2445
1 Credit
This is an advanced course available to seniors. The curriculum consists of a study of American Government which includes: extensive reading assignments, knowledge and use of research tools, production of research paper(s), problem-solving, and evaluation of information sources. The course fulfills the state requirement for graduation and is recommended for seniors seeking the challenge of a college-level course. This course is designed to prepare students for the Advanced Placement examination in United States Government.

*The following courses do not satisfy the diploma requirements in the area of Social Studies:*

ADVANCED PLACEMENT GOVERNMENT & POLITICS: COMPARATIVE - Grade 11 & 12
2446
1 Credit
This is a challenging college-level course available to juniors and seniors. The curriculum consists of an in-depth, critical, examination of different governments including those of Great Britain, Russia, France, China and Mexico. It includes extensive college-level writing and reading assignments, knowledge and use of research tools, production of formal research paper(s), problem solving, and reflective evaluation of information sources. The course is an elective course and does not fulfill the state requirement for graduation. This course is designed to prepare students for the Advanced Placement exam in Comparative Government.

ADVANCED PLACEMENT ECONOMICS
2804
1 Credit
AP economics is a college-level introductory course in the principles of economics. The challenging design of the course is recommended for students with a motivating interest in business administration or entrepreneurship. Emphasis will be on micro-and macroeconomics, the study of the 10 basic principles, buyer and seller market forces, the economics of the public sector, the behavior of firms, the organization of industry, and the economics of labor markets. This course prepares students for the Advanced Placement examination in either Microeconomics or Macroeconomics.

HUMANITIES: GLOBAL
1515
1 Credit
This course explores the impact of technology on the social and cultural history of the modern world. Students working independently and in groups examine history and art to analyze and evaluate interconnecting events shaping contemporary society. Students will identify issues created by technology and work to suggest potential solutions. Students must possess strong writing, analytical, and critical thinking skills.

HUMANITIES: UNITED STATES
1516
1 Credit
Prerequisites: World History, World Geography, and enrollment in U.S. History
This course examines change in America at the turn of two centuries by analyzing and evaluating elements of 19th and 20th century society. Through an exploration of art, medicine, literature, music, and social trends students examine patterns and parallels reflecting the impact of technology on the social and cultural history of America.
**LAW AND DEBATE**

*2421*

**Fall:** 1 Credit  
**Spring:** 1 Credit

This course will introduce students to the Federal and State Judicial Systems, Virginia state law, elements of law, speech and debate Techniques, and civil and criminal law. The mock trial component will demand that students present their own prepared cases for court acting as attorneys, witnesses, and defendants.

**LAW AND SOCIETY**

*2420*

1 Credit

This engaging course aims to promote a more detailed understanding of the laws, rules, and regulations that guide our contemporary society. Students will examine the inside workings of the American legal system in order to foster a more reflective and critical understanding of each citizen’s role in a democratic society. It will offer practical applications for everyday life and allow active participation and field experiences with local agencies and the court system. Emphasis will be placed on civic responsibilities and rights.

**SOCIOMETRY**

*2500*

1 Credit

Sociology is the study of human behavior in society. The focus of this course is the shaping of human behavior by groups in society. The topics include: personality development, deviance and crime, family, social class, gender, race and social movements. There is also an emphasis on research techniques and current statistical data. This course provides students with a unique opportunity to view the institutions of American society from different sociological perspectives. This course is recommended for students who have completed a Geography course.

**U.S. AND WORLD AFFAIRS**

*2810*

1 Credit

U.S. & World Affairs is an elective course that focuses on the relationships between national and international events while strengthening Geography skills. Course topics include the roots of aggression, causes of wars, United Nations, and current world conflicts. Conflict resolution, group work, and weekly current events are major components of the course.

**ADVANCED PLACEMENT PSYCHOLOGY**

*2902*

1 Credit

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental process 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.

**WORLD LANGUAGES**

**WORLD LANGUAGE SAMPLER**

*5002*

1 Credit

This course is a project based, hands on class that will provide basic language instruction in the languages presented. It will allow students to gain basic conversational skills about topics relevant to their daily lives. A minimum of two world languages will be presented. It will allow students to compare and contrast the languages studied with English, learn about
the origins of various languages and gain an understanding of cultural perspectives. The languages may include: Spanish, French, German, Latin, or other modern languages. Successful completion of this course fulfills the WJCC graduation requirement and provides an introduction which allows students to continue their study for credit in Level I of a world language.

**AMERICAN SIGN LANGUAGE I**
5990
1 Credit

Students will learn 1000 signs and acquire knowledge of the manual alphabet. Students learn the language through lessons presented in context and through meaningful and experimental activities. Cultural awareness and cross-cultural adjustment skills are major components of this course. Students are introduced to Deaf culture, the history of ASL and the education of Deaf people. It is recommended that students have a “C” or above before proceeding to the next level.

**AMERICAN SIGN LANGUAGE II**
5995
1 Credit

Students continue to increase their ASL skills. They will add to their vocabulary and increase proficiency in grammatical features and conversational skills. Knowledge of and sensitivity to the Deaf culture and community will continue to be emphasized. Students will be encouraged to interact with Deaf people in social contexts.

**AMERICAN SIGN LANGUAGE III**
5997
1 Credit

Students will continue to add vocabulary and idiomatic expressions to their pre-existing vocabulary base. Language functions and increasingly difficult grammatical structures are learned in the context of everyday interactions and social relationships. Level III progresses to impersonal information, things that are not present, and abstract ideas. Role-play situations which predict everyday deaf-hearing encounters are used for the development of cultural awareness and cross-cultural adjustment skills. Students also investigate career opportunities associated with ASL and Deaf Culture.

