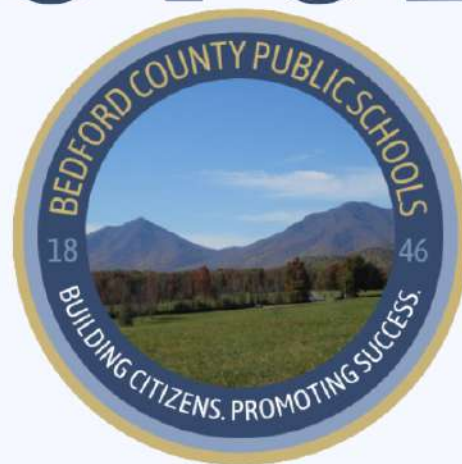




BEDFORD COUNTY PUBLIC SCHOOLS

# PROGRAM OF STUDIES



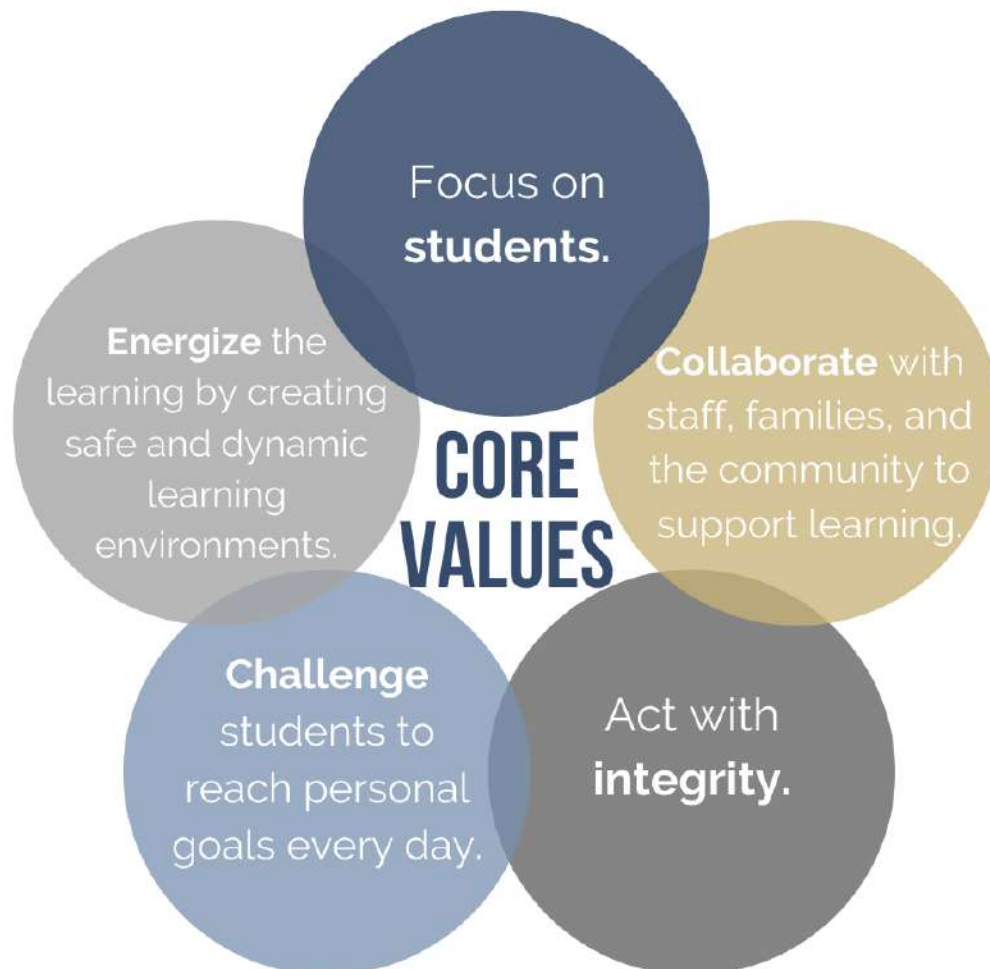
2024-2025

## VISION

Building **C**itizens. Promoting **S**uccess.

## MISSION

Bedford County Public Schools will provide equal opportunities to enable all students to think critically, collaborate, create, communicate, and become productive citizens.



# The Goals of Bedford County Public Schools



<p>Bedford County Public Schools will maintain high academic expectations and support all students in attaining foundational knowledge, transferable skills, and post-graduation plans.</p>	<p>Bedford County Public Schools will provide safe and supportive learning environments, both physically and emotionally, which enable all students to think critically, collaborate, create, communicate, and become productive citizens.</p>	<p>Bedford County Public Schools will create an exemplary workforce by recruiting, supporting, compensating, and retaining high quality employees.</p>	<p>Bedford County Public Schools will develop mutually supportive partnerships with families and community organizations to enhance student well-being and broaden opportunities for workforce development.</p>
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Equal educational opportunities shall be available for all students, without regard to sex, race, color, national origin, gender, ethnicity, religion, disability, ancestry, or marital or parental status. Educational programs shall be designed to meet the varying needs of all students. No student, on the basis of sex or gender, shall be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege or advantage or be denied equal access to educational and extracurricular programs and activities. To view a current list of compliance officers and how they can be reached, visit the Bedford County Public Schools website at <https://www.bedford.sharpschool.net>.

## BEDFORD COUNTY SCHOOL BOARD

### District

- |                           |  |
|---------------------------|--|
| 1. Dr. Susan Mele         | <a href="mailto:susan.mele@bedford.k12.va.us">susan.mele@bedford.k12.va.us</a>                   |
| 2. Mr. Matthew Holbrook   | <a href="mailto:matthew.holbrook@bedford.k12.va.us">matthew.holbrook@bedford.k12.va.us</a>       |
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| 5. Mrs. Georgia Hairston  | <a href="mailto:georgia.hairston@bedford.k12.va.us">georgia.hairston@bedford.k12.va.us</a>       |
| 6. Mrs. Susan Falls Kirby | <a href="mailto:susan.kirby@bedford.k12.va.us">susan.kirby@bedford.k12.va.us</a>                 |
| 7. Mr. Chris Daniels      | <a href="mailto:christopher.daniels@bedford.k12.va.us">christopher.daniels@bedford.k12.va.us</a> |

## BEDFORD COUNTY SCHOOL ADMINISTRATION

311 South Bridge Street  
P. O. Box 748  
Bedford, VA. 24523-0748

(540) 586-1045  
(540) 586-7703 (FAX)

Dr. Marc Bergin, Superintendent  
Mr. Randy Hagler, Assistant Superintendent of Finance and Operations  
Dr. Karen Woodford, Deputy Superintendent  
Dr. LeeAnn Calvert, Executive Director of Human Resources & Talent Development  
Dr. Josh Cornett, Executive Director of School Administration



<b>ELEMENTARY SCHOOLS</b>	<b>OFFICE PHONE</b>	<b>SCHOOL ADDRESS</b>
Bedford Elementary School	(540) 586-0275	806 Tiger Trail Bedford, VA 24523
Bedford Primary School	(540) 586-8339	807 College Street Bedford, VA 24523
Big Island Elementary School	(434) 299-5863	1114 Schooldays Road Big Island, VA 24526
Boonsboro Elementary School	(434) 384-2881	1234 Eagle Circle Lynchburg, VA 24503
Forest Elementary School	(434) 525-2681	1 Scholar Lane Forest, VA 24551
Goodview Elementary School	(540) 892-5674	1374 Rivermont Academy Road Goodview, VA 24095
Huddleston Elementary School	(540) 297-5144	1027 Huddleston Drive Huddleston, VA 24104
Moneta Elementary School	(540) 297-4411	12718 Old Moneta Road Moneta, VA 24121
Montvale Elementary School	(540) 947-2241	One Little Patriot Drive Montvale, VA 24122
New London Academy School	(434) 525-2177	12400 E. Lynchburg-Salem Turnpike Forest, VA 24551
Otter River Elementary School	(540) 586-9210	1044 Otter River Drive Goode, VA 24556
Stewartsville Elementary School	(540) 890-2174	1138 Wildcat Road Goodview, VA 24095
Thomas Jefferson Elementary School	(434) 534-6159	1255 Patriot Place Forest, VA 24551
<b>MIDDLE SCHOOLS</b>	<b>OFFICE PHONE</b>	<b>SCHOOL ADDRESS</b>
Forest Middle School	(434) 525-6630	100 Ashwood Drive Forest, VA 24551
Liberty Middle School	(540) 586-7735	1237 Lacey Putney Way Bedford, VA 24523
Staunton River Middle School	(540) 297-4152	1293 Golden Eagle Drive Moneta, VA 24121
<b>HIGH SCHOOLS/CENTERS</b>	<b>OFFICE PHONE</b>	<b>SCHOOL ADDRESS</b>
Alternative Education Center	(540) 586-1270	600 Edmund Street Bedford, VA 24523
Susie G. Gibson Science & Technology Center	(540) 586-3933	600 Edmund Street Bedford, VA 24523
Jefferson Forest High School	(434) 525-2674	1 Cavalier Circle Forest, VA 24551
Liberty High School	(540) 586-2541	100 Liberty Minutemen Drive Bedford, VA 24523
Staunton River High School	(540) 297-7151	1 Golden Eagle Drive Moneta, VA 24121

*Please be advised that the Board of Education may revise or create policies over the course of the school year. State Laws, State Board of Education Bylaws, Virginia Department of Education, and Bedford County Board of Education Policies and Regulations shall supersede those statements and references contained in this publication.*

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## Introduction

Bedford County Public Schools continues to transform learning for our students by creating individualized learning environments. We seek to inspire student ownership of their learning guided by the Commonwealth of Virginia Standards of Learning and encourage further skills that prepare them to be productive and responsible citizens in our community and the world. We continue to prepare them for college and/or career readiness by increasing rigor, diversity, and technology into the academic program. The Program of Studies is a foundation for each student's path to graduation. Students, with their families, teachers, and school counselors, will be able to use the information in the Program of Studies to develop and update a personal Academic and Career Plan that will best prepare them for future success.

### Preparing for the Future with an Academic and Career Plan

The Academic and Career Plan (ACP) is an evolving document that maximizes student achievement by having the student accomplish goals in middle school and high school that lead to college and career readiness. The ACP is to be student driven and maintained by school counselors working with teachers and other staff to assist the student in reaching his or her goals in the most logical academic and career path.

A successful Academic and Career Plan (ACP) starts with the end in mind. The student, parent/guardian, and school professionals collaboratively create a plan that begins with goals based upon the student's academic and career interests. The group then maps out a program of study or pathway that will lead to the student's success of reaching the desired goals. As needs of the student emerge and new information becomes available, the group will analyze and adjust the ACP. Elements of the ACP include, but are not limited to:

- The formalized process of developing the Academic and Career Plan begins in seventh grade, but all teachers are encouraged to find their students' interests and develop those interests while at any grade level.
- Student articulation of a Career Goal, Secondary Education Goal, and Postsecondary Education Goal.
- A program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests.
- A review and update before the student enters the ninth and eleventh grades.
- The signatures of the student, student's parent/guardian and school official(s) designated by the principal.

The framework upon which each ACP is built is the district's Program of Studies. Specifically, the student is able to use the building blocks and resources described within the Program of Studies to construct and refine his or her plan that will lead to future success. Elements such as diploma options, academic and career pathways, and courses are all described within the document which serves as a type of "menu" for the student to make choices based on his or her academic and career interests.

Policy [IJD - College and Career Readiness](#) outlines BCPS policy about Academic and Career Plans. For more information about student ACPs we encourage families to work with their child to periodically view the digital ACP. If you have any difficulties or questions please contact the school counselor.

### Profile of a Virginia Graduate

Virginia's graduation requirements maintain high expectations for learning in English, math, science, and history/social science while reducing the number of Standards of Learning (SOL) tests students must pass to earn a high school diploma. The new standards also implement the "Profile of a Virginia Graduate," which describes the knowledge, skills, attributes, and experiences identified by employers, higher education institutions, and the state Board of Education as critical for future success.

A student meeting the Profile of a Virginia Graduate has achieved the Commonwealth's high academic standards and graduates with workplace skills, a sense of community and civic responsibility, and a career plan aligned with their interests and experiences.

In preparing students to meet the profile of a Virginia Graduate, Bedford County Public Schools will ensure that students develop the following competencies, known as the “Five Cs”.

- Critical thinking
- Creative thinking
- Communication
- Collaboration
- Citizenship

## Pathways to Completion

The Bedford County School Board recognizes the following types of school completion programs:

- Standard Diploma
- Advanced Studies Diploma
- Adult High School Diplomas (three options)
- Applied Studies Diploma
- Certificate of Program Completion
- General Education Development Certificates (GED)
- Summer School Graduation

In the Virginia Code ([8 VAC 20-131-50](#) and [8 VAC 20-131-51](#)), there is a provision for requirements for graduation. The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school. When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor to those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of [8 VAC 20-131-110](#). Each diploma or certificate and its requirements are described in the following sections. The requirements are in compliance with the Standards of Accreditation and Bedford County School Board policy and regulations.

### Standard Diploma

To graduate with a Standard Diploma for students entering the ninth grade for the first time in 2018-2019 and beyond, a student must earn at least 22 standard units of credit and five verified units of credit. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the state Board of Education. A school counselor can advise on available courses to fulfill the requirements of a Standard Diploma.

Standard Diploma Course Requirements		
Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History and Social Sciences	3	1
Health and Physical Education	2	
World Language, Fine Arts or Career and Technical Education	2	
Economics & Personal Finance	1	
Electives	4	
<b>Total</b>	<b>22</b>	<b>5</b>

### Additional Requirements for Graduation

- **AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential** - Students shall (i) complete an AP, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and



technical education credential approved by the Board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia Workplace Readiness Skills Assessment.

- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online. Guidance on this requirement is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC20-131\)](#).
- **First Aid, CPR, and AED Training** - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 \(B\)](#).
- **Demonstration of the 5 C's** - In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in [Virginia's 5 C's](#): critical thinking, creative thinking, collaboration, communication, and citizenship.

### Advanced Studies Diploma

To graduate with an Advanced Studies Diploma for students entering the ninth grade for the first time in 2018-2019 and beyond, a student must earn at least 26 standard units of credit and five verified units of credit. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the state Board of Education. More information on standard credits, verified credits, and locally awarded verified credits can be found on the [Credits for Graduation webpage](#).

#### Beginning with students entering ninth grade for the first time in 2018-2019, a student must also:

- successfully complete one virtual course, which may be non-credit bearing.
- successfully complete at least two sequential **electives** as required by the Standards of Quality.

The school counselor can advise on available courses to fulfill the requirements of a Standard Diploma.

<b>Advanced Studies Diploma Course Requirements</b>		
Subject Area	Standard Credits	Verified Credits
English	4	2
Mathematics	4	1
Laboratory Science	4	1
History and Social Sciences	4	1
World Language	3	
Health & Physical Education	2	
Fine Arts or Career & Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
<b>Total</b>	<b>26</b>	<b>5</b>

#### Additional Requirements for Graduation

- **AP, Honors, IB, Dual Enrollment, Work-Based Learning, or CTE Credential** - Students shall (i) complete an AP, honors, International Baccalaureate, or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential

in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia Workplace Readiness Skills Assessment.

- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online. Guidance on this requirement is provided in the [Guidance Document Governing Certain Provisions of the SOA \(8VAC20-131\)](#).
- **First Aid, CPR, and AED Training** - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 \(B\)](#).
- **Demonstration of the 5 C's** – In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in [Virginia's 5 Cs](#): critical thinking, creative thinking, collaboration, communication, and citizenship.

**Adult Diploma Options**

*Adult High School Diploma*

[The Adult High School Diploma program](#) enables an adult no longer enrolled in public education to complete the required courses/activities to earn an Adult High School Diploma, with the local high school scheduling classes and determining course requirements in accordance with standards established by the state.

*General Achievement Adult High School Diploma Program*

[The General Achievement Adult High School Diploma \(GAAHSD\)](#) Program is intended to provide a diploma option for high school dropouts and individuals who exit high school without a diploma. This diploma is intended for individuals who are at least 18 years of age and not enrolled in public school or not otherwise meeting the compulsory school attendance requirements set forth in the Code of Virginia.

The requirements for the GAAHSD include prescribed standard units of credit and a passing score on the General Educational Development (GED) test. Standard credits required for the GAAHSD may be earned in a variety of educational settings including:

- public school
- community college or other institution of higher education
- adult high school program
- correspondence, distance learning, and online courses

The GAAHSD is not meant to be a "first option" for high school students. The GAAHSD is an adult education diploma program; therefore, GAAHSD candidates may not be enrolled in K-12 public school.