**AMERICAN SIGN LANGUAGE IV**
5998
1 Credit

Students engaging in this course will experience a more advanced study of American Sign Language. This class continues with an interactive approach: developing sign; improving expressive and receptive skills; and gaining more awareness of the Deaf community. This course builds on skills previously learned by adding more complex ASL grammatical features and vocabulary, short stories, narratives, and dialogues. A key goal for this course is for students to achieve a level of competency in ASL. Students will expand on their signing skills through debate, exchanging information, and expressing ideas, opinions, and preferences in front of an audience inside and outside of the classroom setting.

**FRENCH I**
5110
1 Credit

This course enables the modern language student to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. The students will actively participate in contextualized activities to improve all four language domains: listening, speaking, reading, and writing – focusing on the ability to communicate orally and in writing. Emphasis is placed on comparing and contrasting the culture of French-speaking peoples with American culture.
FRENCH II
5120
1 Credit

Modern language students will continue to develop proficiency in all four language skills: listening, speaking, reading, and writing. The students will actively participate in contextualized activities and use all three communicative modes (Interpretive, Interpersonal and Presentational) to increase their ability to communicate orally and in writing. The students learn to function in real-life situations using more complex sentences and language structures. Familiarity with the culture of French-speaking peoples is increased through comparisons and connections to American culture.

FRENCH III
5131
1 Credit

This course focuses on the use of the language for active communication. Emphasis is placed on developing comprehension, refining writing skills, increasing speaking facility, and introducing more complex structures. At this level, students comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Modern language students will participate in contextualized activities that integrate all skills: listening, reading, writing, and speaking – and use all three communicative modes (Interpretive, Interpersonal and Presentational) to increase their ability to communicate orally and in writing. Students will explore the culture of French-speaking peoples through the use of video, authentic readings, and audio materials.

FRENCH IV
5141
1 Credit

Modern language students will develop more advanced communication skills in all four areas: listening, speaking, reading, and writing-with an emphasis on the ability to interact orally and in writing. Students communicate using more complex language structures and express abstract ideas with reasonable fluency. Students are able to create and listen with understanding to reports and presentations as well as describe, summarize and discuss selected upper level themes and topics. Students gain greater insights into culture through authentic reading selections at this level and will continue to be exposed to authentic materials in order to develop higher level thinking skills in the target language. The primary language spoken at this level is French.

ADVANCED FRENCH CONVERSATION AND COMPOSITION
5180
1 Credit
Prerequisite: French IV

This course will give the advanced student the opportunity to practice and perfect their practical abilities to speak and write in French and will stress oral and written communication and proficiency. Students will acquire information from authentic sources in French and will be asked to function in many authentic speaking situations in the class. Students will continue to develop strong communicative ability in French in (Interpretive, Interpersonal and Presentational) modes and strive to produce French comprehensible to native speakers in a variety of settings, discourse, topics, and registers.

FRENCH CINEMA
5185
1 Credit
Prerequisite: Advanced French Conversation and Composition

This course will provide students with the opportunity to study the history and development of the Francophone world through film. The actual study of the selected movies will expose the students to the history and techniques of French film-making (beginning with the Lumiere Brothers), to the culture of the Francophone world, to the historical perspective of modern French civilization, and to the language spoken by native speakers. An important component of this course is
to integrate linguistic structures and vocabulary into the daily discussions and follow-up activities through both oral and written assignments and evaluations. The course is conducted solely in French.

ADVANCED PLACEMENT FRENCH LANGUAGE
5170
1 Credit
Prerequisite: Advanced French Conversation and Composition
This rigorous college-level course is designed for students who wish to further refine all communicative skills in preparation for the AP French language examination. Students will participate in activities that integrate several different skills enabling them to: understand French in various contexts; read and interpret literary texts; and express themselves in a more sophisticated spoken and written form. The course is conducted solely in French.

GERMAN I
5210
1 Credit
This course enables the student to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. The students will actively participate in contextualized activities to improve all four language domains: listening, speaking, reading and writing – focusing on the ability to communicate orally and in writing. Emphasis is placed on comparing and contrasting the culture of German-speaking peoples with American culture.

GERMAN II
5220
1 Credit
Modern language students continue to develop proficiency in all four language skills: listening, speaking, reading, and writing. The students will actively participate in contextualized activities and use all three communicative modes (Interpretive, Interpersonal and Presentational) to increase their ability to communicate orally and in writing. The students learn to function in real-life situations using more complex sentences and language structures. Familiarity with the culture of German-speaking peoples is increased through comparisons and connections to American culture.

GERMAN III
5231
1 Credit
This course focuses on the use of the language for active communication. Emphasis is placed on developing comprehension, refining writing skills, increasing speaking facility, and introducing more complex structures. At this level, modern language students comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Students will participate in contextualized activities that integrate all skills: listening, reading, writing and speaking – and use all three communicative modes (Interpretive, Interpersonal and Presentational) to increase their ability to communicate orally and in writing. Students will continue to explore German culture through the use of videos, authentic readings and audio materials.

GERMAN IV
5241
1 Credit
Students develop more advanced communication skills in all four areas: listening, speaking, reading, and writing – with emphasis on the ability to interact orally and in writing. Modern language students communicate using more complex language structures and express abstract ideas with reasonable fluency. Students are able to create and listen with understanding to reports and presentations as well as describe, summarize and discuss selected upper level themes and topics. Students gain greater insights into culture through authentic reading selections at this level and will continue to be exposed to authentic materials in order to develop higher level thinking skills in the target language. The primary language spoken at this level is German.
ADVANCED GERMAN CONVERSATION AND COMPOSITION
5280
1 Credit
Prerequisite: German IV

This course will give the advanced student the opportunity to practice and perfect their practical abilities to speak and write in German and will stress oral and written communication and proficiency. Students will acquire information from authentic sources in German and will be asked to function in many authentic speaking situations in the class. Students will continue to develop strong communicative ability in German in (Interpretive, Interpersonal and Presentational) modes and strive to produce German comprehensible to native speakers in a variety of settings, discourse, topics, and registers. Students will explore cultural perspectives of German-speaking peoples. This course is conducted solely in German.