*Requirements for the General Achievement Adult High School Diploma (GAAHSD)*

A. Credit and assessment requirements for graduation with GAAHSD are as follows:

<b>Requirements for the General Achievement Adult High School Diploma (GAAHSD)</b>	
<b>Discipline Area</b>	<b>Standard Units of Credit</b>
English	4
Mathematics	3
Science	2
History and Social Sciences	2
Electives	9
<b>Total</b>	<b>20</b>

Assessment required: Achieve a passing score on the GED examination

- B. Courses completed to satisfy the requirements in mathematics and science shall include content in courses that incorporate or exceed the content of courses approved by the Board of Education to satisfy any other board-recognized diploma.
- C. Courses completed to satisfy the history/social science requirements shall include one unit of credit in Virginia and U.S. History and one unit of credit in Virginia and U.S. Government in courses that incorporate or exceed the content of courses approved by the board to satisfy any other board-recognized diploma.
- D. Courses completed to satisfy the electives requirement shall include at least two sequential electives in an area of concentration or specialization, which may include career and technical education and training.
- E. Successfully completed an education and training program designated by the Board of Education; earned a Board of Education-approved career and technical education credential such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia Workplace Readiness Skills Assessment.
- F. The required number of standard units of credit may be earned by enrolling in:
  - a. A public school if the individual meets the age requirements;
  - b. A community college or other institution of higher education;
  - c. An adult high school program; or
  - d. Correspondence, distance learning, and online courses.
- G. Diploma candidates shall participate in GED preparation.

#### *National External Diploma Program (NEDP)*

[The National External Diploma Program](#) (NEDP) is an applied performance assessment system that assesses the high school level skills of adults. The NEDP evaluates the reading, writing, math, and workforce readiness skills of participants in life and work contexts. The program is self-paced, flexible, and has no timed tests. The program is for self-directed adult students who are comfortable working independently. Participation in local and regional external diploma programs is available to adults who are 18 years of age and older who did not complete high school and are not enrolled in school. An adult high school diploma shall be awarded to an adult student who demonstrates through applied performance assessment full mastery of the National External Diploma Program Generalized Competencies.

#### **Applied Studies Diploma**

Students with disabilities receiving special education services who do not meet the requirements for a diploma as set forth in the Standards of Quality and the Standards of Accreditation may be awarded an Applied Studies Diploma. Only students with a current Individualized Education Program (IEP) are eligible for this diploma option. Students with disabilities who successfully complete the requirements as set forth in his/her IEP will be deemed to have completed the requirements for an Applied Studies diploma. Consultation with the BCPS Special Education Services Department is recommended for IEP teams considering a change in diploma type or program.

#### **BCPS Transition Program**

The BCPS Transition Program has been developed to provide young adults with disabilities with an opportunity to acquire independent living skills, self-advocacy and employment skills. As work skills are developed, individuals will be given the opportunity to participate in an internship with a variety of businesses and industries. Students are selected from the three Bedford County public high schools. Students are recommended for this program through their IEP team. Transportation and support staff are provided by Bedford County Public Schools.

#### **Certificate of Program Completion**

In accordance with the requirements of the Standards of Quality, students who complete prescribed programs of studies defined by the local school board but do not qualify for Standard, Advanced Studies, or Applied Studies diplomas shall be awarded Certificates of Program Completion. The requirements for Certificates of Program Completion are developed by local school boards in accordance with the Standards of Quality. Students receiving a

General Achievement Diploma shall comply with [8 VAC 20-360-10](#), *Regulations Governing the General Achievement Diploma*.

### General Education Development Certificates

Bedford County Public Schools offer an outreach program for alternative education students and adults. There are three options for students pursuing a GED Certificate of Achievement.

- Students between the ages of 16 and 18 may sign up for the GED program through the Individual Student Alternative Education Program (ISAEP), which is free of charge. Students and a parent must meet with the designated school administrator to enroll in the ISAEP. The student must be at or above a 7.5 grade reading level as determined by a test given at the school and must score at least a 125 on each GED-Ready Test to be eligible for the program. The class meets at the Alternative Education Center at BSTC Monday through Friday for five hours each day. Contact the Principal of Alternative Education for complete information.
- Students above age 18 who have not completed enough verified credits to earn a diploma may earn one of the Adult High School diploma options by meeting the requirements listed in section IV above.
- GED classes are offered free of charge to Bedford County adults as well. Adults 18 years old and older should contact the Alternative Education Center for information on the adult GED programs located throughout Bedford.

A Bedford County Certificate of Achievement is awarded upon successful completion of the GED testing program.

### Summer School Graduation

Students completing graduation requirements in a summer school program shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two schools.

### First Time Transfer Students into a Virginia Public High School

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

A student is considered to have transferred:

- at the beginning of the school year if 20 or fewer hours of instruction have been completed.
- during the school year if more than 20 hours of instruction has been completed.

Federal law requires each student to be tested in mathematics at least once during high school; therefore, some students will be required to complete a mathematics end-of-course test in high school if one was not completed prior to enrolling in a Virginia public high school. Students entering a Virginia high school during the tenth grade or later may benefit by having to earn a reduced number of verified credits, as stated in [8VAC20-131-60.G](#).

Standard or verified units of credit earned by a student in a Virginia public school shall be transferable without limitation regardless of the accreditation status of the Virginia public school in which the credits were earned. Virginia public schools shall accept standard and verified units of credit from other Virginia public schools, Virginia's virtual learning program, Virtual Virginia, and state operated programs. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when prior written approval of the principal has been granted or the student has been given credit by the previous school attended.

Nothing in these standards shall prohibit a public school from accepting standard units of credit toward graduation awarded to students who transfer from all other schools when the courses for which the student receives credit generally match the description of or can be substituted for courses for which the receiving school gives standard credit, and the school from which the child transfers certifies that the courses for which credit is given meet the requirements of [8 VAC 20-131-110 A](#). In some cases, Bedford County Public School courses may not match transfer courses in name or course weighting. In these cases, transfer courses will be translated to match Bedford County courses offerings and grade point average and class rank will be determined by the transcript's course history.

Registrars and School Counseling Leads are responsible for securing transfer grades and adding those grades into course history in the Student Information System.

Students transferring into a Virginia public school shall be required to meet the requirements prescribed in [8 VAC 20-131-50](#) to receive Standard or Advanced Studies Diplomas, except as provided by subsection G of this section (“At a student’s request, the local school board shall communicate or otherwise make known to institutions of higher education, potential employers, or other applicable third parties, in a manner that the local school board deems appropriate, that a student has attained the state’s academic expectations by earning a Virginia diploma and that the value of such a diploma is not affected in any way by the accreditation status of the student’s school”). To receive an Applied Studies Diploma or Certificate of Program Completion, a student must meet the requirements prescribed by the Standards of Quality.

The academic record of a student transferring into Virginia public schools from other than a Virginia public school shall be evaluated to determine the number of standard units of credit that have been earned, including credit from schools outside the United States, and the number of verified units of credit needed to graduate in accordance with subsection G of this section. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when the student has been given credit by the previous school attended.

Students transferring above the tenth grade from schools or other education programs that do not require or give credit for health and physical education shall not be required to take these courses to meet graduation requirements. If there is no documentation of a Health and PE class on the high school transcript, the student must meet the requirements for CPR/AED/FIRST AID for graduation.

Students entering a Virginia public high school for the first time are reviewed by the school for the number of standard credits and verified credits required. Awarding of credits is at the discretion of the school principal. To award credit, the principal may ask for additional information or may require additional testing to assess student proficiency in the standards. Examples may include, but are not limited to, assessment data, work samples, transcripts, or accreditation information for the program attended.

### **Diploma Seals**

Diploma seals are subject to change. Please refer to the Virginia Department of Education [website](#) for the most current information.

Students meeting specific requirements for graduation and demonstrating exemplary performance may receive diploma seals for recognition. Section [8VAC20-131-51](#) of the Standards of Accreditation establishes the requirements for diploma seals. VDOE provides the following seals to local school divisions:

#### *Bedford County Advanced Studies Seal*

The Bedford County Advanced Studies Seal goes on diplomas of students who meet the requirements for the Advanced Studies Diploma. High schools may choose to order diplomas with Advanced Studies printed on the diploma in lieu of a seal. Students who receive a Standard or Advanced Diploma and demonstrate academic excellence and/or outstanding achievement may be eligible for one or more of the following awards:

#### *The Governor’s Seal*

The Governor’s Seal is awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of “B” or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in AP (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

*The Board of Education Seal*

The Board of Education Seal is awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A" beginning with the ninth-grade class of 2006-2007 and beyond.

*Career and Technical Education Seal*

The Board of Education's Career & Technical Education Seal is awarded to students who:

- earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses
- or pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association
- or acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements. Visit The Path to Industry Certification for the current approved licenses and examinations.

*Science, Technology, Engineering and Mathematics (STEM) Seal*

The STEM Seal shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, and

- successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and
- satisfy all requirements for a Career and Technical Education concentration (a concentration is a coherent sequence of two or more state-approved courses as identified in the course listing within the CTE Program Area Guide), and
- pass one of the following:
  - a Board of Education CTE STEM-H credential examination, or
  - an examination approved by the Board that confers a college-level credit in a STEM field.

*Seal for Excellence in Civics Education*

The Seal for Excellence in Civics Education is awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and meet each of the following criteria:

- Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher.
- Have good attendance and no disciplinary infractions as determined by local school board policies.
- Complete 50 hours of voluntary participation in community service or extracurricular activities, such as volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boy Scouts, Girl Scouts or similar youth organizations; participating in Junior Reserve Officer Training Corps (JROTC); participating in political campaigns, government internships, Boys State, Girls State or Model General Assembly; or participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.

*Seal of Biliteracy*

The Seal of Biliteracy is awarded to students who earn a Board of Education-approved diploma and:

- Pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level
- Demonstrate proficiency 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. American Sign Language qualifies as a language other than English.

Please visit the [Seal of Biliteracy webpage](#) for more information, including the list of assessment options for meeting the foreign language proficiency requirement.

### *Seal for Excellence in Science and the Environment*

The Seal for Excellence in Science and the Environment is awarded to students who enter the ninth grade for the first time in the 2018-2019 year and thereafter, and meet each of the following criteria:

- Earn either a Standard or Advanced Studies Diploma
- Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of “B” or higher
- Complete laboratory or field-science research and present that research in a formal, juried setting
- Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.

### **Academic Recognition**

Information about a student's progress is conveyed to parents through a formal reporting system. This consists of report cards sent home each nine weeks which describe a student's progress in their studies as well as their behavior and attitudes in school if necessary. Progress reports are sent home during the nine weeks grading period.

Specific grading procedures are outlined in [Policy](#) and [Rules](#) JK of the BCPS Policy Manual.

Students in grades 3-12 earn a place on the A Honor Roll or the A/B Honor Roll by meeting the following criteria based on nine weeks grades:

- A Honor Roll: A student earns an A only in each course for which a grade is assigned.
- A/B Honor Roll: A student earns an A or B only in each course for which a grade is assigned.

Attendance, discipline, and handwriting are not considered in awarding Honor Roll.

High school students may be issued **Academic Letters** as a special recognition of achievement by earning a 3.5 grade point average in the previous year. These awards are organized and administered by the local school.

Membership in the **National Honor Society** is based on four criteria: scholarship, leadership, service, and character. To fulfill the scholarship requirement, students must have a cumulative scholarship average of 3.5 at the end of the sophomore year. Qualified students are selected by a faculty council that reviews the qualifications indicated above and makes nomination recommendations. Please refer to the high school's student handbook or contact the principal for more details.

Opportunities are given to include the student, parent, and school counselor for the purpose of planning the student's educational program. A student's progress is reported through regular interim reports and report cards. Additional conferences with teachers and other school staff members are encouraged. Conferences may be scheduled by contacting the teacher directly.

## **Testing Programs**

### **The Standards of Learning Tests**

The Standards of Learning (SOL) for Virginia Public Schools establish minimum expectations for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history, social science, and other subjects.

SOL tests measure the success of students in meeting the Board of Education's expectations for learning and achievement. All items on SOL tests are reviewed by Virginia classroom teachers for accuracy and fairness, and teachers also assist the Virginia Board of Education in setting proficiency standards for the tests.

In third through eighth grades, where the administration of Virginia assessment program tests are required by the Board of Education, each student shall be expected to take the tests; students who are accelerated should take the tests for the grade level of the content received in instruction.

There were changes to federal and state guidelines regarding graduation requirements and school accountability in the 2018-2019 school year. The following information outlines the requirements for secondary students.

#### *Growth Assessments*

Legislation passed in the 2021 Virginia General Assembly ([HB2027](#) and [SB1357](#)) required the implementation of “through-year” or “growth” assessments for reading and mathematics in grades 3-8. To ensure that the growth assessments administered for this purpose are aligned to the Standards of Learning (SOL), the Virginia Department of Education (VDOE) developed shorter computer adaptive tests (CAT) using existing SOL test items.

The legislation requires that the grades 3-8 reading and mathematics growth assessments be administered to students once in the fall and once in the winter (mid-year) during the school year. In addition to the growth assessments, the SOL tests for grade 3-8 reading and mathematics will continue to be administered.

In compliance with the 2021 legislation, the CAT algorithm has been configured so that the student might be administered some items from below or above the current grade level depending on the student’s responses to the on-grade-level content items. For example, students taking the grade 5 mathematics growth assessment will primarily be administered grade 5 test items; however, depending on the student’s responses to the on-grade-level test items, the student may also be administered some grade 4 test items or some grade 6 test items.

There are exceptions to the potential administration of off-grade-level items. The grade 8 reading and mathematics growth assessments only include items assessing SOL content that is at or below the eighth grade level since there are no items assessing content above grade 8 in the current CAT items banks. In addition, a student who meets the criteria for a paper test will only be administered test items that assess SOL content aligned with the student’s grade level.

#### *End-Of-Course-Testing Requirements*

In previous school years, students enrolled in a course with an SOL assessment were required to take the SOL assessment regardless of whether they needed the assessment to meet graduation requirements. Starting in the 2018-19 school year, high school students will only sit for an SOL assessment if they need it to meet the verified credit graduation requirement or if it is required under the Every Student Succeeds Act (ESSA).

#### *Federal Accountability-ESSA Requirements*

Per ESSA regulations, high school students are required to take the Biology SOL, an English SOL, and the SOL for the math course they are enrolled in as a freshman (Algebra I, Geometry, or Algebra II). Students must take the Biology and math SOL assessment, regardless of whether or not they need these assessments to meet graduation requirements. For example, if a student passed the Algebra I class and the Algebra I SOL test in middle school, he or she has earned a verified credit in mathematics. The student must still take either the Geometry SOL test or the Algebra II SOL test in high school to meet the federal accountability requirements. In addition, students not yet meeting graduation requirements in a specific content area must take the SOL assessment. For example, if a student is enrolled in Earth Science as a ninth grader, he or she will take the Earth Science SOL for graduation requirements and the Biology SOL to meet ESSA requirements while in high school.



The Standards of Learning Testing Schedule

Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	End of Course
<b>Growth Assessments</b>	Growth Assessments for Reading and Math Grades 3-8 (Fall and Mid-Year)						n/a
<b>English Language Arts</b>						Writing	Writing
			Integrated Reading and Writing			Integrated Reading and Writing	Integrated Reading and Writing
	Reading	Reading	Reading	Reading	Reading	Reading	Reading
<b>Mathematics</b>	Math	Math	Math	Math	Math	Math	Algebra I Geometry Algebra II
<b>Social Studies</b>		Virginia Studies			Civics and Economics	World Geography	World History I / World History II (or LAVC)/ VA & US History (or LAVC)
<b>Science</b>			Science			Grade 8 Science	Biology

**SOL Retakes**

Students may retake SOL tests as often as the school division’s testing schedule will permit. Students who score between 375 – 399 on an end-of-course SOL test are eligible for an expedited retake. This means that the student would be able to retake the test before the next scheduled test administration within the state designated time. Students with IEPs who score between 350-399 on an end-of-course SOL test are eligible for an expedited retake.

Students shall be counseled annually regarding the opportunities for using additional tests for earning verified credits as provided in accordance with the provisions of [8 VAC 20-131-110](#) and the consequences of failing to fulfill the obligations to complete the requirements for verified units of credit.

Remediation programs are available at each Bedford County School for those students who fail one or more of the Standards of Learning Tests. Students who do not pass any of the SOL tests must participate in these remediation programs. It is strongly recommended that students who fail any of the tests participate in these school-based programs held during school, after school, and during the summer. Contact your school counseling office to learn more about these opportunities.

**Graduation Requirements**

In accordance with [8VAC20-131-110\(A\)](#) of the Standards of Accreditation (SOA), a "standard unit of credit" or "standard credit" is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course.

School divisions may waive the 140 clock hour requirement and elect to award credit on a basis other than the 140 clock hours of instruction. Such school divisions must develop a written policy and comply with Board of Education

guidelines. The Board of Education guidelines may be found in the Guidance Document Governing Certain Provisions of the SOA, under 8VAC20-131-110 in the section titled "Alternatives to the 140 Clock Hour Requirement for Standard Units of Credit."

#### *Verified Credits*

In accordance with [8VAC20-131-110\(B\)](#) of the Standards of Accreditation, a "verified unit of credit" or "verified credit" is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

- Achieves a passing score on a corresponding end-of-course SOL test.
- Achieves a passing score on an additional test, as defined in [8VAC20-131-5](#), as a part of the Virginia Assessment Program.
- Meets the criteria for the receipt of a locally awarded verified credit (see below) when the student has not passed a corresponding SOL test.