GERMAN CINEMA
5285
1 Credit
Prerequisite: Advanced German Conversation and Composition

This course will provide students with the opportunity to study the history and development of Germanic culture through film. Through immersions in discussions and analyses of diverse literary and cultural themes, the student will gain a great in-depth knowledge of the language and culture of German-speaking peoples. An important component of this course is to integrate linguistic structures and vocabulary into the daily discussions and follow-up activities through both oral and written assignments and evaluations. The course will be conducted solely in German with special emphasis placed on attaining a high degree of fluency.

ADVANCED PLACEMENT GERMAN LANGUAGE
5270
1 Credit
Prerequisite: Advanced German Conversation and Composition

This rigorous college-level course is designed for students who wish to further refine all communicative skills in preparation for the AP German language examination. Students will participate in activities that integrate several different skills enabling them to: understand German in various contexts; read and interpret literary texts; and express themselves in a more sophisticated spoken and written form. The course is conducted solely in German.

LATIN I
5310
1 Credit

This course provides students the fundamental principles of the language as well as an understanding of the history, culture and mythology of the classical world. These provide the foundation and inspiration for many of the topics addressed in Social Studies and Fine Arts courses. The emphasis will be upon developing comprehension and critical thinking skills. Latin students can expect to see significant benefits in vocabulary growth, reading comprehension skills, and pattern recognition.

LATIN II
5320
1 Credit

Students continue to develop skills learned in Latin I. These skills provide the opportunity for students to engage with the cultural context of the Roman people and discuss issues raised by un-adapted historic texts. Many of the issues, such as violence as entertainment, social class divisions, and cultural assimilation, continue to challenge us today.

LATIN III
5331
1 Credit
Students will refine skills learned in Latin I & II. Students will be able to understand increasingly complex texts and will continue to discuss issues the Romans faced, many of which are still hotly debated today. In addition, students will explore Roman celebrations of major life events and make connections to modern customs.

LATIN IV
5341
1 Credit

Latin IV is an introduction to Latin Prose and Poetry. This rigorous course begins the Advanced Placement curriculum and provides a significant academic challenge to college-bound students. Students can expect to engage with meaningful and challenging literature from the peak of the Roman civilization. Assignments require in-depth analysis and application of literary works to contemporary life through discussion, writing, independent study, and group work.

ADVANCED PLACEMENT LATIN
5370
1 Credit
Prerequisites: Latin IV

AP Latin concludes the study of the AP curriculum. Students continue to focus their attention on the themes of literary genre and style, Roman values, war and empire, leadership, view of non-Romans, history and memory, and human beings and the gods. Throughout the exploration of these themes, students are expected to accurately translate authentic Roman poetry and prose and analyze literary texts in clear, coherent written English arguments supported by textual examples. Assignments require in-depth analysis and application of literary works to contemporary life through discussion, writing, independent study, and group work. After the AP exam, students will have the opportunity to complete a self-paced project focused on art and sculptures of the classical world.

SPANISH I
5510
1 Credit

This course enables the student to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. The students will actively participate in contextualized activities using all three communicative modes (Interpretive, Interpersonal and Presentational) across all four language domains: listening, speaking, reading, and writing – focusing on the ability to communicate orally and in writing. Emphasis is placed on comparing and contrasting the culture of Spanish-speaking peoples with American culture.

SPANISH II
5520
1 Credit

Students continue to develop proficiency in all four language domains: listening, speaking, reading, and writing. The students will actively participate in contextualized activities and use all three communicative modes (Interpretive, Interpersonal and Presentational) to increase their ability to communicate orally and in writing. The students learn to function in real-life situations using more complex sentences and language structures. Familiarity with the culture of Spanish-speaking peoples is increased through comparisons and connections to the American culture.

SPANISH III
5531
1 Credit

This course focuses on the use of the language for active communication. Emphasis is placed on developing comprehension, refining writing skills, increasing speaking facility, and introducing more complex structures. At this level, students comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Students will participate in contextualized activities that integrate all skills: listening,
reading, writing and speaking – and use all three communicative modes (Interpretive, Interpersonal and Presentational) to increase their ability to communicate orally and in writing. Students continue to explore Hispanic culture through the use of videos, authentic readings and audio materials. The primary language spoken at this level is Spanish.

SPANISH IV
5541
1 Credit

Students develop more advanced communication skills in all four areas: listening, speaking, reading, and writing – with emphasis on the ability to interact orally and in writing. Students communicate using more complex language structures and express abstract ideas with reasonable fluency. Students are able to create and listen with understanding to reports and presentations as well as describe, summarize and discuss selected upper level themes and topics. Students gain greater insights into culture through authentic reading selections at this level and will continue to be exposed to authentic materials in order to develop higher level thinking skills in Spanish. This course is conducted in Spanish.

ADVANCED SPANISH CONVERSATION AND COMPOSITION
5580
1 Credit
Prerequisite: Spanish IV

This course will give the advanced student the opportunity to practice and perfect their practical abilities to speak and write in Spanish and will stress oral and written communication and proficiency. Students will acquire information from authentic sources in Spanish and will be asked to function in many authentic speaking situations in the class. Students will continue to develop strong communicative ability in Spanish in (Interpretive, Interpersonal and Presentational) modes and strive to produce Spanish comprehensible to native speakers in a variety of settings, discourse, topics, and registers. Students will explore cultural perspectives of Spanish-speaking peoples. This course is conducted solely in Spanish.