#### *Alternate Assessment*

The Virginia Alternate Assessment Program (VAAP) is designed to evaluate the performance of students with significant cognitive disabilities who are working on academic standards that have been reduced in complexity and depth. This content is derived from the Standards of Learning (SOL) and is referred to as the Aligned Standards of Learning (ASOLs). Students in grades 3-8 who are participating in VAAP are required to submit evidence in the same subject areas as required of their non-disabled peers in the same grade level. High school students participating in VAAP are required to submit evidence in reading, writing, mathematics, science, and history/social sciences by the end of their completion of grade 11.

#### *Foreign Exchange Students*

Foreign exchange students usually audit courses and will not receive a standard unit of credit for such courses and they shall not be required to take the Standards of Learning tests for those courses. If a foreign exchange student plans to take courses for credit, they must present evidence from their sponsoring country that these credits will be accepted. If they are accepted, the student must take the corresponding SOL test to receive full credit, if a test is required.

#### *Remediation Recovery*

Remediation recovery is a voluntary program that schools may implement to encourage successful remediation of students who are not successful on SOL tests in grades 3-8 and End of Course Assessments. Remediation recovery programs are limited to reading and math in grades 4-8 and End of Course assessments in grades 9-12.

The Board of Education does not expect that every student who fails an SOL test be placed in a remediation recovery program. There must be remediation prior to the testing in the subsequent school year. Students in remediation recovery programs are expected to take the applicable SOL test at any regularly scheduled administration of the test during the school year. Students in grades 4-12 will take the Reading or Math SOL test and those who receive a passing score will be considered as successfully completing a recovery program.

#### *Locally Awarded Verified Credits*

To be eligible to earn locally awarded verified credits in English, mathematics, science, or history/social science, a student must:

- Pass the high school course,
- Score within a 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice, and
- Demonstrate achievement in the academic content through an appeal process administered at the local level.

No more than one locally-awarded verified credit may be awarded. Locally-awarded verified credits can be applied toward either a Standard or an Advanced Studies Diploma

The Virginia Board of Education grants verified credits for students who obtain certain approved industry certification, occupational competency assessments, and/or licensures. Several of these are offered through programs at Susie G. Gibson Science and Technology Center as well as the three base high schools.

#### *Locally Awarded Verified Credits in History and Social Science*

BCPS has created a process for [Locally Awarded Verified Credits \(LAVC\)](#) for history and social science courses taken at the high school level. Students in World History II and Virginia / US History take state-developed performance tasks in conjunction with local assessments to award an LAVC. To be awarded a verified credit in these courses, a student must pass the corresponding high school course and demonstrate mastery of the standards, competencies, and objectives of the entire course through a locally-determined verification process that must consist of an evaluation of a collection of evidence, including the student's responses to state-developed performance task scored locally using the state-developed rubric. LAVCs earned in history and social science will not count toward the cap on the number of locally-awarded verified credits a student may earn.

### **Credits**

The basic unit of credit for course structure and issuing credit is based on the equivalent of a year's work. Specific course descriptions are published in this Program of Studies and are available for students planning class schedules. All courses identified as year courses have final grades recorded on the student's cumulative record. The final grade determines whether a unit of credit is granted. Students repeating a course can count only one credit toward graduation requirements. The highest grade earned will be used to compute the grade point average (GPA).

#### *High School Grade Classification*

All students entering grade 9 for the first time are classified as freshmen. A student who has earned at least five high school course credits by the end of their freshman year shall be classified as a tenth grader. A student who has earned at least 10 high school course credits during their freshman and by the end of their sophomore years shall be classified as an eleventh grader. A student who has earned a minimum of 15 high school course credits during their freshman, sophomore, and junior years and can fulfill requirements for graduation within the academic year shall be classified as a twelfth grader.

A student may be placed in the senior class if his/her planned program level for sufficient credits to graduate in the following May or July. A request for a grade level classification change may be submitted after completion of the student's sophomore year.

Students will refrain from participating in class privileges unless classified in the appropriate grade. Classification by grade level is done for record-keeping purposes only and does not indicate academic standing. It does not indicate the grade level of courses taken or currently being taken; for example, a tenth-grade student could be taking English 9.

A student may take required courses out of sequence if early graduation is declared, summer school is attended, or special permission by the principal is granted. Students may take only one "new" course in summer school unless prior approval is obtained from the principal and the student is a graduating senior.

Seniors must be enrolled in coursework to earn at least 4 credits unless special permission is granted by the principal.

#### *High School Courses Taken At the Middle School Level*

Certain high school credit-bearing courses may be taken in middle school. Some students elect not to include these courses in the calculation of their high school grade point average (GPA). However, the course and grade will still

show on the final student high school transcript with no credit. A notification form alerting parents of this option is provided by the middle school during the eighth grade and from the high school during the student's senior year. If high school courses taken in middle school are added to the high school transcript, the final grade for the course is used to calculate the GPA and the student is eligible to receive a high school credit for the course. If a high school course is taken in the middle school and later dropped, the course and grade will still appear on the high school transcript, but will not be calculated in the GPA and no graduation credit will be given. In addition, any corresponding passing score on an associated SOL test will also not count towards graduation requirements.

### **Graduation Ceremony and Class Rank**

For graduation ceremony purposes, students earning Standard or Advanced Studies Diplomas with a 3.75 to 3.99 GPA will be recognized as Honor Graduates. Students earning Standard or Advanced Studies Diplomas with a GPA of 4.0 and above will be recognized as High Honor Graduates. The GPA for Honor and High Honor Graduates will be determined based on the student's entire course history. Graduation ceremonies will be conducted by students selected from the High Honors group as determined by High Honors and Honors students. For the purposes of the graduation ceremony, grade point averages will be figured at the end of the first semester\*. An official class ranking, based on a student's entire course history, will appear on the final senior transcript.

\*For this calculation, completed courses will carry a 1.0 point weight. Courses that seniors are currently enrolled in ("in progress courses") will carry a 0.5 point weight.

## **Programs and Services**

### **Alternative Education**

Alternative education is designed to serve students who are at least one year behind their peers, who are at risk of not earning a high school diploma, and/or whose needs are not met in the traditional secondary education program of studies. Students may enter a **GED program** by meeting the requirements for the ISAEP.

The **Alternative Education Center (AEC)** is for students who are not meeting success in the traditional school setting. The center provides an environment that encourages students to develop personal and academic skills that will promote their success. Online course delivery will be used to provide instruction to students in a blended format.

Bedford County participates in a regional alternative program, **The Fort Hill Community Center** in Lynchburg. The regional alternative program is designed for students who must be removed from the base school for an extended period of time. Students may be placed in the regional alternative program by Board action, by the superintendent or his designee, or by the Manager of Alternative Education. Students are able to continue their academic studies while attending this program.

### **Advanced Placement and Dual Enrollment Courses**

Advanced Placement (AP) and dual enrollment (DE) courses are considered to be advanced level courses designed to prepare students for the rigor of college level curriculum and expectations. Courses that may lead to college credit (AP, DE) have weighted grades. Most DE courses at the high school are taken through Central Virginia Community College (CVCC) and will transfer as college credit at CVCC and many other colleges. Depending on the college/university, the credit may only transfer as elective credit instead of fulfilling general education requirements. Colleges and universities may give credit or placement for qualifying AP exam grades, not AP course grades. Depending on the college/university, credit or placement may be given for scores of three or higher. Tuition costs for dual enrollment courses will be charged to students taking these courses with consideration of full or partial tuition waivers based on demonstrated need.

### *Advanced Placement*

The school division offers AP courses in many curriculum areas, and the course offerings may vary among the three high schools, depending on the enrollment of the students and the availability of an appropriately endorsed teacher for the course. Please contact the school counselor for information on AP course offerings at each high school. The College Board recommends that students who are “willing and academically prepared to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses.” When enrolling students for AP courses, high school counselors will follow prerequisites from individual AP [course pages](#).

BCPS teachers that teach an AP are expected to meet the following criteria:

- Hold at least a bachelor’s degree in the area, or related field, of the course(s) taught,
- Complete an AP Course Audit with an approved syllabus,
- Attend a professional learning course through the College Board for AP course(s) taught,
- Join the AP Community for all courses taught in order to access lesson plans and other helpful planning resources,
- When AP tests change, the teacher is expected to attend a session with information about revisions.

It is highly recommended, but not required that a student meet the following criteria prior to enrolling in an AP course:

- Maintain a “C” average in all prerequisite courses recommended by the College Board.
- Pass all SOL tests in the subject area for the AP course offered.

Taking an AP course and the exam can [help](#) students to stand out on college applications. AP courses on a student’s transcript show that they have been challenged with the most rigorous courses available to them. Success on an AP Exam shows that they’re ready for college-level coursework. Students also may earn college credit and/or skip introductory courses in college. Most four-year colleges and universities grant students credit, placement, or both for qualifying AP Exam scores. Additional benefits of taking an AP course can be found on this [page](#).

AP test fees are funded by the division. Since the division is paying for the test, all students are required to take the AP exam. If a student does not attend the exam will be asked to reimburse the division for the cost of testing.

### *Dual Enrollment*

The school division offers DE courses at the base high schools which may vary among the three high schools. Courses may be offered as DE optional if appropriately credentialed teachers can be found, if there are sufficient student enrollment numbers, and with approval from the Director of Curriculum and Instruction. Fees are assessed for tuition in these classes. With prior approval of the principal, students may also receive college credit by successfully completing DE course(s) at the college. Students must meet the requirements of the college for admission in the courses. Based on an agreement between Bedford County Public Schools and Central Virginia Community College, there are both 1-year general education certificate and 2 year associate’s degree programs available to high school students. Students may have the opportunity to earn these certificates or degrees by completing an approved sequence of dual enrollment courses while in high school. Students should see their school counselors for more information about these opportunities.

DE courses will follow the grading policy (i.e. grading scale and grading requirements) of the college from which college credit will be received if it differs from the grading policy of Bedford County Public Schools.

If a student takes a DE course off campus with a school or program not affiliated with BCPS, the student must have permission from the school principal. The student will also be expected to provide verification of enrollment in the course and to provide updates on progress upon request.

### Other Instructional Programs

In addition to programs offered on high school campuses, BCPS participates in other unique instructional programs.

Students in BCPS high schools are eligible to apply for admission to the **Central Virginia Governor's School for Science and Technology** (Lynchburg), the **Governor's Health Sciences Academy** (Susie G. Gibson Science and Technology Center), the **Roanoke Valley Governor's School for Science and Technology** (Roanoke) and **XLR8-Lynchburg Regional Governor's STEM Academy** (CVCC Lynchburg Campus). These four schools, established by the Governor of Virginia, create advanced educational opportunities for students with aptitude and interest in science, mathematics, health care, or STEM (Science, Technology Engineering and Math) related careers. Students generally attend the Governor's schools for half a day to complete mathematics and science or career technical classes. The students return to their home high schools for their remaining coursework. College credit may be earned in selected math and science courses with fees assessed for dual enrollment courses. Students are selected through an application process. Interested students should contact their school counselor for application information and requirements.

Rising juniors may elect to apply for admission to the **Early College** program at the Central Virginia Community College - Bedford Center. Successful completion of this 2-year program results in students earning a high school diploma and an associate's degree from CVCC. Students earn community college credit for the courses, many of which may transfer to other colleges and universities upon graduation. CVCC tuition is paid by families. Students are selected through an application process. Interested students should contact their school counselor for application information and requirements.

Information about these programs and descriptions of courses offered can be found at the following websites:

[CVCC Early College](#)

[CVCC Dual Enrollment](#)

[XLR8 STEM Academy](#)

[Central Virginia Governor's School](#)

[Roanoke Valley Governor's School](#)

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. The result is a more productive senior year and a substantial reduction in college tuition. Students earning a college degree in seven semesters instead of eight can save an average of \$5,000 in expenses.

To qualify for the Early College Scholars program, a student must:

- Have a "B" average or better;
- Be pursuing an Advanced Studies Diploma; and
- Take and complete college-level course work (i.e., AP, International Baccalaureate, Cambridge, or dual enrollment) that will earn at least 15 transferable college credits.

Early College Scholars are supported by Virtual Virginia and the Transfer Virginia initiative. Virtual Virginia provides statewide access to college-level courses while Transfer Virginia provides transparent and consistent information related to dual enrollment coursework and offers details about how your studies can apply to future work on an associate or a bachelor's degree.

#### *Transfer Virginia*

Virginia is home to over 60 colleges and universities providing students with a diverse selection of size, location, and degree offerings. Currently 39 two-year and four-year colleges and universities are serving students through the Transfer Virginia portal. Transfer Virginia is an initiative to provide transparency and access throughout the college transfer process. Transfer Virginia strives to provide families with consistent and current information from all partner institutions. Using the [Transfer Virginia website](#), families can research, plan and organize their transfer

journey using the information and resources available within this portal from Virginia's institutions. The information in this portal is updated twice a year.

The [Dual Enrollment Passport Program](#) is a college program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution of higher education. The Passport consists of course blocks assigned specific courses. To satisfy the Passport students are required to complete the appropriate number of courses in each course block. Student course selection should be carefully considered since the Passport is not designed to capture the complexities of individual programs of study at the four-year institutions. Students should be advised to take the Passport that best suits their intended program of study at the four-year institution. Only classes completed after May 2020 apply toward Passport completion.

## Career Planning

### *Major Clarity*

In seventh grade, students complete Academic and Career Plans through *Major Clarity*.

*Major Clarity* is a program available to all BCPS secondary students. The purpose of the program is to provide academic advising for all students by helping them explore relevant opportunities and then select a path that addresses their specific goals. The goal is for students to take ownership over their academic choices by aligning them to meaningful career exploration. There are four major elements of career readiness:

- Career Exploration - Student discovery is a priority so students can explore and define their own path.
- Creating Pathways - Students have the opportunity to look ahead to where they want to go and get on track to gain knowledge and skills needed to do that while in middle and high school.
- Connection - Students should connect to fulfilling and meaningful opportunities through tangible information.
- Taking Ownership - Taking control of their careers and education empowers students with pride, responsibility, and confidence.

By ensuring that students are actively engaged with *Major Clarity*, BCPS can:

- Provide individualized, evidence-based, and content rich academic and career planning.
- Connect students to post-secondary goals as a school-wide endeavor by stimulating active discussion of pathway interests shared across course content and teacher input.
- School counselors can reduce the amount of time dedicated to course registrations and recommendations by streamlining course request procedures.
- Schools can develop long-range course planning by projecting course enrollments 4 to 5 years in the future.
- Recruitment efforts for specialized teachers can be targeted to support future trends rather than building our course offerings based on existing staff.

Each year, starting in the sixth grade, students are expected to update their portfolio through *Major Clarity* by completing assigned tasks. The portfolio becomes a “one shot glance” for student information, academic and career plans, career pathways, and course history.

### *Career Clusters*

Career Clusters help students investigate careers and design their courses 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, including technical and professional career specialties. Based on the skills sets taught, all CTE courses are aligned with one or more career clusters and career pathways.

The seventeen career clusters are:

- |   |   |
|---|---|
| 1. Agriculture, Food, and Natural Resources | 10. Hospitality and tourism                           |
| 2. Architecture and Construction            | 11. Human Services                                    |
| 3. Arts, A/V Technology, and Communications | 12. Information Technology                            |
| 4. Business Management and Administration   | 13. Law, Public Safety, Corrections, and Security     |
| 5. Education and Training                   | 14. Manufacturing                                     |
| 6. Energy                                   | 15. Marketing   |
| 7. Finance                                  | 16. Science, Technology, Engineering, and Mathematics |
| 8. Government and Public Administration     | 17. Transportation, Distribution, and Logistics       |
| 9. Health Science                           |   |

### English as a Second Language

The goal of the English as a Second Language Program is to help students achieve proficiency in reading, listening, speaking, and writing English. The program prepares students to participate in school, the community, and the workplace. Proficient use of English will enable students to communicate successfully. Students are taught individually or in small group settings through a pull-out or push-in program. Students participate in the state approved testing program.

### Family Life Education

Family Life Education is incorporated into the current health curriculum. The objectives address community relationships and family living. Parental involvement is encouraged to help foster mechanisms for coping with peer pressure and the stresses of modern living. Instruction will focus on topics such as abstaining from activities that may be negative or harmful, communication within families, and decision-making skills.

Family Life Standards of Learning and the curriculum are available before instruction occurs. After reviewing the curriculum, parents may sign an "opt-out" statement if they do not want their child to be taught all or part of the curriculum. "Opt-out" forms are provided by the health/PE teacher and sent home before the start of the program.

### Gifted Education Program

The Gifted Education Program provides services for students in accordance with the Standards of Quality and in compliance with the [Virginia Plan for the Education of the Gifted](#). The program is designed to address individual learning styles, needs, and interests to encourage each student to develop to his or her greatest potential. Students may be identified in the area of general intellectual aptitude. BCPS supports differentiated instructional services for students at all grade levels.

### Homebound Instruction

Bedford County Public Schools provides homebound instruction for a limited period of time for students who are unable to attend school for various reasons. These guidelines comply with The Virginia Department of Education regulations established in the Standards for Accrediting Public Schools in Virginia, the Code of Virginia, and Bedford County School Board Policy [IGBG](#).

The Board of Education's *Standards for Accrediting Public Schools* in Virginia, the Code of Virginia requires in [SVAC 20-131-18](#) that:

"Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education or related services, the Individualized Education Program committee must revise the IEP, as appropriate, to direct off-site instruction. Credit for the work shall be awarded when it is done under the supervision of a teacher licensed by the Board of Education and meets the requirements of [§ VAC 20-131-110](#). Schools are encouraged to pursue alternative means to deliver instruction to



accommodate student needs through emerging technologies and other similar means. Standard units of credit shall be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The local school board shall develop policies governing this method of delivery of instruction that shall include the provisions of § VAC 20-131-110 and the administration of required SOL tests prescribed by [§ VAC 20-131-30](#).”

The medical certification of need is typically established by a licensed physician or licensed clinical psychologist. However, the Code of Virginia [§ 54.1-2957.02](#), allows nurse practitioners to sign in situations where a physician’s signature is required.

Homebound instruction is designed to provide continuity of educational services between classrooms and homes or health care facilities for students whose medical needs prevent school attendance. Homebound services may be used to supplement the classroom program for students with health issues whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy or students with disabilities). Students must be enrolled in a Bedford County school to receive services.

Eligibility for homebound services should be a collaborative decision between the treating health care provider, parent/guardian, school nurse and family and social work services provider. Prior to requesting homebound services, the parent/guardian should explore options for school-based instruction with the school personnel.

### **Health Services**

School health services are provided. Screening programs are conducted by school personnel to identify students who may need attention by a physician and/or dentist. These programs include vision and hearing tests as necessary, observation of postural defects, and screening of speech. The school nurse, in cooperation with teachers, is the person primarily responsible for appraising and identifying student health needs.

### **Interscholastic Sports and Activities**

Interscholastic sports are sponsored and regulated by the Bedford County School Board and the [Virginia High School League](#). Students who participate in Virginia High School League activities must pass a specified number of courses to be eligible and must meet all Virginia High School League requirements. Because a student who participates in interscholastic sports is voluntarily making a choice of self-discipline, self-denial, and potential risk, both agencies have assumed the responsibility for making policies to promote fair and safe training and play.

### **Library Media Services**

The media center serves as the hub of the instructional program with its information retrieval services providing primary assistance in the development of the curriculum. The media center features traditional resources such as books, films, videos, and magazines as well as more current technologies such as digital media and online information search and retrieval sources. The media center also strives to use state-of-the-art technology to enhance user experience..

### **School Counseling Services**

The counseling staff functions predominantly to help students achieve success in completing an educational plan that will result in the completion of a high school diploma or certificate. Parents are encouraged to become involved in this planning process by meeting regularly with school counselors.

School counseling services consist of three types: (1) academic counseling, which assists students and their parents in making the appropriate curricula and program choices as well as the designing of a program of studies which best fits their interests and aptitudes; (2) career counseling, which assists students and their parents in acquiring information about various careers and job opportunities and post secondary educational opportunities; and (3) personal/social

counseling, which provides assistance to students on an individual or group basis on such topics as the understanding of themselves and others concerning various developmental issues; effective problem solving; and preparation for becoming well adjusted adult citizens of the community following graduation from high school.

Educational records are maintained by the school counseling office in each high school and are not released to third parties without prior parental consent or as otherwise provided by law.

Although students typically meet with counselors for academic guidance such as the scheduling of classes or career planning, no student is required to participate in any counseling program to which the student's parent objects. Parents are urged to contact the school counselor at their child's school.

High school counselors maintain college and other post-high school information that may be useful to all secondary students. Furthermore, school counselors will provide opportunities for parents and students to meet annually in order to make sure the student is aware of any educational and career opportunities that may become available. This will include scholarship information as well as information relating to full and part-time employment and training opportunities.

### **Susie G. Gibson Science and Technology Center**

[Susie G. Gibson Science and Technology Center \(SGSTC\)](#) offers dual enrollment courses in selected career and technical fields. Additionally, selected SGSTC programs have articulation agreements with post-secondary technical schools. Students should refer to their counseling department for further information about these offerings. Selected intensive career and technical programs at CVCC are available for student enrollment in areas such as Heating, Ventilation, and Air Conditioning (HVAC), Machine Tool, Welding, and Health/Medicine, and Energy Technology. Fees are assessed for tuition in these classes.

Susie G. Gibson Science and Technology Center (SGSTC) offers high school students career and technical courses not offered at the three base high schools. All courses/programs offered at the center provide an opportunity for the student to gain a state/national license or industry certification. Through a combination of articulation agreements and dual enrollment options, students have the opportunity to receive post-graduate curriculum credit for content mastered in their career tech programs which will reduce costs and time associated with post-secondary programs.

Successful completion of SGSTC programs enables students to meet career/technical competencies for entry-level employment. An increasing number of students who complete programs are continuing their education and/or training in a related field after graduation.

Some programs require students to complete applications and/or participate in interviews and aptitude screenings. It is imperative that students indicate an interest in a SGSTC program by the appropriate announced deadline. Students are encouraged to indicate their interest in SGSTC courses/programs early in the registration process due to their popularity and class size limitations. Students who are accepted into a SGSTC program but choose not enroll need permission from the school principal to allow for timely notice for other student schedules to change so they can attend SGSTC..

For part-time students wishing to enroll, a student may not be scheduled for courses at SGSTC without being scheduled for a corresponding course at the base school where they are enrolled. As defined in policy [JECB](#), "students must enroll in at least one academic class (high school) or one instructional unit (elementary/middle school) more than the requested course(s)..."

Home schooled students may enroll in a SGSTC course, but there must be participation in a corresponding course at the base high school. For the requested SGSTC participation, schools will follow course-to-course correspondence, which means one course at SGSTC requires one additional course at the base school. Credit matching is not required. This course would be a core or required course and would be determined by principal approval. The

indication of “at” the base school requires that the student be physically present on the campus to participate in a course.

### **Virtual Learning**

Bedford County Public Schools utilizes individualized learning to enhance student achievement and to provide strategies to support accelerated and struggling students on an individual level.

Recognizing technology as a tool that can be used for individualized learning, Bedford County Public Schools continues to offer virtual learning models that may provide students another individualized learning environment. Through the provider Edmentum, we offer state-approved courses in synchronous and asynchronous environments where there is a blend of classroom and online instruction. Before and after school labs (based on school availability), summer session, and alternative education programs are conducted in an individualized environment, where possible. Additionally, we offer the required Economics and Personal Finance class in our high schools through a blended model. Speak to a school counselor to seek additional opportunities to enroll in a virtual learning opportunity.

## **Programs for Students With Disabilities**

Special education is an essential part of the total program of public education in our community, sharing with elementary, middle, secondary, and technical education the responsibility for providing instruction, training, and necessary supportive services for all eligible children and youth of Bedford County. The educational interests of children with various types of exceptionality can best be served when they are accepted as an integral part of the total school program. Bedford County's commitment to this philosophy is long standing.

The Bedford County School Board provides a free, appropriate public education for all children and youth with disabilities, ages 2 through 21, who are residents of Bedford County or who are not residents of Bedford County but are residents of Virginia and who are enrolled in a full-time virtual school program provided by the BCPS School Board. To the maximum extent appropriate, students with disabilities are educated with children who are not disabled.

An IEP shall be developed and implemented for each child with a disability served by the Bedford County School Board. The program is developed in a meeting with the child's teachers, parent(s), the student (when appropriate), a school division representative qualified to provide or supervise the provision of special education services, an individual who can interpret the instructional implications of evaluation results, and other individuals at the discretion of the parent(s) or school division in accordance with state and federal law and regulations. This IEP shall be reviewed at least annually.

Parents of students with disabilities are provided guidance from the Virginia Department of Education regarding the Applied Studies Diploma and its limitations at a student's annual IEP program meeting corresponding to grades three through 12 when curriculum or statewide assessment decisions are being made that impact the type of diploma for which the student can qualify.

The IEP shall include areas specified by state and federal statutes and regulations ([BCPS Policy IGBA - Programs for Students with Disabilities](#)). As the law mandates, the education of students with disabilities in their "least restrictive environment" is emphasized.

Students with disabilities participate in standardized testing administered to all students in the school division as appropriate. For those students that the IEP team determines is not appropriate for the student to participate in SOL testing, the IEP team looks at whether the student qualifies for any Alternate Assessment Testing Programs. Recommendations on student participation in the appropriate SOL test should be made and recommended by the student's IEP team.

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

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

While credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the same standard credits and verified credits required to graduate with a Standard or Advanced Diploma. Credit accommodations can be discussed with the student's case manager or counselor and are a determination of the educational planning team.

Students with disabilities receiving special education services who do not meet the requirements for a diploma as set forth in the Standards of Quality and the Standards of Accreditation may be awarded an Applied Studies diploma. Only students with a current IEP are eligible for this diploma option. Students with disabilities who successfully complete the requirements as set forth in his/her IEP will be deemed to have completed the requirements for an applied Studies diploma. Consultation with the Special Education Department is recommended for IEP teams considering a change in diploma type or program.

Special education, as is true for all education, is based on the fundamental concept of the dignity and worth of the human personality. The school division's commitment is to provide an appropriate program for all children in need of special education.

### **School Consultation Team / Child Study**

The School Consultation Team (SCT)/Child Study exists as the formal child study committee in each school. The team is comprised of parents, general education teachers, special education teachers, remediation or cluster support staff, school administrators and other invited school staff. The school principal has designated the SCT coordinator to receive requests for student assistance from teachers, parents, or outside agencies and act on their behalf in the implementation of the child study process.

The purpose of the team is to meet when children are referred and share information about individual students experiencing educational difficulty. The SCT will develop a plan of intervention designed specifically around targeted areas of concern and these interventions may include support from school psychological services or school social work services. The levels of intervention may be discussed in relation to a tiered model, with increasing levels of individualization and intensity as the tier of intervention increases. These intervention plans are designed to help each child meet the demands of the general curriculum and achieve satisfactory educational performance. The SCT will be responsible for ensuring that data collected through the Response to Intervention (RTI) model is incorporated into planning and decision making with intervention plans. If a student is suspected of having an educational disability, the SCT makes a referral for a comprehensive special education evaluation.

### **Services for Students with Disabilities**

Special education is an essential part of the total program of public education in our community sharing with elementary, secondary, and technical education the responsibility for providing instruction, training, and the necessary supportive services for all children. The educational interests of children with various types of exceptionality can best be served when they are included as an integral part of the total school program.

Students' ages range from 2 through 21 and services are provided according to their IIEP. As the law mandates, the education of students with disabilities in their "least restrictive environment" as appropriate is emphasized.

Special education, as is true for all education, is based on the fundamental concept of the dignity and worth of the human personality. The school division's commitment is to provide an appropriate program for all children in need of special education.

Students with medical needs may qualify for accommodations under Section 504 of the Americans with Disabilities Act. When medical needs have a negative impact on student learning, school staff and parents should work together to make necessary adjustments.

### Transportation

School buses are operated for the safe transportation of students traveling to and from school and school activities. Riding the school bus is a privilege that may be revoked when the general conduct of the student is detrimental to the safety and comfort of others on the bus. Through the bus safety program, students will become safety-minded passengers and will demonstrate responsibility for personal safety. Initial safety training occurs during the first week of school and on a periodic basis during the school year.

Students are expected to exhibit appropriate bus stop behavior, demonstrate proper bus-boarding practices, show awareness of safety procedures for leaving the bus, display knowledge of bus safety rules, and demonstrate responsibility for personal safety during emergency exit drills which are practiced at least twice per year. The first drill occurs during the first thirty instructional days.

An IEP team may agree that a student with disabilities needs special transportation which is coordinated with the BCPS Transportation Department and the school.

For specific rules and regulations concerning pupil transportation, refer to the Bedford County Public Schools' [Code of Student Conduct](#). This publication is distributed to parents and students at the beginning of the school year. Student vehicle operation regulations are covered in this document as well as the individual school handbook.

## Policies and Procedures

### Grading

School Board Policy [JK: Grading](#) governs grading practices. These policies may be changed by the School Board, and any revisions would supersede the summary printed in this document.

#### *Elementary Grades (K-5)*

- Report cards will be issued at nine-week intervals on the 5th day following the last day of the previous nine weeks period. Final report cards will be issued to students on the last day of school.
- All students will be issued an interim after the end of the fourth week of the grading period. Students who are performing below a C (or who receive a majority of standards marked below proficient) or who receive an I (Incomplete) will receive a second interim after the end of the seventh week.
- Teachers determine levels of proficiency of standards through ongoing observational and formative assessments. Evidence to support student progress toward mastery of the standards should be collected during the school year.
- At least once per week, teachers will communicate students' academic progress with parents/guardians by sending home graded work. Written feedback should be graded according to "mastery, sufficient progress, or insufficient progress" or with a letter grade and should give feedback to the student about why the grade was assigned.
- Students will not receive letter grades for handwriting, social growth and citizenship, physical education, music, technology, and art. Students will receive non-point grades in these programs (M = Mastered Skill, S = Sufficient Progress, I = Insufficient Progress, N = Not Introduced). Social growth and citizenship will also be addressed in specific teacher comments. Teacher comments will focus on student self-awareness, self-management, social interaction skills, relationship skills, responsible decision-making, and other feedback the teacher believes is appropriate.

- Nine-week grades in kindergarten, first grade, and second grade will be assigned as follows. These grades will be based on specific learning standards. No final or semester grades will be assigned in these grades.

M = Mastered Skill  
 S = Sufficient Progress  
 I = Insufficient Progress  
 N = Not Introduced

- Nine-week grades in grades 3-5 will be assigned as follows.

A	90-100	Highly Proficient
B	80-89	Above Proficient
C	70-79	Proficient
D	60-69	Below Proficient
F	Below 60	Insufficient Evidence of Proficiency
I		Incomplete work

- Quarter grades within a half-point will be rounded up to the nearest whole number when averaged. Grades are tied to specific content and specific content standards and will go in the grade book. A final grade will be the average of the grades entered into the grade book.
- Grades for specific learning standards will also be assigned. The standard achieved by the student is not tied to a specific assignment. It represents the totality of evidence indicating whether a student has or has not mastered the specific skill identified on the report card. The purpose is to give information to families and students about what skills are impacting student grades.

*Middle Schools (6-8)*

- Report cards will be issued at nine-week intervals on the 5th day following the last day of the previous nine weeks period. Final report cards will be issued to students on the last day of school or mailed home.d.

A	90-100	Highly Proficient
B	80-89	Above Proficient
C	70-79	Proficient
D	60-69	Below Proficient
F	Below 60	Insufficient Evidence of Proficiency
I		Incomplete work

- Semester grades will not be assigned for middle school courses. Final grades will be determined by averaging the four nine-week grades. When determining the final average, any nine-week average below 40 will be converted to a 40 for averaging purposes.
- In any high school credit-bearing course taken in middle school, a parent/guardian may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course (See [Policy IKEB: Acceleration](#)). High school courses taught in the middle schools will follow high school grading procedures. Semester and exam grades will be assigned for high school courses taken at the middle school. If the credit is stricken from the transcript, the SOL score cannot be used toward verified credits needed for graduation.

*High School (Grades 9-12)*

- Report cards will be issued at nine-week intervals on the 5th day following the last day of the previous nine weeks period. Final report cards will be mailed to students.

- All students will be issued an interim after the end of the fourth week of the grading period. Students who are performing below a C or who receive an I (Incomplete) will receive a second interim after the end of the seventh week.
- Nine-week grades for all courses will be calculated using the following scale. Quarter grades within a half-point will be rounded up to the nearest whole number when averaged.

A	90-100	Highly Proficient
B	80-89	Above Proficient
C	70-79	Proficient
D	60-69	Below Proficient
F	Below 60	Insufficient Evidence of Proficiency
I		Incomplete work

- A semester grade will be determined by averaging the two nine-week grades and the exam grade, which may not count for more than 10%. When determining a semester or final average, any nine-week average below 40 will be converted to a 40 for averaging purposes. The exam grade will not be used to determine the semester or final grade for students who are exempt from exams. The final grade will be determined by averaging the two semester grades together.

#### Cumulative Grade Point Average (GPA)

For the purpose of determining a student's cumulative grade point average (GPA), each final course grade will be assigned the corresponding point value or the weighted grade point value, if appropriate, and averaged.

A	4.0
B	3.0
C	2.0
D	1.0
F	0

#### Weighted Grades

Grades for AP courses, Governor's School courses, and selected dual enrollment college courses will have the following weighted point values for the purpose of final grade point averaging. College courses in English, math, science, and history/social sciences fulfilling graduation requirements and taken on college campuses will be weighted on this scale.

A	5.0
B	4.0
C	3.0
D	2.0
F	0

Grades for honors courses will have the following weighted point values for the purpose of final grade point averaging. Elective area college courses (courses not fulfilling graduation requirements) taken on college campuses will be weighted on this scale.

A	4.5
B	3.5
C	2.5
D	1.5
F	0

## Instructional Materials

The Bedford County School Board is responsible for the selection and use of instructional materials according to policy [IIA - Instructional Materials](#).

The superintendent or superintendent's designee creates and updates, as necessary, guidelines and procedures for the selection of instructional materials. The guidelines and procedures are designed to ensure that appropriate instructional materials are selected and provide an opportunity for the professional staff and community to participate and be informed on the selection and use of instructional materials.