SPANISH CINEMA
5586
1 Credit
Prerequisite: Advanced Spanish Conversation and Composition

This course is designed to immerse the student in real-life situations taken from the Spanish-speaking world. Self-expression is stimulated through discussions and analysis of diverse literary and cultural themes. The student will gain a greater in-depth knowledge of the language and culture of Spanish-speaking peoples. The movies chosen for this course are classics of Hispanic literature and culture and include mature themes. Special emphasis will be placed on attaining an ever greater fluency. This course is taught solely in Spanish.

ADVANCED PLACEMENT SPANISH LANGUAGE
5570
1 Credit
Prerequisite: Advanced Spanish Conversation and Composition

This rigorous college-level course is designed for students who wish to further refine all communicative skills in preparation for the AP Spanish language examination. Students will participate in activities that integrate several different skills enabling them to: understand Spanish in various contexts; read and interpret literary texts; and express themselves in a more sophisticated spoken and written form. The course is conducted solely in Spanish.

ADVANCED PLACEMENT SPANISH LITERATURE
5575
1 Credit
Prerequisite: Advanced Placement Spanish Language

This course will expose the students to representative works of Spanish literature as stipulated by the AP Spanish Literature Program of the College Board. Students will read prose and verse and interpret, analyze and critically discuss
literary works from the Middle Ages through the 20th Century. Formulation and expression of critical opinions and judgments in correct oral and written Spanish are emphasized. Students will communicate effectively and with mastery in writing and speaking in preparation for the AP Spanish Literature examination. This course is conducted solely in Spanish.

CAREER AND TECHNICAL EDUCATION

BUSINESS & INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY (IT) FUNDAMENTALS – Grades 9-10 *Industry Credential Available
6670SB
1 Credit

Information Technology Fundamentals is a one-semester introduction to computer applications, maintenance and troubleshooting, programming, and uses of the Internet. This includes security and privacy issues, basics of web design, using graphics and interactive multimedia, and careers in the IT industry. There is a fee associated with this course.

PRINCIPLES OF BUSINESS AND MARKETING – Grades 9-10 *Industry Credential Available
6116
1 Credit

Students explore the roles of business and marketing in the free enterprise system and global economy. They study how the American economy operates and prepare to make decisions as entrepreneurs, consumers, wage earners, and citizens.

COMPUTER INFORMATION SYSTEMS (CIS) – Grades 10-12 *Industry Credential Available
6614
1 Credit for CTE course (related classroom instruction)
1 Credit for completing work-based learning method of instruction (when available)
Prerequisite: Keyboarding skills. Students must be at least 16 years of age and have parental permission to complete the work-based learning method of instruction.

Concepts and knowledge presented in CIS are the creation of web pages, understanding and using social media creating effective PowerPoint presentations, and the use of video conference calling to enhance job search and interviewing techniques. It is an exciting course that stays up-to-date with current technological advances and integrates these concepts into course assignments and projects. Students will use Microsoft Office and other software applications to enhance their skills. There is a fee associated with this course.

ADVANCED COMPUTER INFORMATION SYSTEMS – Grades 11-12 *Industry Credential Available
6615
1 Credit for CTE course (related classroom instruction)
1 Credit for completing work-based learning method of instruction (when available)
Prerequisite: Computer Information Systems I. Students must be at least 16 years of age and have parental permission to complete the work-based learning method of instruction.

Students apply problem-solving skills to real-life situations through advanced integrated software applications, programming, and expert systems. Students work individually and in groups to explore advanced computer maintenance activities, telecommunications, and networking. There is a fee associated with this course.

DESIGN, MULTIMEDIA AND WEB TECHNOLOGIES – Grades 10-12 *Industry Credential Available
6632
1 Credit for CTE course (related classroom instruction)
1 Credit for completing work-based learning method of instruction (when available)
Prerequisite: Students must be at least 16 years of age and have parental permission to complete the Work-Based Learning method of instruction.
Students develop proficiency in using desktop publishing software to create a variety of business publications. Students work with sophisticated hardware and software to develop multimedia presentations and web pages. There is a fee associated with this course.

ADVANCED DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES – Grades 11-12 *Industry Credential Available 6633
1 Credit for CTE course (related classroom instruction)
1 Credit for completing Work-Based Learning method of instruction (when available)
Prerequisite: Design, Multimedia, and Web Technologies. Students must be at least 16 years of age and have parental permission to complete the Work-Based Learning method of instruction.

Students develop advanced proficiency in using desktop publishing software to create a variety of design projects. Students work with hardware and software to produce web pages and multimedia presentations. There is a fee associated with this course.

BUSINESS LAW – Grades 11-12 *Industry Credential Available 6132
1 Credit for CTE course (related classroom instruction)
1 Credit for completing Work-Based Learning method of instruction (when available)
Prerequisite: Students must be at least 16 years of age and have parental permission to complete the Work-Based Learning method of instruction.

Students begin with an overview of the legal system and then focus on the fundamentals of law including: ethics, contracts, credit, consumer, insurance, real estate/rental, employment, and family law.

BUSINESS MANAGEMENT – Grades 11-12 *Industry Credential Available 6135
1 Credit for CTE course (related classroom instruction)
1 Credit for completing Work-Based Learning method of instruction (when available)
Prerequisite: Students must be at least 16 years of age and have parental permission to complete the Work-Based Learning method of instruction.

Students learn basic management concepts and leadership styles as they explore business ownership, planning, economics, international business, and human relations; such as employee motivation and conflict resolution. Student leadership skills are utilized through a business simulation experience.

ECONOMICS AND PERSONAL FINANCE – Grades 11-12 *Industry Credential Available 6120
1 Credit
*This course does satisfy the diploma requirement for successful completion of a Virtual Course
*This course does not satisfy the diploma requirement for a Career and Technical Education Course

Students learn how to navigate the financial decisions they must face and how to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. In addition to developing personal finance skills, students in this course will also study basic occupational skills and concepts in preparation for entry-level employment in the field of finance.

All WJCC students will take this course online through our eLearning portal to meet VDOE graduation requirements. The online blended learning course option is offered either during the school day directed by a teacher, or asynchronously. Students will be given deadlines to turn in submitted assignments during the semester according to a pacing guide set by the instructor and will be required to take the WISE Financial Literacy Test or the Workplace Readiness Skills for the Commonwealth Examination. There is a fee associated with this course.
FAMILY & CONSUMER SCIENCES

NUTRITION AND WELLNESS – Grades 10-12
8228
1 Credit

Students learn to make choices that promote wellness and good health habits such as choosing foods that promote wellness, obtaining and storing food for self and family, preparing and serving nutritious meals and snacks, selecting and using equipment for food preparation, and identifying strategies to promote optimal nutrition and wellness of society. There is a fee associated with this course.

PARENTING – Grades 10-12
8231
1 Credit

This course will provide a developmental background helpful to students seeking to continue in sociology, psychology and/or college. Students will focus on the parenting role and how to take responsibility for growth within the parenting relationship. Topics such as preparing for a healthy beginning for parent and child; meeting developmental needs; promoting self-discipline, self-respect, and socially responsible behavior; obtaining parenting information and support; and planning ways that families and society can share in nurturing children and adolescents will be covered. Students in this course have an opportunity to receive on-site training with the First Steps Child Care Development Center at Lafayette High School.

INDEPENDENT LIVING – Grades 9-12
8214
1 Credit

Students will focus on managing resources to achieve individual goals; making informed consumer choices; creating and maintaining a living environment that supports the well-being of individuals; living in a global environment; making decisions related to nutrition, clothing and housing; and managing a household. A simple garment will be constructed. There is a fee associated with this course.

HEALTH & MEDICAL SCIENCES

The following courses will be offered in partnership with Thomas Nelson Community College. Please see your school counselor for enrollment information.

INTRODUCTION TO HEALTH OCCUPATIONS- GRADE 12
8302TN
1 Credit

This course explores many of the occupations that exist within the health and medical science area. This exploration includes job descriptions; education; personal qualifications; licensing requirements; specialties within careers, wages and earning potential; work environment; career ladder; and advantages/disadvantages. Basic medical vocabulary, infection control protocols, legal, and ethical practices are also addressed.

EMERGENCY MEDICAL TECHNICIAN (EMT) I and II- GRADE 12 *Industry Credential Available
8333TN
1 Credit per course
Prerequisite: Introduction to Health Occupations

EMT Basic is a state certification that enables the holder to be a first-responder to medical emergencies. The student in this course will learn to assess the scene, take safety precautions in the absence of public safety personnel to protect the injured, use body substance isolation techniques, determine nature and extent of illness or injury, perform triage, and render emergency care. Skills performed include, but are not limited to, establishing and maintaining an airway, ventilating
patients, cardiopulmonary resuscitation, and use of automated external defibrillators. The student will learn to provide pre-hospital emergency care of single-and multiple-system traumas such as controlling hemorrhaging; bandaging wounds; treatment of shock; immobilization; and splinting of painful, swollen, or deformed extremities.

At this time, the following Project Lead the Way (PLTW) Biomedical Sciences courses are available at Warhill High School:

**PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW) – Grades 9-10 *Industry Credential Available**

8379
1 Credit

In this specialization course for Project Lead the Way (PLTW), students are taught concepts of forensic inquiry; DNA and inheritance; function of human body systems; exploring the body through diseases such as those leading to diabetes, heart disease, sickle cell, and infectious diseases. Students also explore medical interventions, postmortem examination, bioprocessing, bioinformatics, and concepts of microbiology and genetic engineering.

**HUMAN BODY SYSTEMS (PLTW) – Grades 10-12 *Industry Credential Available**

8380
Prerequisite: Principles of Biomedical Science (PLTW)

In this specialization course for Project Lead the Way (PLTW), students explore the human body systems of communication, power, and movement. To do this, students are taught the body’s components, tissues, molecules and cells, as well as concepts of homeostasis and body system defenses.

**MARKETING EDUCATION**

**PRINCIPLES OF BUSINESS AND MARKETING- Grades 9-10 *Industry Credential Available**

6116
1 Credit

Students explore the roles of business and marketing in the free enterprise system and the global economy. They study how the American economy operates and prepare to make decisions as entrepreneurs, consumers, wage earners, and citizens.

**MARKETING – Grades 11-12 *Industry Credential Available**

8120
1 Credit for the CTE Course (related classroom instruction)
1 Credit for with completion of Work-Based Learning method of instruction
Prerequisite: Students must be at least 16 years of age and have parental permission to complete the Work-Based Learning method of instruction

Classroom instruction and work-based learning experiences, approved by the marketing coordinator, provide skills for success in marketing and distribution. Students make progress on the job in selling, human relations, merchandising, advertising, display, product information, management, and operations. The number of Work-Based Learning hours required are between 11 and 15 hours per week, with a minimum of 396 hours per school year. Credits earned are based upon the student’s successful completion of the course and continuous, satisfactory, employment throughout the entire school year. Participation in DECA allows the student to develop the social, leadership, vocational, and civic skills necessary for success in life. There is a fee associated with this course.

**ADVANCED MARKETING – Grade 12 *Industry Credential Available**

8130
1 Credit for the CTE Course (related classroom instruction)
1 Credit for completion of Work-Based Learning method of instruction (when available)
Prerequisite: Marketing; Students must be at least 16 years of age and have parental permission to complete the Work-Based Learning method of instruction.