Parents may inspect, on request, any instructional material used as part of their student's curriculum. Upon request, the materials will be made available for review at the school, during school hours. No materials may leave the school and pictures of materials will not be allowed due to copyright laws.

The Bedford County School Board ensures parental notification of any instructional material that includes sexually explicit content.

The Bedford County School Board provides alternative non-explicit instructional material and related academic activities to any student whose parent requests that the student be provided with such instructional material and/or activities.

The superintendent is responsible for creating, implementing, and periodically updating procedures for implementing this policy. Those procedures will include:

- a process for identifying instructional materials, including supplementary materials, with sexually explicit content;
- a process for identifying, prior to the start of each school year, any instructional material that includes sexually explicit content that may be used during the upcoming school year;
- a process by which principals will provide written notice through class syllabi, written communication and/or e-mail to parents at least 30 days prior to the use of any instructional materials with sexually explicit content, that (a) specifically identifies the instructional materials with sexually explicit content, (b) informs parents of their right to review such instructional materials, and (c) informs parents of their right to have their child use, upon request, in a non-punitive manner, alternative instructional materials that do not include sexually explicit content;
- a process by which parents may change their decision with respect to the use of alternative instructional materials by providing written notice;
- a process for maintaining a current list of instructional materials with sexually explicit content by grade and subject matter on the division's website; and
- a process for online access for parental review of instructional materials that include sexually explicit content unless such review is not technically feasible or is prohibited by copyright protection. The process shall include provisions requiring schools to have instructional materials including sexually explicit content available for review by parents.

### Definitions

"Instructional material" and "instructional materials" mean any content used by one or more students for an educational purpose in connection with Bedford County Public Schools regardless of (a) its format, whether printed, representational, audiovisual, electronic, or digital (such as materials, social media content, and software applications accessible through the internet), or (b) the time, place, and manner in which the content is used. Library materials are considered instructional materials when used (a) for completion of an assignment from Bedford County Public Schools, or (b) as part of an academic or extracurricular education program conducted by Bedford County Public Schools. They include any division, school, and/or classroom purchased or created assessments. They do not include school board approved textbooks, standardized national or state assessments, such as ACT



(American College Test), SAT (Scholastic Aptitude Test), NAEP (National Assessment of Educational Progress), AP (AP), or SOL (Standards of Learning) exams.

"Nudity" means a state of undress so as to expose the human male or female genitals, pubic area, or buttocks with less than a fully opaque covering, or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple, or the depiction of covered or uncovered male genitals in a discernibly turgid state.

"Parent" or "parents" means any parent, guardian, legal custodian, or other person having control or charge of a child.

"Sadomasochistic abuse" means actual or explicitly simulated flagellation or torture by or upon a person who is nude or clad in undergarments, a mask or bizarre costume, or the condition of being fettered, bound, or otherwise physically restrained on the part of one so clothed.

"Sexually explicit content" means (a) any description of or (b) any picture, photograph, drawing, motion picture film, digital image, or similar visual representation depicting sexual bestiality, a lewd exhibition of nudity, as defined in this policy, sexual excitement, sexual conduct, or sadomasochistic abuse, as defined in this policy, coprophilia, urophilia, or fetishism. Instructional materials shall not be designated as sexually explicit based solely on the sexual orientation of the characters therein.

### **Public Complaints About Learning Resources**

Library media specialists, division-level curriculum content supervisors, and classroom teachers are all uniquely suited and qualified for selecting instructional materials and take great care in selecting suitable learning resources for use with students. Nonetheless, it is recognized that occasional objections to instructional materials may arise and be challenged by a student, parent, or legal guardian. The superintendent will develop written procedures to accompany this policy to allow for resolving concerns about learning resources available through the school library or used divisionwide as part of the curriculum. Individuals who have questions or concerns with supplemental instructional materials used by individual teachers in the classroom should refer to School Board Policy IIA: Instructional Materials ([BCPS Policy KLB - Public Complaints About Learning Resources](#)).

### **Non-Resident Tuition**

#### Admission

As outlined in policy [JCE - Non-Residents](#), students who reside outside the boundaries of Bedford County (non-residents) may attend Bedford County Public Schools on a space/program available basis as tuition-paying students. Admission by tuition is for one school year only. Application must be made each school year thereafter. Upon admission, a tuition student becomes a student of the Bedford County Public Schools and is, therefore, under the control of the Bedford County School Board. The student and parents/guardians must sign an agreement acknowledging that the student will comply with all of the rules and regulations applicable to students in the Bedford County Public Schools and that permission to attend Bedford County Public Schools may be withdrawn in the event the student fails to comply with such rules and regulations or if it is determined that such action is in the best interests of the school system.

Applications for non-resident students will be considered for the following reasons:

- A student is assigned to the division by a state agency serving as custodian.
- A student is a foreign exchange student from an approved foreign exchange agency/program. The division does not accept students with I-20 status.
- Children of full-time, non-resident employees – non-resident employees of the School Board may request permission for their children to attend Bedford County Public Schools. The superintendent/designee will make a determination on initial enrollment or continued enrollment, considering, but not limited to, the following factors: space/program availability, the need for hiring additional staff, the cost of any needed

additional programs, services or supports, attendance, and the disciplinary record of the student. The cost of any needed additional programs, services or supports may be adjusted as required during any school year of eligibility based upon changes to a student's program of study, special services or supports. Such child shall be enrolled in the appropriate grade (K-12) at the school where the parent/guardian is employed, the school nearest the employee's work location, or at another school location as may be authorized consistent with [Policy JCD: School Zone Transfers](#). The school where the parent/guardian is employed or the school nearest the employee's work location with the appropriate grade for the child shall be considered the base school for the transfer application process. In the event the employment of the employee shall cease or is interrupted, the enrollment of the child shall be terminated effective the date of separation of employment.

- Residence change: moving into Bedford County – A student who is not a resident of Bedford County but who is planning to move to a location within Bedford County within the first 45 school days of the school year may be permitted to enroll in the school which they will attend after their move, if space and program are available. Proof of residency must be submitted with the application.
- Residence change: moving out of Bedford County – A student who is currently a resident of Bedford County and is attending Bedford County Public Schools and who is planning to move to a location outside Bedford County within the last 45 school days of the school year may be permitted to complete the school year as a non-resident student.
- Residence change: Seniors – A high school senior who is currently a resident of Bedford County and is attending Bedford County Public Schools and who is planning to move to a location outside Bedford County during the second semester of the school year may be permitted to complete the school year as a non-resident student.

The enrollment of any non-resident student (regardless of grade, school assignment, or the time of school year) shall be terminated upon graduation, expulsion, ineligibility to receive further services, becoming emancipated, attaining the age of 20 years on or before August 1, or voluntarily or involuntarily withdrawing from or otherwise terminating enrollment for any cause whatsoever including, but not limited to, withdrawal due to absenteeism as defined in Department of Education regulations. In addition, five unexcused absences or tardies and/or five documented discipline referrals within the school year may result in a review and possible termination of the non-resident student's enrollment. Such terminations shall be without the possibility of re-enrollment.

Non-resident students may be ineligible to participate in Virginia High School League (VHSL) sponsored activities per VHSL eligibility rules.

#### Tuition Rate

Tuition contracts must be executed by the student's parents or legal guardian with the superintendent/designee. Tuition payments must be paid in two equal installments; the first payment is due two weeks before beginning school and the second payment is due a week before the beginning of second semester. Tuition for a student entering the school division after the semester has started will be based upon the number of school days remaining in the year.

Tuition will be recalculated annually after the budget is finalized. The tuition rate will be equal to the local per pupil expenditure. Failure to pay the tuition when due will be grounds for withdrawing permission for the student to attend the Bedford County Public Schools. There shall be no refund of tuition for any student who does not remain enrolled for the full period for which tuition was paid, regardless of the reason for the withdrawal of the student. Tuition will be reimbursed on a pro rata basis for students for whom permission to attend the Bedford County Public Schools has been withdrawn by the school system.

#### Tuition Waiver

Approved non-resident students who are the children of full-time employees may attend Bedford County Public Schools with a tuition waiver. Tuition waivers will also be available to employees of outside agencies whose primary place of employment is in Bedford County Public Schools and who reside outside Bedford County. The tuition waiver

shall be equal to the school division's annual average per pupil cost excluding capital outlay additions, contingencies, Head Start, and debt service for the respective year of enrollment.

Additional tuition costs, if any, in excess of the annual average per pupil cost (excluding capital outlay additions, contingencies, Head Start, and debt service) shall be determined in advance by the superintendent/designee based upon the non-resident student's program of study, special services, or supports.

Bedford County Public Schools will follow [state code](#) when upon the joint determination of the placing social services agency and the local school division is that children in foster care are to attend a Bedford County school and reside outside the county.

### **Volunteer Services**

Bedford County Public Schools supports and encourages the active participation of parents and members of the community in the schools. Utilization of volunteers' services is encouraged in each school as a means of involving the community in the educational program. The principal at each school organizes such services. The administration at each school shall direct and approve the activities of parents, volunteers, and other resources within the school.

### **Withdrawing From and Adding Courses**

Students shall be counseled about their choices for classes and the limitations on adding and withdrawing from courses during the spring course enrollment period. Principals must approve any course changes once the academic year begins. Students will be permitted to make course changes prior to the tenth day of school with principal approval. Any courses dropped after the drop/add period will receive a WP (Withdrawn Pass) or WF (Withdrawn Fail) status on the student transcript. A student may be allowed to drop back a level within the same content area (e.g. Precalculus to Algebra II/Trig) after the drop/add period has passed, but the grades earned in the original course will transfer into the new course.

## Elementary School Curriculum

The curriculum allows for children to progress sequentially in acquiring and developing important skills including writing, reading, spelling, math, social studies, science, art, music, health, STEAM, and physical activity. Each elementary school offers a basic program of studies along with curricular experiences needed for students to become lifelong learners. The curriculum in the four core discipline areas is based on current Standards of Learning for Virginia Public Schools integrated into the total instructional program.

Primary level children may have homework. Homework is assigned to help children practice what has been learned at school that day. Homework may reinforce skills, provide for enrichment or provide for independent practice. To avoid excessive homework, elementary teachers instructing the same students shall communicate with each other to reach the guideline that those in grades 1-3 have no more than one hour of homework and those in grades 4 and 5 have no more than one and one-half hours of homework. It is understood that a variance in completion time may result from students' skill levels. Individual needs of the student are considered when making homework assignments. Teachers check the homework and provide feedback to the students within a reasonable period of time. Parents will be notified when their child consistently disregards homework assignments. Homework shall not count for more than ten percent of a student's nine-weeks grade.

The Bedford County School Board supports the use of educational practices that research and experience have shown to be most effective for the primary school years. Early childhood educators may refer to these practices as being "developmentally appropriate." *Standards of Quality*, the state's guidelines for public schools, emphasizes the importance of using developmentally appropriate practices through the third grade.

In grades K-3, communication (reading, writing, spelling, listening, and speaking) and mathematics are the "core" of the program. The K-3 curriculum stresses critical thinking, active learning, and problem solving activities in an interdisciplinary fashion. A full-day kindergarten program helps students get an early start toward becoming proficient in listening, speaking, reading, and writing skills which are stressed in all the academic disciplines. Classroom instruction includes direct teaching and learning through projects, learning centers, and activities that reflect current interests of children to develop skills needed for future learning. Care is taken to integrate children with social, academic, or physical special needs into the classroom. Elementary students may have more than one teacher based on academic subjects.

Classroom groups vary in size and composition depending on children's needs and the organization of the individual school's program. Remediation opportunities are provided for students to address academic weaknesses. The composition of these groups is flexible and temporary.

### Standards of Learning

The following information includes a brief summary of goals and strands associated with the four core areas of instruction (Mathematics, Science, English, History/Social Science).

#### English

The 2017 [English Standards of Learning](#) will be fully implemented during the 2024-2025 school year. The goals of the English Standards of Learning are to teach students to read and to prepare students to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the workplace, and in postsecondary education. As students progress through their school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, with a wide variety of authors, nonfiction and fiction texts, and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. By engaging in critical and creative thinking, students are able to solve problems and use language to further educational, career, and personal endeavors.

### Virginia Literacy Act

The [Virginia Literacy Act \(VLA\)](#), passed in the 2022 General Assembly, will have an impact on reading instruction for students in grades K-5.

Beginning in the 2024-2025 school year:

- Every student in kindergarten to grade three will receive core literacy instruction based in scientifically based reading research and evidence based literacy instruction, as defined in the VLA. Students will also receive evidence-based instruction and intervention, as outlined in an individualized student reading plan, if they do not meet literacy benchmarks.
- Every family will have access to online resources to support literacy development at home, and will be able to participate in the development of their child's student reading plan, if their child does not meet literacy benchmarks.
- Every teacher will use evidence-based literacy curriculum, assess student learning using approved literacy screeners, use student-level data to inform instruction and intervention, and participate in pre-service preparation or training on evidence-based literacy instruction.
- Every reading specialist, in consultation with classroom teachers, will coordinate and oversee intervention for students not meeting literacy benchmarks, and will develop and monitor student progress on student reading plans, working closely with families and teachers.
- Every division will develop a literacy plan, ensure the use of evidence-based literacy curriculum, staff enough reading specialists to support intervention needs, and provide professional development to support teachers, reading specialists, and principals.

The literacy-based curriculum utilized in BCPS is *Benchmark Advance* (BA). [BA](#) is aligned with Science of Reading research and is a core language arts program that provides a cohesive structure for the development of literacy skills and content knowledge. BA develops strong foundational skills through explicit, systematic, spiraled instruction linked to contextualized practice. This is accomplished through:

- Explicit teacher modeling - Targeted and explicit modeling is provided for the teacher, including corrective feedback.
- Daily application of decoding and encoding - At least 50% of time is spent in application, where learning sticks and students show what they know.
- Guided practice and spiral review - Students put learning into practice immediately, with 4-6 weeks of formal review for newly introduced skills.
- Embedded multimodal/multisensory learning - Resources support learning through senses beyond hearing and sight, helping students with conditions such as dyslexia.

### **History and Social Science**

On April 20, 2023, the Virginia Board of Education approved the [2023 History and Social Science Standards of Learning](#) for Kindergarten - Grade 12. They will be fully implemented during the 2024-2025 school year. The History & Social Science Standards of Learning (SOL) are designed to develop knowledge and skills in history, geography, civics, and economics to prepare students for informed participation in shaping the nation's future.

The foundational principles for these History and Social Sciences learning standards include:

- Individual liberty and representative government are cornerstones of the American way of life.
- The Declaration of Independence and the Constitution are remarkable documents that provide the freedoms and framework for our constitutional republic.
- We aspire to live up to the ideals expressed but not fully realized by the Founders for a society that recognizes that all individuals are created equal.

- From thirteen diverse colonies to a unified nation, “E Pluribus Unum” (“Out of Many, One”) has always been our strength. Immigrants from around the world continue to come to the United States seeking freedom and opportunity to build a better life and have contributed to our communities and added to the rich history of the United States.
- Free enterprise, property rights, and the rule of law enable an economic system that allocates assets through free markets and competition and fosters innovation, opportunity, and efficiency.
- Centralized government planning in the form of socialism or communist political systems, as well as fascism, totalitarianism, and other forms of government that preference state power or control over individual liberty and consent of the governed, are incompatible with democracy.
- America is both exceptional and imperfect.
- The rights codified in the United States and Virginia constitutions and the Bill of Rights provide for individual freedoms that place a responsibility on current and future generations of Americans to engage in the political process with civility and fulfill their civic obligations.
- Through the ages, civilizations have grown, prospered, and vanished. Every student should understand our Great American Experiment is not guaranteed forever. As Benjamin Franklin warned citizens over 200 years ago, “a republic, if you can keep it.”

## Mathematics

The [2023 Mathematics Standards of Learning](#) will be fully implemented during the 2024-2025 school year.

The Standards of Learning for Mathematics identify academic content for essential components of the mathematics curriculum at different grade levels. Specific content strands include Number and Number Sense; Computation and Estimation; Measurement and Geometry; Probability and Statistics; and Patterns, Functions, and Algebra. The elementary Standards of Learning support the mathematical process goals for students as outlined by the Virginia Department of Education:

- Becoming mathematical problem solvers;
- Communicating mathematically;
- Reasoning mathematically;
- Making mathematical connections;
- Using mathematical representations to model and interpret practical situations.

## Science

Full implementation of the 2018 [Science Standards of Learning](#) took place during the 2022-2023 academic year. The Science Standards of Learning for Virginia Public Schools identify academic content for essential components of the science curriculum at different grade levels. The content of the standards, in conjunction with effective instruction, provide a platform for creating scientifically literate students. The Science Standards of Learning reflect a vertical progression of content and practices. The Standards of Learning contain content strands or topics that progress in complexity as they are studied at various grade levels in grades K-5 and are represented indirectly throughout the middle and high school courses. These strands are:

- Scientific and Engineering Practices
- Force, Motion, and Energy
- Matter
- Living Systems and Processes
- Earth and Space Systems
- Earth Resources

Six critical components for achieving science literacy are 1) Goals; 2) Investigate and Understand; 3) Nature of Science; 4) Science and Engineering Practices; 5) K-12 Safety; and 6) Instructional Technology. These six components support the Profile of a Virginia Graduate and an integrated instructional approach that incorporates science, technology, engineering, and mathematics (STEM). It is imperative to science instruction that the local curriculum consider and address how these components are incorporated in the design of the K-12 science program.