Advanced Marketing students will build on what they have learned and perform independent study in their work-based learning experience, approved by the marketing coordinator, to develop supervisory skills and management competencies. The number of Work-Based Learning hours required are between 11 and 15 hours per week, with a minimum of 396 hours per school year. *Credits earned are based upon the student’s successful completion of the course and continuous, satisfactory, employment throughout the entire school year.* Participation in DECA allows students to develop the social, leadership, vocational, and civic skills necessary for success in life. This is a sequence completer course and there is a fee associated.

**FASHION MARKETING – Grades 10-12 *Industry Credential Available***  
8140  
1 Credit for the CTE Course (related classroom instruction)  
1 Credit for completion of Work-Based Learning method of instruction (when available)  
**Prerequisite:** Students must be at least 16 years of age, have a career interest in this field and parental permission is required to complete the Work-Based Learning method of instruction

Fashion Marketing is a specialized course for students with a career interest in apparel and accessory marketing. Occupational experiences in fashion marketing will consist of simulated school and community-based projects. Periodic employment in local businesses will be supervised by the Marketing Education Coordinator. Course topics such as: fashion trends, fashion selling and advertising, fashion careers, designers, and display of fashions will be covered. Students may enter Advanced Fashion Marketing after completion of this course. DECA activities will be provided with additional fees charged for selected activities. The number of Work-Based Learning hours required are between 11 and 15 hours per week, with a minimum of 396 hours per school year. *Credits earned are based upon the student’s successful completion of the course and continuous, satisfactory, employment throughout the entire school year.* There is a fee associated with this course.

**ADVANCED FASHION MARKETING – Grades 11-12 *Industry Credential Available***  
8145  
1 Credit for the CTE Course (related classroom instruction)  
1 Credit for completion of Work-Based Learning method of instruction (when available)  
**Prerequisite:** Students must be at least 16 years of age and have parental permission to complete the Work-Based Learning method of instruction

This course is designed for eleventh and twelfth grade students who plan to attend college with a concentration in apparel and accessory marketing, business and management, or for students who plan to continue employment in the industry. The course is designed as a vocational completer offering for students who have completed Fashion Marketing. There is a fee associated with this course. The number of Work-Based Learning hours required are between 11 and 15 hours per week, with a minimum of 396 hours per school year. *Credits earned are based upon the student’s successful completion of the course and continuous, satisfactory, employment throughout the entire school year.*

**OPPORTUNITIES IN HOSPITALITY AND TOURISM – Grades 10-12 *Industry Credential Available***  
8139  
1 Credit for the CTE Course (related classroom instruction)  
1 Credit for completion of Work-Based Learning method of instruction (when available)  
**Prerequisite:** Students must be at least 16 years of age and have parental permission to complete the Work-Based Learning method of instruction

This course examines the components of the hospitality and tourism industry including attractions, lodging, transportation, and food and beverage. Other topics include the history, political, social, and cultural impacts hospitality and tourism have had on local, state, and global environments. Students will develop competencies in the areas of communication, customer service, marketing, industry technology, economics, and management functions, and will be provided opportunities for hands-on, real-world, applications.
SPORTS AND ENTERTAINMENT MARKETING - Grades 10-12 *Industry Credential Available
8175
1 Credit for the CTE Course (related classroom instruction)
1 Credit for completion of Work-Based Learning method of instruction (when available)
Prerequisite: Students must be at least 16 years of age and have parental permission to complete the Work-Based Learning method of instruction.

Students develop skills in the areas of marketing analysis, event marketing, communication, and human relations along with a thorough understanding of the sports, entertainment, and recreation industry and career options available. Basic marketing concepts are applied to the fields of sports, entertainment, and recreation. Topics include: college, amateur, and professional sports; marketing products and services through sports; marketing the entertainment industry; recreational marketing; legal issues; and marketing plans. The number of Work-Based Learning hours required are between 11 and 15 hours per week, with a minimum of 396 hours per school year. Credits earned are based upon the student’s successful completion of the course and continuous, satisfactory, employment throughout the entire school year. There is a fee associated with this course.

SPORTS AND ENTERTAINMENT MANAGEMENT – Grades 11-12 *Industry Credential Available
8177
1 Credit for the CTE Course (related classroom instruction)
1 Credit for completion of Work-Based Learning method of instruction (when available)
Prerequisite: Students must be at least 16 years of age and have parental permission to complete the Work-Based Learning method of instruction.

Students will build on prior knowledge of sports, entertainment, and recreation marketing. This course focuses on the principles of management and planning supported by research, financial and legal concepts. Students will be able to plan and execute an event; develop a career plan; and establish a sports, entertainment, or recreation marketing product/business. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. Computer/technology applications supporting the course are studied. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year. The number of Work-Based Learning hours required are between 11 and 15 hours per week, with a minimum of 396 hours per school year. Credits earned are based upon the student’s successful completion of the course and continuous, satisfactory, employment throughout the entire school year. There is a fee associated with this course.

TECHNOLOGY EDUCATION

ADVANCED DRAWING AND DESIGN – Grades 9-12 *Industry Credential Available
8438
1 Credit

This course offers experience in 2D and 3D modeling techniques used in careers such as engineering, architecture, interior designing, graphic arts and game design. AutoCAD professional software is used to enhance the curriculum and develop skills in computer-aided design systems. There is a fee associated with this course.

ARCHITECTURAL DRAWING/DESIGN Grades 10-12 *Industry Credential Available
8437
1 Credit

This course is for students that may be interested in becoming an architect, interior designer or general contractor. Students learn how to use designing tools such as T-squares, REVIT software, design structures, and models. Careers that support architecture are explored such as carpentry, electrical and plumbing. There is a fee associated with this course.
ENGINEERING EXPLORATION - Grades 9-12  *Industry Credential Available
8450
1 Credit

Students are exposed to a variety of engineering career fields that may include rocketry, robotics, structural, and mechanical engineering. Students will gain a basic understanding of engineering history and design using mathematical and scientific concepts, tools, and machines. Students will participate in hands-on projects in a laboratory setting and communicate information through team-based presentations, proposals, and technical reports.

ENGINEERING STUDIES – Grades 11-12 *Industry Credential Available
8491
1 Credit

To learn the applications and design process of engineering, students form engineering teams and select a group design problem. Each team uses communications, graphics, mathematics, and community resources to solve problems. Each team learns appropriate information in order to complete a project. Projects may be models, systems, or products that creatively solve an engineering problem.

DIGITAL VISUALIZATION – Grades 9-12 *Industry Credential Available
8459
1 Credit

Digital Visualization provides experiences related to computer animation by using graphics and design concepts. Students solve problems involving 3D 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 3D animation software. There is a fee associated with this course.

GRAPHIC COMMUNICATIONS SYSTEMS - Grades 10-12 *Industry Credential Available
8494
1 Credit

Graphic Communications Systems provide experiences in the fields of imaging technology, graphic productions, mixed media, technical design, and various modes of communicating information through the use of visual data. Students develop critical-thinking and problem-solving skills using the universal systems model. Students also learn about the impact of communication on society and potential career fields relating to communications. There is a fee associated with this course.

GEOGRAPHIC INFORMATION SYSTEMS (GIS) - Grades 10-12 *Industry Credential Available
8423
1 Credit

Students will learn GIS in a project based course using up to date ARC GIS software. They will also learn to use global positioning systems and data from satellites and spatial technologies. After learning skills, students will work on a project of their own selection. This course may be dual enrolled with James Madison University. There is a fee associated with this course.

At this time, the following Project Lead the Way (PLTW) Engineering courses are available at Warhill High School:

INTRODUCTION TO ENGINEERING DESIGN (PLTW) – Grades 9-10 *Industry Credential Available
8439
1 Credit
Prerequisite: Currently enrolled in Algebra I Sequence II or Algebra I
Introduction to Engineering Design teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design computer software. The program also emphasizes team development and team problem solving. There is a fee associated with this course.

PRINCIPLES OF ENGINEERING (PLTW) – Grades 10-11 *Industry Credential Available

8441
1 Credit
Prerequisite: Introduction to Engineering Design

Principles of Engineering introduces the career field in terms of the kinds of problems it solves. Students are presented with problems in design of products. They learn modeling, testing and evaluation, and presentation skills. Topics include engineering systems, thermodynamics, fluid systems, electrical systems, and control systems. In statics and material strength, they learn about forces, static equilibrium, vectors, moments, and reaction forces. Statistical process control and non-destructive and destructive testing are employed. It is strongly recommended that students shall have successfully completed Algebra I prior to enrollment. There is a fee associated with this course.

COMPUTER INTEGRATED MANUFACTURING (PLTW) – Grades 10-12 *Industry Credential Available

8442
1 Credit
Prerequisite: Introduction to Engineering Design (PLTW)

The objective of the Computer Integrated Manufacturing course is to expose students to the fundamentals of computerized manufacturing technology. The course is built around several key concepts:
- Computer modeling – using a three dimensional, solid modeling software package with mass property analysis
- CNC equipment – understanding the machine tools and its operating and programming aspects
- CAM software – converting computer generated geometry into a program to drive CNC machine tools
- Robotics – using a robot for materials handling and assembly operations
- Flexible manufacturing systems – students working in teams to design manufacturing work cells and table top factory simulations.

There is a fee associated with this course.

DIGITAL ELECTRONICS (PLTW) – Grades 10-12 *Industry Credential Available

8440
1 Credit
Prerequisite: Algebra I, Introduction to Engineering Design, Principles of Engineering

Digital Electronics is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. There is a fee associated with this course.

ENGINEERING DESIGN AND DEVELOPMENT (PLTW) – Grade 11-12 *Industry Credential Available

8443
1 Credit
Prerequisites: Introduction to Engineering Design and Principles of Engineering, Digital Electronics and Computer Integrated Manufacturing are highly recommended

Students work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. There is a fee associated with this course.
At this time, the following Project Lead the Way (PLTW) Computer Science courses are available at Warhill High School:

SOFTWARE ENGINEERING (PLTW) *Industry Credential Available
8470
1 Credit
This Project Lead the Way course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Students develop programming expertise and explore the workings of the Internet. Projects and problems include application development, visualization of data, cyber security, and simulation.

Computer Science Applications (CSA) *Industry Credential Available
8471
1 Credit
Pre-requisite: Software Engineering

Computer Science Applications focuses on further developing computational-thinking skills through the medium of Android™ Application development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and web-based databases. This course aligns with the AP CSA course.
NEW HORIZON’S CAREER & TECHNICAL EDUCATION CENTER (CTEC)

Once a student has been admitted to the Career & Technical Education Center, he/she will work with his/her school counselor to review course descriptions for the upcoming academic year and make appropriate course selections.

Courses at the New Horizons Regional Education Center qualify students for skilled employment after graduation. The courses are open to all rising eleventh and twelfth graders. Students attend a half-day at their home high school and a half-day at New Horizons (either at the Woodside Lane campus in Newport News or the Butler Farm campus in Hampton) getting hands-on experience in the careers of their choice.

Most courses carry three credits per year for each of the one or two years of study. All classes for Jamestown, Lafayette, and Warhill High School students require the first two blocks of each day. Students are picked up by bus at home to travel to one of the two New Horizons Centers. Students return to Jamestown, Lafayette or Warhill by school bus to attend the last two blocks. Students must be full-time Jamestown, Lafayette, or Warhill High School students that are eligible to participate in activities, athletics, or clubs.