## Computer Science

[Computer Science Standards](#) are identified for kindergarten through grade eight, with an optional selection of elective modules at the middle school level, and a sequence of high school courses. The standards are organized into the following content strands:

- Computing Systems
- Networks and the Internet
- Cybersecurity
- Data and Analysis
- Algorithms and Programming
- Impacts of Computing

The Standards of Learning within each strand progress in complexity throughout the grade levels and into high school course content. The K-8 standards were designed to be integrated into instruction in multiple subject areas including mathematics, science, history, English, fine arts, and career and technology courses.

## Elementary Resource Classes

### Health and Physical Education

Time for physical activity is planned daily so that children can develop muscle skills, learn about outdoor environments, and express themselves freely. Each school provides students with a daily physical activity time during the regular school year. The physical education program de-emphasizes competition and offers activities to enhance aerobic conditioning. The purpose of the physical education program in the elementary school is to:

- Improve students' physical fitness
- Help students develop respect for their own minds and bodies
- Make students aware of the importance of nutrition in developing a healthy body
- Promote healthy attitudes toward exercise that will improve cardiovascular health and address unhealthy body mass measures

A state-sanctioned physical fitness testing program is administered beginning in grade four. The physical fitness test results provide each student with a personal fitness profile, educators with critical information for planning effective fitness programs, and serve as a school-community communication tool. Students are tested in four areas: abdominal strength, aerobic capacity, upper body strength, and flexibility.

### Library Media Program

The library media center is an essential component in supporting each school's instructional program. The library media center provides a variety of learning and teaching resources supporting academic standards, information literacy skills, and general interest topics for students.

### Music

The goal of music education is to empower students to experience music as a source of personal enrichment, as a vehicle for the constructive expression of human emotions, and as a unique intellectual discipline. Elementary students will develop an intellectual understanding and appreciation of music through experiences in singing, moving, listening, and playing instruments. Within each level of music instruction, Music Standards of Learning are organized into five related strands: Music Theory/Literacy; Performance; Music History and Cultural Context; Analysis, Evaluation, and Critique; and Aesthetics. As a result of music instruction, students will be able to:

- Participate in music as a musician through singing, playing instruments, and moving to music
- Use the notational tools of music to express their ideas, thoughts, and feelings through original composition

- Explore individual approaches to vocal or instrumental improvisation
- Identify the style and distinctive characteristics of music
- Investigate the vocal timbres that are unique to children, adolescents, and adults
- Make artistic judgments about music
- Explore the elements of music in seeking to understand the interrelationships and commonality among the arts

### Visual Arts

Throughout a student's visual arts education, specific content strands or topics are included. These strands are visual communication and production; art history and cultural context; analysis, evaluation and critique; and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the visual arts can be realized. The content of the Visual Arts Standards of Learning is intended to support the following goals that will enable students to:

- Select and use art media, subject matter, and symbols for expression and communication
- Know the elements of art and the principles of design and how they are used in the visual arts
- Solve visual arts problems with originality, flexibility, fluency, and imagination
- Understand the relationship of the visual arts to history, culture, and other fields of knowledge
- Use materials, methods, information, and technology in a safe and ethical manner
- Perceive, reflect upon, and evaluate the characteristics, purposes, and merits of their work and the work of others
- Identify, analyze, and apply criteria for making visual aesthetic judgments
- Develop an aesthetic awareness and personal philosophy regarding nature, meaning, and value in the visual arts

## Policies and Procedures for Elementary Programs

### Grading

Information about students' classroom progress is conveyed to parents through a formal reporting system. This consists of report cards sent home each nine weeks, which describe the student's progress in their studies. These reports may be supplemented by a checklist, a narrative, or a combination of both. Partial assessments will be communicated to parents during each nine-week period by either sending work and/or school folders home on a regular basis. Interim reports will be available to parents at the fourth week of the nine weeks and again at the seventh week for students who have less than proficient grades. Specific grading policies are explained in the School Board [policy and regulation IK](#).

Parents/guardians may access their child's attendance and grades at any time using the student information system, Parent Portal. This is a web-based application that can be accessed through an Internet connection. To receive a user ID and password, parents must present photo identification in the school office. Parents of kindergarten through second grade students can access attendance information, but not grades, via Parent Portal.

### Assessments

In addition to SOL Assessments, elementary and middle school students are assessed in reading using the state assessment, Virginia Language and Literacy Screener (VALLS), in all grades K-8. Preschoolers and kindergarteners will participate in the Virginia Kindergarten Readiness Program (VKRP) assessment for math. Second graders will take a standardized achievement and ability test to provide an academic profile of strengths and weaknesses relative to national norms. Teachers will use a variety of informal, teacher-made, and individually administered tests to monitor the progress of students and help them design appropriate instruction. In addition, students will complete benchmark assessments to identify mastery of quarterly instruction and they will complete alternate assessments in science and social studies in grade 3 and in social studies in grades 4 and 5.



## Student Promotion and Retention

[BCPS Policy IKE](#) and [IKE-R](#) - Student Promotion, Retention, and Remediation outlines considerations when promoting and retaining students. The recommendation to retain a student in grades K-5 will be made annually based on the student's overall achievement of the standards established for each grade level. The following criteria will facilitate the retention determination:

1. Averages and/or student progress in the core subject areas as recorded on the report card which verify insufficient progress.
2. Insufficient mastery of the Standards of Learning on the present grade level.

A committee will meet to review the factors relevant to the retention decision. The committee will be chaired by the principal and may include the classroom teacher(s), guidance counselor, specialists, and parent or guardian. The committee will make a recommendation based on the following factors:

- Report card verifies insufficient progress and/or failing grades in one or more of the core areas-- English, mathematics, science, and history/social science.
- Report card indicates that the student is working one year or more below his/her current grade level in reading and/or math.
- The student has a failing score on one or more of the Standards of Learning tests.
- Standardized test data indicates that the student is achieving in the bottom quartile in math or reading.
- Remediation (during school, after school, summer school) has failed to bring about sufficient results.
- Excessive absences and tardiness have adversely affected achievement.
- The student's achievement is not commensurate with his/her ability.
- The student's social/emotional functioning and maturity are developmentally inappropriate.
- The student has previous retentions.

When retention is a possibility, the following procedures will be followed.

- During the first semester, the teacher will notify the parent(s) in a documented face-to-face conference if the student is having extreme academic difficulties that may lead to retention.
- Following the end of the first semester, the teacher shall compile a list of students who may be retained. The teacher and principal will discuss each case.
- Parents shall be notified before the end of the third nine-week period in writing if there is a possibility of retention.
- The retention committee shall meet to review the factors listed for each student. The committee shall make a recommendation. Written documentation of this meeting shall be given to the parent and placed in the student's cumulative record. Every attempt should be made to include the parents in the committee discussion.
- The principal shall have the authority to make the final decision.

## Related Programs and Services

### English Language Students

When students are learning English as a second language, an individualized level of support may be needed. Services for English Language Students are provided to students who qualify based on certain testing measures.

### Enrichment and Acceleration Programs

Various opportunities are offered for students who are interested in pursuing interests beyond day-to-day classroom instruction. These opportunities may vary from school to school and are based on student needs and interests.

During the summer, enrichment opportunities in areas such as drama, computer, physics, and art are available to elementary-age students through regional programs sponsored by the Department of Education and local community organizations.

### **Gifted Education**

The program for students who are academically gifted provides services in compliance with the [Regulations Governing Educational Services for Gifted Students](#). Students are identified in the area of general intellectual ability. The school division supports appropriately differentiated instructional services for students at all grade levels. Students are whole-group tested in the second grade; however, students may be referred for gifted testing in K-twelfth grades. They may be referred by teachers, counselors, parents, or themselves in writing.

In the primary grades, classroom teachers are responsible for providing special learning experiences to enhance the development of children who have extended curricular instructional needs. Children may be able to participate in pullout programs run by the resource teachers for gifted education. Specialized services usually include an extended academic program and a program to stimulate creativity in thinking and problem solving. In upper elementary grades the classroom teacher and certified resource teacher may work together to provide instruction that is tailored to the child's interests and abilities.

In addition to educational programs during the regular school year, some colleges and universities also have programs during the year or in the summer. Information about these programs is available from the school.

### **Health Services**

School health services are provided by a school nurse or trained clinic back up staff. Speech screenings take place in Preschool and Kindergarten within the first 60 days of school. Additionally, screening programs are conducted by schools to identify students who may need attention by a physician and/or dentist. Students in grades K, 3, 5, 7, and 10 are screened for hearing and vision annually within the first sixty days of school. Students in grades 5, 7, and 10 are also screened for scoliosis. If you do not want your child screened, contact the school nurse. The school nurse and speech language pathologist, in cooperation with teachers, are the staff primarily responsible for appraising and identifying the health needs of the children and assisting parents in finding further treatment. Students with communicable or contagious concerns may need to be excluded from school until further medical assessment or diagnosis is provided.

### **Preschool Education**

The benefits of a quality preschool program can last a lifetime. Bedford County Public Schools offer several programs for preschool age children that work together to offer inclusive classrooms to maximize student engagement and learning of academic and social skills together. These programs include:

#### *Early Childhood Special Education (ECSE)*

Bedford County Public Schools operate quality special education programs for two through five-year-old children with delays or disabilities. Educational services are provided in the child's home, in daycare, or in preschool settings at one of the early childhood special education classrooms operated by Bedford County Public Schools. In addition to educational services, we provide vision and hearing services, occupational and physical therapy, speech therapy, and psychological services. Screening, evaluation and intervention services for eligible children are provided free of charge. Information on these services can be obtained through the BCPS Special Education or BCPS Student Support Services Departments.

#### *Head Start*

Bedford County Public Schools works cooperatively with Lynchburg Community Action Group (LYN CAG) to provide educational experiences for economically disadvantaged children and their families. The Head Start program offers quality preschool services as well as health, nutrition, and social services. Head Start programs are located in two elementary schools and one location in the community in Bedford County. Information may be obtained by contacting LYN CAG at (434) 660-9843.

### *Virginia Preschool Initiative (VPI)*

Bedford County Public Schools offers preschool services for at-risk three and four year olds and their families in several elementary schools. The program includes quality preschool education, parental involvement, comprehensive child health services, comprehensive social services, and transportation. Eligibility criteria consider a variety of factors such as family income and parental education. The goal of the program is to reduce the effects of risk factors that can lead to early academic failure.

## **Reading Support**

Reading Specialists are part of each elementary staff to provide and coordinate reading support to qualifying students in Kindergarten through Grade 3. Much of the funding for this program is provided through Title I, a federally funded program that accelerates the progress of eligible elementary level children who are having difficulty in reading. The supplemental program is in place in schools that qualify for Title I programs based on federal guidelines. Students may receive instructional assistance individually or in small groups. An instructor may work with the child/children in the regular classroom or in a reading center, depending on which is most appropriate for the child.

The Title I program provides services under four program component areas: instructional, staff development, family involvement, and evaluation. Family involvement, as mentioned, is an important focus of the Title I program.

Various activities are designed to make it easier for families to help their children as readers. These activities are coordinated by the individual schools. Each school has a number of activities during the year to involve families.

## **Remediation**

Students in grades K-8 will be identified for remediation based on the Virginia Language and Literacy Screener (VALLS), classroom assessments, and/or classroom performance. Every effort will be made to identify students at an early age who might be unsuccessful on the third grade Standards of Learning tests.

Students in grades 3-8 will be identified for remediation based on results of growth assessments, SOL tests, classroom assessments, and/or classroom performance. Remediation may be offered during the school day and/or before or after school.

## **School Counseling Program**

The 1999 Virginia General Assembly passed a law requiring all school boards to establish character education programs. The basic character traits may include trustworthiness, respect, responsibility, fairness, caring, and citizenship, each of which incorporates various characteristics such as honesty, tolerance, and accountability.

Bedford County Public Schools seeks to provide students with an education that is developmental, integrative and relevant. All students are encouraged to develop competencies in the academic/educational, personal/social and career development domains. Proficiency in all of these domains is viewed as necessary to permit students to reach their maximum potential and to be able to live successfully in our complex and ever changing world.

Objectives are set forth in the academic development, career development, and personal/social development domains as defined in the Standards for School Counseling Programs in Virginia Public Schools and expanded by the American School Counselor Association's Mindsets and Behaviors framework which emphasize learning strategies, self-management skills, and social skills for each student. The goal of the elementary counseling program is to increase the opportunities for students to acquire the knowledge and skills essential for healthy self-regulation, interpersonal problem-solving, personal goal-setting academic competency and responsible social behavior both within and outside the school environment. Elementary counseling services work in conjunction with middle school programs to assist students with the natural transitions to their next learning stage. Services provided by the elementary counselors are complementary and supportive of the efforts of parents, teachers, administrators, and other school support personnel. Lessons may be delivered through direct classroom delivery or through collaboration with classroom teachers.

The school counseling program also leads the Mental Health Support Team (MHST) on the campus. The MHST provides individual case coordination among support and school staff for students with mental health challenges that impact school performance. The MHST also serves to promote professional development for staff in the realm of supporting mental health needs and trauma responsive practices in the classroom. For cases that require more intensive, direct support, Intervention Design Specialists may be assigned to classrooms. These specialists provide short-term, targeted intervention within classroom systems to address performance needs.

The elementary counseling program within Bedford County Public Schools is considered an integral part of the child's total educational process. The program focuses on the developmental needs of students and is preventive as well as remedial in nature. Emphasis is placed on the early identification of children's problems, so that steps might be taken before problems interfere with daily functioning. The school counselor may conduct individual or group counseling sessions on various developmental issues or concerns throughout the school year. Counselors will communicate with families according to individual student needs.

## Transportation

Transportation safety is addressed in the school curriculum, including demonstration and practice of safety procedures. School buses are operated for the safe transportation of students traveling to and from school and school activities. Parents, guardians, or other designated persons must be at the bus stop for K-3 students to get off the bus. Riding the school bus is a privilege which may be revoked when the general conduct of the student is detrimental to the safety and comfort of others on the bus.

Through the bus safety program, students will become safety-minded passengers and will demonstrate responsibility for personal safety. Initial safety training occurs during the first week of school and on a periodic basis during the school year.

Students are expected to:

- Exhibit appropriate bus stop behavior.
- Demonstrate proper bus-boarding practices.
- Show awareness of safety procedures for leaving the bus.
- Display knowledge of bus safety rules.
- Demonstrate responsibility for personal safety during emergency exit drills, which are practiced at least twice per year. (The first drill occurs during the first thirty instructional days.)

For specific rules and regulations concerning pupil transportation, refer to the BCPS [Code of Student Conduct](#). This publication is distributed to parents at the beginning of the school year.

## Volunteer Services

Bedford County Public Schools supports and encourages the active participation of parents and members of the community in the schools. Utilization of volunteers' services is encouraged in each school as a means of involving the community in the educational program. The administration of each school shall direct the activities of parents, volunteers, and other resources within the school. Principals will screen volunteers using the online sex offender registry. Volunteers will be asked to read and sign an agreement regarding the confidentiality of student information. If volunteers use BCPS technology, they will be asked to read and sign Technology Use Guidelines (TUG).

## Middle School Curriculum

Each middle school offers a minimum of five and one-half hours of instruction each day exclusive of the lunch period. With the aid of instructional materials and available technology, students are exposed to many educational experiences. Extended day instructional activities are periodically offered after school hours. The middle school program goals are:

- To provide every student with the opportunity to achieve optimum mastery of skills related to the Standards of Learning.
- To provide a supportive environment for the student's physical and social development.
- To offer a curriculum sensitive to the needs of the individual.
- To provide every student with experiences designed to develop decision-making and problem-solving skills.
- To provide an appropriate program in the least restrictive environment for all students with educational disabilities.

The middle school program includes the following courses; however, not all courses are offered in all three middle schools:

### English

1109	English 6
1111	Advanced English 6
1110	English 7
1112	Advanced English 7
1120	English 8
1121	Advanced English 8

### Math

3110	Math 6
3109	Advanced Math 6
3111	Math 7
3111A	Advanced Math 7
3112	Math 8
3130	Algebra I
3154	Honors Geometry

### Science

03236	Science 6
4115	Life Science (grade 7)
4125	Physical Science (grade 8)
4200	Earth Science Part 1

### History and Social Science

2354	US History Part II (grade 6)
2357	Civics and Economics (grade 7)
2210	World Geography (grade 8)

### World Language

5510	Spanish I
5110	French I
5210	German I
5310	Latin I

### Health and PE

7110	Health and PE Grade 6
7121	Health and PE Grade 7
7200	Health and PE Grade 8
7113	PE Enrichment (grade 6)
7123	PE Enrichment (grade 7)
7133	PE Enrichment (grade 8)

### Career and Technical Education

18001	Agriscience Exploration
8004-18	Agriscience and Technology (18 weeks)
8004-36	Agriscience and Technology (36 weeks)
11002	Communication Systems (Grade 8)
6609-9	Computer Solutions
6609-18	Computer Solutions
109001	Digital Technology Foundations(18 weeks)
109002	Digital Technology Foundations (36 weeks)
8400	Game Design and Development
8002-9	Intro to Agriscience
8481-9	Intro to Technology (9 weeks)
8482-18	Intro to Technology (18 weeks)
8481-9	Inventions and Innovations (9 weeks)
8464-18	Inventions and Innovations (18 weeks)
8446	Production Systems
8420	Technology of Robotic Design
8426	Technology Education 6

### Elective/Exploratory Classes

#### Fine Arts

9103	Art 6
9105	Art 7
9115	Art 8
9230	Band 6
9231	Band 7
9233	Band 8
9269	Chorus 6
9211	Chorus 7
9280	Chorus 8
05110	Intermediate Chorus
9234	Concert Band
0500101	Dance Technique: Dance 1
7100, 7101	Drama
9208	General Music
9298	Music Appreciation
9660	Symphonic Band

*Other Electives*

4900	Character and Careers
4801/02	Exploratory
1200	Journalism
4700	Science Exploration
4061	World Area Studies
1220	Yearbook
8642	Related Arts 6
8644	Related Arts 7
8645	Related Arts 8

**World Languages**

5110	French I
5310	Latin I
5510	Spanish I

**Support/Enrichment Classes**

MS0110	Connections
1009	Math Enrichment
1008	Reading Enrichment
1006	Study Skills

**Individualized Education Program (IEP)**

1126	Life Skills English 6
1127	Life Skills English 7
1128	Life Skills English 8
2306	Life Skills Social Studies 6
2307	Life Skills Social Studies 7
2308	Life Skills Social Studies 8
3116	Life Skills Math 6
3117	Life Skills Math 7
3118	Life Skills Math 8
4116	Life Skills Science 6
4117	Life Skills Science 7
4118	Life Skills Science 8
7860	Resource 6
7861	Resource 7
7862	Resource 8
MS1181	Developmental Reading 6
MS1182	Developmental Reading 7
MS1183	Developmental Reading 8
MS7896	Life Skills 6
MS7897	Life Skills 7
MS7898	Life Skills 8
MS7700	Adapted PE

## CORE COURSES

## English

*The goals of the English Standards of Learning are to teach students to read, write, research, and communicate. Students should be prepared to participate in society as literate citizens, equipped with the ability to think analytically, solve problems, communicate effectively, and collaborate with diverse groups in their communities, workplace, and postsecondary education. As students progress through the school years, they become active and involved learners and develop a full command of the English language, evidenced by their use of Standard English and their rich speaking and writing vocabularies. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary genres, exemplify universal themes, and relate to all content areas. Students in high school become familiar with a wide variety of authors, nonfiction and fiction texts, and classic literary works.*

**English 6 (1109)** SOL

Students will present personal opinions and understand different viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. Students will begin the study of word origins with prefixes and suffixes and will continue vocabulary development through the use of *Vocabulary Workshop*. A variety of fiction and nonfiction works will be read for appreciation and comprehension. Students will plan, draft, revise and edit narrative, descriptive, expository, and persuasive writing with attention to composition and style, as well as sentence formation, usage, and mechanics. Students will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

**Advanced English 6 (1111)** SOL

The goal of the Advanced Language Arts program is to better equip advanced students with the critical and creative thinking, problem solving, communication, reading, and writing skills that are essential in high school advanced placement courses, college courses, and career choices. Students at the middle grades level will begin to prepare for their success in AP\* English Language and Literature courses offered in high school using *The Laying the Foundation* series. Students will cover the same Standards of Learning objectives as in language arts for grade 6, but at an accelerated pace and in greater depth. Reading material is often one to two grade levels above the reading level for this grade. There are extensive reading and writing assignments, and independent work will be required. Students will be instructed through the entire writing process, from developing and organizing an essay from a prompt to

scoring that essay with rubrics. Skill-focused dialectical journals are modeled as a tool for developing student thinking and writing about what they have read.

**English 7 (1110)** SOL

Students will become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative, persuasive, expository, and technical skills. Students will continue to study the structure of words and language to refine their composition skills, with special attention to work choice, organization, style, and grammar. Vocabulary development will continue through a study of Latin and Greek roots, *Vocabulary Workshop* and using strategies for vocabulary in context. Available technology will be used when appropriate.

**Advanced English 7 (1112)** SOL

The goal of the Advanced Language Arts program is to equip advanced students with the critical and creative thinking, problem solving, communication, reading, and writing skills that are essential in high school advanced placement courses, college courses, and career choices. Students at the middle grades level will begin to prepare for their success in AP\* English Language and Literature courses offered in high school using *The Laying the Foundation* series. Students will learn the same Standards of Learning objectives as for English 7, but at an accelerated pace and in greater depth. Reading material may be one to two grade levels above the reading level for this grade; the focus of reading will be on analyzing and annotating texts, linking literary devices to meaning,

and understanding the levels of reading. Students will learn vocabulary through an extensive study of root words along with a study of words from the Vocabulary Workshop series. Students will strengthen their writing abilities- both formal and informal- through in-class and independent writing opportunities. Students will be required to participate in at least one writing contest during the year.

### English 8 (1120) SOL

Students will continue to develop their skills in reading comprehension. A variety of literature will be read with an emphasis on describing themes and main ideas, interpreting cause-effect relationships, and drawing conclusions. There will be an emphasis on writing in a variety of forms including narrative, expository, persuasive, descriptive, and informational. Students will continue to develop vocabulary with attention to connotations and application of the *Vocabulary Workshop* program. Students will learn and apply interviewing techniques.

## Math

*The middle school mathematics program is intended to support the following five goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations. Students who successfully complete Algebra I, Honors Geometry, or higher may count those courses toward the math requirements of a high school diploma.*

### Math 6 (3110) SOL

The Grade 6 Standards provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to an introduction to algebraic thinking. The Standards include a focus on single step and multistep problems involving operations with integers and positive rational numbers. Students will determine equivalency, compare, and order decimals, fractions, and percents. Students will solve problems involving area and perimeter and begin to graph in a coordinate plane. In addition, students will continue using the data cycle by applying it to circle graphs and develop concepts regarding measures of center. Students will solve linear equations in one variable, write inequality statements, and use algebraic terminology. Students will use ratios to compare two quantities and represent proportional relationships as a precursor to the development of the concept of linear functions

### Advanced English 8 (1121) SOL

The goal of the Advanced Language Arts program is to better equip advanced students with critical and creative thinking, problem solving, communication, reading, and writing skills that are essential in high school advanced placement courses, college courses, and career choices. Students at the middle grades level will begin to prepare for their success in AP\* English Language and Literature courses offered in high school using *The Laying the Foundation* series. Students will cover the same Standards of Learning objectives as for language arts 8, but at an accelerated pace and in greater depth. Reading material is often one to two grade levels above the reading level for this grade. There are extensive reading and writing assignments, and independent work will be required.

### Advanced Math 6 (3109) SOL

This course will integrate the sixth-grade standards of learning with a portion of the seventh-grade standards of learning. The Grade 6 Standards provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to an introduction to algebraic thinking. The Standards include a focus on single-step and multistep problems involving operations with integers and positive rational numbers. Students will determine equivalency, compare, and order decimals, fractions, and percents. Students will solve problems involving area and perimeter and begin to graph in a coordinate plane. In addition, students will continue using the data cycle by applying it to circle graphs and develop concepts regarding measures of center. Students will solve linear equations in one variable, write inequality statements, and use algebraic terminology. Students will use ratios to compare two quantities and represent proportional relationships as a precursor to the development of the concept of linear functions.



**Math 7 (3111)** SOL

The Grade 7 Standards continue to emphasize the foundations of Algebra. The Standards address the representation and comparison of rational numbers using exponents, scientific notation, and square roots. Students continue to develop proficiency in operations with rational numbers and solving problems in context by expanding their study from Grade 6. Students will build on the concept of ratios to solve problems involving proportional reasoning, which is emphasized throughout the Grade 7 Standards. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. In addition, students will continue to apply the data cycle and extend the application to histograms. Probability is investigated through comparing experimental results to theoretical expectations. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers. Students investigate proportional relationships and begin to develop a concept of slope as rate of change.

**Advanced Math 7 (3111A)** SOL

This course will integrate a portion of the seventh-grade standards with all of the eighth-grade standards. The Grade 8 Standards continue to build on the concepts needed for success in high school level Algebra, Geometry, and Statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in Geometry. Students will represent data, both univariate and bivariate, and continue to apply the data cycle and extend the application to boxplots and scatterplots. Students build upon the algebraic concepts developed in the Grade 6 and 7 Standards, which include simplifying algebraic expressions, solving multistep linear equations and inequalities in one variable, and graphing linear functions. The Grade 8 Standards are vital to providing a solid foundation in Algebra 1.

**Math 8 (3112)** SOL

The Grade 8 Standards continue to build on the concepts needed for success in high school level Algebra, Geometry, and Statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in Geometry. Students will represent data, both univariate and bivariate, and continue to apply the data cycle and extend the application to boxplots and scatterplots. Students build upon the algebraic concepts developed in the Grade 6 and 7 Standards, which include simplifying algebraic expressions, solving multistep linear equations and inequalities in one variable, and graphing linear functions. The Grade 8 Standards are vital to providing a solid foundation in Algebra 1.

**Algebra I (3130)** SOL

Grade Level(s): 7-8

Grade Scale: 4.0

Credit: 1

The successful mastery of Algebra 1 is widely considered to be the gatekeeper to success in the study of upper-level mathematics. The study of algebraic thinking begins in kindergarten and is progressively formalized prior to the study of the algebraic content found in the Algebra 1 Standards of Learning. The progression of algebraic content includes patterning, generalization of arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. All students are expected to achieve proficiency with the Algebra 1 Standards. The study of Algebra 1 assists students in generalizing patterns and representing relevant, contextual situations with algebraic models. To assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration should be given to the sequential development of concepts and skills by using concrete materials to support the transition from the numeric to the symbolic. Connections between Algebra 1 and other subject areas through contextual applications may help

students attach meaning to the abstract concepts of algebra. The Algebra I SOL end-of-course test is given during this course

**Honors Geometry (3154)** 

Grade Level(s): 7-8

Grade Scale: 4.5

Credits: 1

Geometry is a course designed for students who have successfully completed the Standards for Algebra 1. The course includes an emphasis on developing reasoning skills through the exploration of geometric

relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, students use various types of reasoning, justification, and methods of direct and indirect proof and interpret and determine the validity of conditional statements. Venn diagrams are used to represent set relationships. Students in Honors Geometry will also cover a portion of the trigonometry standards. The Geometry SOL end-of-course test is given during this course

## Science

*Six critical components for achieving science literacy are 1) Goals; 2) Investigate and Understand; 3) Nature of Science; 4) Science and Engineering Practices; 5) K-12 Safety; and 6) Instructional Technology. These six components support the Profile of a Virginia Graduate and an integrated instructional approach that incorporates science, technology, engineering, and mathematics (STEM). It is imperative to science instruction that the local curriculum consider and address how these components are incorporated in the design of the K-12 science program.*

### Science 6 (3236)

The grade 6 science standards support the transition from elementary to middle school as students examine more abstract concepts, providing a foundation in the disciplines of science. They explore the characteristics of their world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. As students more closely examine the use of resources, they also consider how their actions and choices affect future habitability of Earth. Students continue to develop scientific skills and processes as they pose questions and predict outcomes, plan and conduct investigations, collect and analyze data, construct explanations, and communicate information about the natural world. Mathematics and computational thinking gain importance as students advance in their scientific thinking. Students continue to use the engineering design process to apply their scientific knowledge to solve problems.

### Life Science (4115)

The Life Science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and

ecosystems; and change as a result of the transmission of genetic information from generation to generation. Students build on scientific investigation skills by independently identifying questions and planning investigations. Students evaluate the usefulness and limits of models and support their conclusions using evidence. Mathematics, computational thinking, and experience in the engineering design process gain importance as students advance in their scientific thinking.

### Physical Science (4125)

Physical Science standards stress an in-depth understanding of the nature and structure of matter and the characteristics of energy. Major areas covered by the standards include the particle nature of matter; the organization and use of the periodic table; physical and chemical changes; energy transfer and transformations; properties of longitudinal and transverse waves; electricity and magnetism; and work, force, and motion. The standards build on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions with evidence and data becomes increasingly important at this level. Mathematics, computational thinking, and experiences in the engineering design process gain importance as students advance in their scientific thinking.

## History and Social Science

*The History & Social Science SOLs are designed to develop knowledge and skills in history, geography, civics and economics to prepare students for informed participation in shaping the nation's future. The study of history and the social sciences is vital in a democratic society. All students need to know and understand our national and international heritage in order to become informed participants in shaping our nation's future. Students will study three main areas: United States History II:1865 to Present (grade 6), Civics and Economics (grade 7), and World Geography (grade 8).*

### United States History II: 1865 to Present (2354)

Students will continue to use skills of historical and geographical analysis as they examine American history from the Civil War era to the present. Political, economic, and social challenges facing the newly reunited nation after the Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world's political and economic landscape.

### Civics and Economics (2357)

Civics and Economics examines the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students will investigate the process by which

decisions are made in the American market economy and explain the government's role in it. Participation in the civic life of a diverse democratic society is emphasized.

### World Geography (2210)

Grade Level: 8  
Grade Scale: 1.0  
Credit: 1 unit

Students will use the tools and thinking processes of geographers to examine patterns of human population, migration and settlement, cultural characteristics, and economic development. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments.

## HEALTH/ PHYSICAL EDUCATION COURSES

Instruction in health is designed to help students acquire knowledge and skills essential for healthful living as well as for personal fitness and good nutrition. At each grade in middle school the focus is upon five major topics: disease prevention and control; mental health; nutrition; personal growth and personal health (including substance abuse); and safety and first aid. The purpose of the PE program in middle school is to improve students' physical fitness and help them develop respect for their own minds and bodies. The program is also designed to aid in acquiring skills which students may use throughout their lifetime, such as sports activities which emphasize movement, coordination, balance and flexibility. The Family Life curriculum is included in the middle school health program. These classes may include courses such as dance, cardio training, or strength and conditioning. Students will be taught how to integrate the skills learned in the class into lifelong fitness routines. **Other Physical education course offerings in middle school include: PE Enrichment - Grade 6 (7113); PE Enrichment- Grade 7 (7123); and PE Enrichment -Grade 8 (7133)**

### Health and PE 6 (7110)

Instruction in health is designed to help students acquire knowledge and skills essential for healthful living as well as for personal fitness and good nutrition. At each grade in middle school the focus is upon five major topics: disease prevention and control; mental health; nutrition; personal growth and personal health (including substance abuse); and safety and first aid. The purpose of the PE program in middle school is to improve students' physical fitness and help them develop respect for their own minds and bodies. The program is also designed to aid in acquiring skills which students may use throughout their lifetime, such as sports activities which emphasize movement, coordination, balance and flexibility. The Family Life curriculum is included in the middle school health program. These classes may include courses such as dance, cardio training, or strength and conditioning. Students will be taught how to integrate the skills learned in the class into lifelong fitness routines.

### Health and PE 7 (7121)

Students will continue to develop competence in modified versions of game/sport, dance, and recreational activities. The student will analyze skill performance and set reasonable and appropriate goals for improvement and maintenance of health-related fitness. The course covers body systems, nutrition, physical health, disease prevention, health promotion, substance abuse prevention, safety, injury prevention, mental wellness, social and emotional skills, violence prevention, and community and environmental health.

### Health and PE 8 (7200)

Students will begin to demonstrate competence in skillful movement in modified, dynamic game/sport activities and in a variety of rhythmic and recreational activities. Students will set goals, track progress, and participate in activities to improve lifetime health-related fitness. The course covers body systems, nutrition, physical health, disease prevention, health promotion, substance abuse prevention, safety, injury prevention, mental wellness, social and emotional skills, violence prevention, and community and environmental health.

## CAREER AND TECHNICAL EDUCATION COURSES

Computer/Technology skills are essential components of every student's preparedness for college and career readiness upon graduation from high school. In a context of the exploration model used at the middle school level, students have the opportunity to investigate their technology and career related interests as they develop skills that are built on and expanded through high school Career and Technical course offerings. Career and Technical courses prepare students to function in a 21st century global economy.

### **AgriScience Exploration - 18 Week Course (18001)**

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

### **AgriScience and Technology -18 & 36 Week Courses (8004-18, 8004-36)**

Through laboratory activities, students apply scientific principles to the field of agriculture, including plants, animals, and ecology/conservation. The course introduces students to biotechnology as it relates to agriculture.

### **Communication Systems - 36 Week Course (11002)**

Grade Level: 8  
Communication Systems provides experiences in the fields of imaging technology, graphic production, video and media, technical design, and various modes of communicating information through the use of 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.

### **Computer Solutions - 9 & 18 Week Courses (6609-9, 6609-18)**

Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Basic Internet safety and computer maintenance issues are important components of this course.

### **Digital Technology Foundations - 18 & 36 Week Courses (10900)**

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

Digital Input Technologies introduces new and emerging input devices (e.g., speech- and handwriting-recognition software, tablets, cloud computing software applications, headsets/microphones, scanners, digital cameras, digital video cameras, mobile devices, keyboards, mice) to prepare students for using tools that are becoming standard in the workplace and everyday life.