POTENTIAL COURSE OFFERINGS:

- Auto Collision and Refinishing I, II (Butler Farm)
- Auto Collision and Refinishing III (Butler Farm)
- Automotive Technology I, II (Butler Farm)
- Construction I, II (Woodside Lane)
- Construction III (Woodside Lane)
- Electricity and Renewable Energy (Woodside Lane)
- HVAC I, II (Butler Farm)
- Electronics/Industrial Robotics Technology (Butler Farm)
- Advance Industrial Robotics Technology (Butler Farm)
- Mechatronics (Butler Farm)
- Mechanical and Electronics Technician (Butler Farm)
- Welding I, II (Woodside Lane & Butler Farm)
- Dental Assistant I, II (Butler Farm)
- Medical Assistant (Butler Farm)
- Nursing Assistant (Butler Farm)
- Pharmacy Technician (Woodside Lane)
- Veterinary Science (Woodside Lane)
- Barbering II (Woodside Lane)
- Cosmetology I, II (Woodside Lane & Butler Farm)
- Culinary Arts I, II (Woodside Lane)
- Early Childhood Education (Butler Farm)
- Early Childhood Education II (Butler Farm)
- Computer Systems Technology I, II (Butler Farm)
- Computer Networking/Cyber Security (Woodside Lane)
- Computer Programming I and Advanced (Woodside Lane)
- Criminal Justice (Woodside Lane & Butler Farm)
- Emergency Medical Technician (Butler Farm)
- Fire Fighter (Butler Farm)

ADMISSION PROCEDURES: To submit your application for CTEC by the current deadline or to find out more information about CTEC, visit your school counselor or go online to NHREC.org
THE NEW HORIZON’S GOVERNORS SCHOOL FOR SCIENCE AND TECHNOLOGY

Once a rising eleventh grade student has been admitted to the Governor’s School for Science and Technology, he/she will work with his/her school counselor to review course descriptions for the upcoming academic year and make appropriate course selections.

The Governor’s School is a two-year, half-day program, for eleventh and twelfth graders. Students will select a strand as the focus for their Governor’s School experience. Each strand provides a unique emphasis on both the science subject matter and associated career fields. Students will be able to participate in one of the following three strands:

**Engineering Strand** involves an intense, rigorous study of fundamental principles of engineering and calculus-based physics. Students develop a passion for calculus and physics during their junior year. Building a robot, constructing a fuel cell, and then proceeding to on-line technology that studies air-bag deployment principles in automobiles are just a few of the engineering activities students experience in the course. The ideas of Maxwell and Hawking are studied during the senior year. Understanding the physics behind such inventions as the TV, computers, and magnetic resonance imaging technology round out the senior year.

**Biological Science Strand** provides insights into organic and inorganic chemistry in conjunction with cell and molecular biology by employing advanced technologies utilized in medicine, forensic science, and research labs. An advanced level understanding of biology and chemistry sets the stage for senior students to argue controversial topics concerning the environment and analyze water quality and biodiversity during monthly sampling of a nearby pond. Extensive field work and laboratory analysis generates a nine-month database for a more comprehensive understanding of our local environment.

**Computational Science & Engineering Strand** combines the study of structured and object-oriented programming with applications in practical, non-calculus based, physics scenarios. The best of two worlds! Develop insight into applying computer programming techniques to real world situations. Physics topics include classical mechanics, fluid dynamics and thermodynamics. Using “calling functions” to study the speed of sound in objects and analyzing operator overloading are just a few of the unique approaches used to master C/C++ in a Unix environment while learning physics. The second year course will include features of microprocessors and assembly language programming.

Each course has been specifically structured to incorporate best practices for gifted students. Each strand requires completion of one year of high school biology, chemistry, and Algebra II/Trig prior to admission. For the engineering strand, students must have successfully completed Math Analysis (Pre-Calculus) prior to admission. All strands encompass a math course during both the junior and senior year. Placement in the appropriate math course will be determined upon admission at the end of tenth grade. In addition, each strand will foster research through a Research Methods and Ethics course the junior year and an Honors Research and Mentorship placement the senior year. In total, students will spend approximately three hours at the Governor’s School, taking three courses each year, during the two-year program.

**POTENTIAL COURSE OFFERINGS:**
- Advanced Chemistry Analysis
- Advanced Biological Analysis
- Calculus-based Engineering Physics I & II: Mechanics to ElectroMagnetism
- Computational Science
- Engineering Design Innovation & Entrepreneurialship
- College Modern Pre-Calculus
- College Calculus
- Statistical Research Methods
- Multivariable Calculus/Linear Algebra
- Differential Equations and Math Methods in Physics
- Research Methodology & Ethics
- Environmental Science: Research Applications/Mentorship
Admissions Procedures

Admission to the program is highly competitive. For specific admission and application information, please see your school counselor or visit www.nhgs.tec.va.us

Pre-Admission Series:

A standardized test will be administered to a pool of eighth grade students who have been recommended for possible admission. Test scores, as well as teacher recommendations, and course grades will be used to determine which students will be invited to participate in the Governor’s School Pre-Admissions Series offered in ninth and tenth grade. Identified students will take prerequisite courses offered in their high schools and will participate in a variety of specific activities offered at the school that will familiarize and prepare them for the two-year program.
WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS

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MIDDLE SCHOOLS

Berkeley Middle School
1118 Ironbound Road
Williamsburg, VA 23188

Hornsby Middle School
850 Jolly Pond Road
Williamsburg, VA 23188

Toano Middle School
7817 Richmond Road
Williamsburg, VA 23168

HIGH SCHOOLS

Jamestown High School (School Code 472403)
3751 John Tyler Highway
Williamsburg, VA 23185

Lafayette High School (School Code 472405)
4460 Longhill Road
Williamsburg, VA 23188

Warhill High School (School Code 472417)
4615 Opportunity Way
Williamsburg, VA 23188