### **Game Design and Development (8400)**

Grade Level: 8  
Grade Scale: 4.0  
Credits: 1

The game design industry is the fastest revenue growing entertainment medium, and has created many new job disciplines. In this project-based course, students will create innovative games through the application of graphic design, animation, audio, and writing skills. Students will work in teams while developing problem-solving, critical thinking, and effective communication skills. They will analyze, design, prototype, and critique interactive games within a project management environment. Career opportunities across multiple industries, including the entertainment and educational arenas, will be explored. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Introduction to Agriscience - 9 Week Course (8002-9)**

Students develop an awareness of the relationships between agriculture and science. Major concepts covered in the course include awareness of agriculture, the world of work, agribusiness careers, human relations, and scientific principles applied in agriculture.

### **Introduction to Technology - 9 & 18 Week Courses (8481-9, 8482-18)**

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

### **Inventions and Innovations - 18 Week Course (8481-9, 8464-18)**

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

### **Production Systems (8446) - 18 week course**

Students assess the relationship between production and society as they compose design portfolios, construct production prototypes, incorporate computer-integrated manufacturing (CIM), and apply automation to evaluate solutions to technological problems. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop

leadership, interpersonal, and career skills.

High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Technology Education 6 (8426)**

This course provides students with higher-order thinking skill development through practical problem solving experiences. Students discover and explore personal interests, aptitudes and abilities using various technologies

### **Technology of Robotic Design (8420) - 18 Week Course**

Students engage in the study of computers and microprocessors and their applications to manufacturing, transportation, and communication systems. Topics include computer equipment and operating systems, robotics, programming, control systems, and social/cultural impact of these technologies. Problem-solving activities challenge students to design, program, and interface devices with computer systems. Learning activities include robotics, computer-aided design, computer-aided manufacturing and design, and control of electromechanical devices. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

## ELECTIVE COURSES

*These courses offer students the opportunity to learn about specific topics, especially as academic areas relate to career fields. Many courses will focus on Science, Technology, Engineering, and Math (STEM) fields. There may be opportunities for topics to be studied through computer based application and online coursework. Participation in art experiences helps students develop an appreciation for art and exposes them to a variety of artistic activities, such as drawing, painting, printmaking, collage, sculpture, construction, crafts, and mass communication media. Art instruction is frequently designed to correlate with the content of other subject areas.*

### Fine Arts

#### **Art 6, 7, and 8 (9103, 9105, 9115)**

Participation in art experiences helps students develop an appreciation for art and exposes them to a variety of artistic activities, such as drawing, painting, printmaking, collage, sculpture, construction, crafts, and mass communication media. Art instruction is frequently designed to correlate with the content of other subject areas.

#### **Band 6 (9230)**

Beginning Band is an introductory course open to all 6<sup>th</sup> grade students interested in learning a concert band instrument. The fundamental skills necessary to play a chosen instrument will be taught using the Standards of Learning for Instrumental Music and the National Standards for Music Education. Instruction for students will focus on rhythmic and pitch accuracy as well as tone quality. The beginning band will perform concerts at their director's discretion. Students are required to provide their own instrument, book, and essential equipment needed for performance and rehearsal.

#### **Band 7 (9231)**

Students must have completed one year of instruction in Beginning Band 6 or completed private lessons and successfully auditioned with the school band director in order to enroll in Intermediate Band 7. Intermediate Band continues to focus on the development of the basic techniques needed for performance in a concert band setting. More advanced concepts such as articulation, dynamics, and phrasing will be emphasized and refined. Students will also understand the role of instruments in music rehearsal and performance settings. Intonation and balance within sections and overall ensemble will be introduced. The seventh grade band will perform in concerts and assessments throughout the school year. The students are encouraged to audition for and participate in the All-District Virginia

Band and Orchestra Directors Association (VBODA) event. Students are required to provide their own instrument, book, and essential equipment needed for performance.

#### **Band 8 (9233)**

Students must have completed two years of instruction in order to enroll in Advanced Band 8. Advanced band uses the skills learned in 6<sup>th</sup> and seventh grade as a foundation to introduce students to standard band literature. Students at this level rehearse regularly with a focus on developing their technical and expressive skills based on the Virginia SOLs for Instrumental Music. At this level, members have the opportunity to participate in a wide variety of ensembles, such as concert, symphonic and high school jazz ensemble, indoor percussion ensemble and marching band. The eighth grade band will also perform in concerts and assessments throughout the school year as well as travel to perform in the community. Students are strongly encouraged to audition and participate in the Virginia Band and Orchestra Directors Association (VBODA) All-District Band event. Students are required to provide their own instrument, book, and essential equipment needed for performance. Other advanced band options include concert and symphonic bands and instrumental drums.

#### **Chorus 6 (9269), Chorus 7 (9211)**

These courses are offered to help students become well-rounded singers/musicians. The courses include material designed to introduce and develop the following musical skills: proper vocal technique, sight-singing (music reading) skills, knowledge of musical terms and symbols and performance. Various types of music are introduced which will help to broaden the students' appreciation of various styles of music and cultures. Performances are scheduled throughout the year to give the students opportunities



to express themselves artistically as well as to put into practical use the areas of study focused upon within the class. All areas of study are in keeping with the Virginia Standards of Learning and the National Standards for Music Education.

### **Chorus 8 (9280)**

This course is offered to help students increase the knowledge and skill which were introduced in the seventh Grade Chorus class. The areas of study for the eighth Grade Chorus will be the same as the seventh Grade Chorus (vocal technique, sight-singing skills, knowledge of musical terms and symbols, performance). However, the eighth grade students are expected to sharpen their skills at a more advanced level than are the seventh grade students. All areas of study are in keeping with the Virginia Standards of Learning and the National Standards for Music Education.

### **Intermediate Chorus (05110)**

Grade Levels: 7-8

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **Concert Band (9234)**

Grade Levels: 8-12

Grade Scale: 1.0

Credit: 1 unit

While concert band is an elective course, placement in concert band is by audition and/or discretion of the instructor (Auditions are generally held early in the second semester to accommodate earlier scheduling.). The instrumentation makeup of this class will be discretion of the instructor based on the needs of the students and the program. students will develop the skills necessary to perform a variety of music. The students will perform concerts at school and community functions. When appropriate, participation in District Concert Assessment is

encouraged, but is at the discretion of the instructor. The curriculum is based on Virginia's SOLs for Instrumental Music. This class may be repeated for elective credit.

### **Dance Technique: Dance 1 (0500101)**

Grade Levels: 8-12

Grade Scale: 4.0

Credits: 1

The standards for Dance I provide students with a survey of the dance arts. Emphasis is placed on physical and creative skill development, and opportunities to experience and appreciate dance performance are provided. Historical and cultural studies expand students' understanding of dance as a vital contribution to society while helping them develop cognitive foundations from which to evaluate dance. Students become familiar with the various dance-related professions and the ways in which they function together to create dance productions.

### **Drama (7100, 7101)**

Grade Levels: 6-8

This course begins with an introduction to the theatre. Theatre history and technical production are stressed through improvisations, skits, set design theory, costuming, and makeup. Activities may include play production, study of important dramatic works, costuming, makeup, and dialect study.

### **General Music (9208)**

Grade Levels: 6-8

The student will investigate musical sounds, forms, styles, and genres through listening, discussing, writing, and performing. The students will investigate the role of music in society, as well as, identify career pathways in music. Technology is incorporated for music composition and exploration. The student will identify the influence of daily music experience in one's personal life.

### **Music Appreciation (9298)**

This non-performing music class meets every other day for one semester of the year and is designed to be a music appreciation course that teaches students about the "ingredients" of music such as melody, harmony, notation, texture, style, rhythm and form. Students will explore the basics of music as well as sing, perform on classroom instruments, and listen to various examples of music from around the world,

including musical theatre.

### **Symphonic Band (9660)**

Grade Level(s): 8-12

Grade Scale: 1.0

Credit: 1 unit

While band is an elective course, placement in symphonic band is by audition and/or discretion of the instructor (auditions are generally held early in the second semester to accommodate earlier scheduling.). Students develop the skills necessary to perform a variety of music. These skills include proper playing positions, controlled tone quality,

tempo changes, major scales, intonation and sight reading. Advanced students begin to interpret music and develop precision in scale movement. The refined musical skills include a variety of articulations, complex meters and rhythmic patterns, major and chromatic scales, identification of key signatures, and accurate melodic and harmonic intonation. Students are required to perform at school and community functions. Participation in the District Concert Assessment is strongly encouraged, but is at the discretion of the instructor. The curriculum is based on Virginia's SOLs for Instrumental Music. This class may be repeated for elective credit.

## **Other Electives**

### **Character and Careers - 9 Week Course (4900)**

Character and Career is a nine week course offered as part of the related arts program. This course reinforces Civics and English SOLs. Throughout the course, students find real world applications as well as connections to other subjects. During the 9-week course students cover three mini units: bullying, pillars of character and career interests

### **Journalism (1200)**

This course provides the foundations for effective journalism. Students will learn how to communicate and operate publications according to the rules of responsible journalism. Students may study the history of journalism, advertising, interviewing, writing various types of copy, editing, layout, and the fundamentals of photography. Students contribute to school publications as they apply what they have learned.

### **Connections (MS0110)**

This course is a dynamic and versatile class designed to support middle school students in their personal, academic, and social development. This course serves as a bridge between various subjects and life skills, providing students with the tools they need to navigate the challenges of early adolescence while fostering a well-rounded foundation for their future educational and personal growth. Middle School Connections aims to provide students with a well-rounded education that extends beyond traditional academic subjects. By the end of the course, students will not only be better prepared for academic success but also equipped with the life skills and knowledge necessary for personal growth and well-being during their middle school years and beyond.

### **Math Enrichment (1009)**

Math Enrichment is a middle school support class designed to assist students in strengthening their mathematical skills, cultivating a deeper understanding of mathematical concepts, and building a solid foundation for academic success. This course is specifically tailored to meet the unique needs of students who may require additional support in mathematics. Through a variety of interactive activities, collaborative problem-solving, and guided exploration, students will work towards becoming confident and proficient mathematicians.

### **Exploratory (4801, 4802)**

This course allows students to experience a variety of topics and interests to help them find areas of interest. Examples may be projects with computers, music exploration, drama exploration, study skills and habits, and character development.

### **Reading Enrichment (1008)**

This course is a supportive and engaging middle school class designed to help students enhance their reading skills, foster a love for literature, and build a strong foundation for academic success. This course is tailored to meet the individual needs of students who may require extra support in reading comprehension, vocabulary development, and overall literacy skills. Through a variety of interactive activities, discussions, and guided reading

experiences, students will work towards becoming confident and enthusiastic readers.

**Science Exploration (4700)**

This elective course focuses on the topics related to Science, Technology, Engineering, and Math (STEM). Students complete projects in a scientific area of focus, learning steps in the scientific process, career applications of scientific principles, and current topics of scientific concern.

**Study Skills (1006)**

This course aims to empower students with the tools they need to become self-reliant, organized, and confident learners. By the end of the course, students will not only excel academically but also be better equipped to tackle the challenges of middle school and beyond, building a strong foundation for their future educational endeavors.

**World Area Studies (4061)**

Students will explore the history, the geography, the economy, the culture and the language of selected countries. The countries will include China, Japan, Mexico, Canada, Germany, and several countries in the Middle East.

**Yearbook (1220)**

Students will be taken step-by step through the art of designing a school yearbook. The basics of yearbook layout, design, copywriting, and photography will be addressed throughout the year. In addition to learning the correct terminology and basic guidelines, students will put their learning to practice by conducting interviews, attending events, and being responsible for meeting all production deadlines.

## World Languages

(not all courses are offered at each school)

*The world language program includes instruction in both the classical and modern languages. The study of world language fosters insight into common human traits in an evolving world community. In the eighth grade, students may take the first year of a world language; choices may include Spanish, German, Latin, and French. Students who successfully complete the first year of a world language will be allowed to count this experience in the sequence of courses required toward meeting the requirements of the Advanced Studies Diploma. Because this class earns high school credit, the grade for these classes will be averaged in the high school grade point average (GPA).*

### **French I (5110)**

Grade Levels: 8 -12

Grade Scale: 1.0

Credit: 1 unit

This course provides beginning students with basic skills in listening, speaking, reading, and writing. Vocabulary and basic grammar are stressed, and emphasis is placed on enabling students to communicate in daily life situations. Students also incorporate geographical, historical, cultural, and map skills in their studies of the locations where French is spoken.

Grade Levels: 8 -12

Grade Scale: 1.0

Credit: 1 unit

Latin I introduces the student to the language of the ancient Romans. This includes sufficient study of grammar and vocabulary to translate and read for comprehension simple Latin to English and translate English to Latin. In addition, the student becomes familiar with stories and legends of Rome's founding and growth and some of her achievements which have become part of our heritage.

### **Spanish I (5510)**

Grade Level(s): 8 -12

Credit: 1 unit

This course provides beginning students with basic skills in listening, speaking, reading, and writing. Vocabulary and basic grammar are stressed, and emphasis is placed on enabling students to communicate in daily life situations. Students also incorporate geographical, historical, cultural, and map skills in their studies of the locations where Spanish is spoken.

### **Latin I (5310)**

## INDIVIDUALIZED EDUCATION PROGRAM (IEP) COURSES

*Eligibility for all courses is through special education placement, which is done by the IEP team for each student. Specialized instruction will be provided that is aligned to the Standards of Learning.*

### **Developmental Reading (MS1181, MS1182, MS1183)**

This course is designed to improve basic reading skills which have been identified as minimum reading competencies. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

### **Life Skills English (1126, 1127, 1128)**

Life Skills English is a course for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP). The curriculum for this class focuses on raising students' overall competencies in the areas of reading or English found to be deficient as determined by various assessment instruments used for identification. Instruction in this course is to help maintain and strengthen listening, speech and language, reading, writing, and spelling. Students may be admitted to this course only if it is included in the Individualized Education Program (IEP).

### **Adaptive Physical Education 6, 7, 8 (MS7700)**

Adaptive Physical Education is physical education which has been adapted or modified and includes a variety of developmental activities, games, sports, and rhythms. Activities are suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. This course is not intended to serve as a therapeutic treatment program. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

### **Life Skills Social Studies 6, 7, 8 (2306, 2307, 2308)**

Life Skills Social Studies is a course for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP). This course seeks to develop social competence through practical experiences with social studies. Activities are designed to develop traits of good citizenship, teach the student how to relate to others and give him/her an opportunity to become socially and vocationally proficient. The activities are designed to develop the student's maximum competence in basic knowledge of history, government, and community.

Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

### **Life Skills 6, 7, 8 (7896, 7897, 7898)**

At the middle school level the curriculum is designed to incorporate functional skills, to promote generalization and transfer of those skills and to foster the growth of appropriate social skills. Activities are provided to stress prevocational, vocational goals and objectives. Experiences leading to increasing abilities in independent living are included in this course of study. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

### **Life Skills Mathematics 6, 7, 8 (3116, 3117, 3118)**

Life Skills Mathematics is a course designed for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP). The curriculum for this class focuses on raising students' overall competencies in the areas of mathematics as determined by various assessment instruments used for identification. Daily uses of math are emphasized to increase abilities for students to pursue living independently. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

### **Life Skills Science 6, 7, 8 (4116, 4117, 4118)**

Life Skills Science is a course designed for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP). This course seeks to develop a student's overall knowledge in the areas of scientific investigations, life systems, ecosystems, earth and space systems. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

**Resource (Formerly Fundamental Skills, 7860, 7861, 7862)**

The instructional program on the middle school level includes mastery of specific goals, the improvement of educational achievement in the regular education environment, and the reinforcement of skills required for the promotion of personal/social adjustment through total educational achievement. The special

education teacher will maintain communication with regular education teachers and offer assistance to regular education teachers as requested. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP) or 504 plan

## High School Curriculum

### Curriculum

The minimum requirements for high school completion are outlined by the State Board of Education and the Bedford County School Board. In order to meet these requirements, middle school students and their parents plan a tentative program of study for grades 9-12 through the academic career and planning process before they enter high school. Since interests and goals change, this program can be amended based on input from parents, students, counselors, teachers, and administrators.

Class schedules are created each year based on courses selected by students. Modifications to class schedules may change due to class enrollments. Students are eligible to take dual-enrollment courses for both high school and college credit. To have a college course counted as part of a high school transcript, a student must have prior written approval of the high school principal and must have been accepted by the college for admission to the course. Any school variations from the Program of Studies must be approved by the Superintendent or his designee.

It is the responsibility of each student and his/her parent that requirements for an Advanced Studies Diploma and a Standard Diploma are met. School counselors review graduation requirements with students annually, and the school counseling staff at each school is available to assist you. Please work closely with your child's school counselor in making academic decisions for your child. To determine the graduation requirements for your child, you must consider both the type of diploma sought and the year your child first entered ninth grade.

### Instruction

The Bedford County School Board supports the use of educational practices that research and experience have shown to be most effective for the high school years. Such practices include, but are not limited to, direct teacher instruction, teacher directed seatwork or research, group work, cooperative learning, peer tutoring, student-directed learning, problem solving, and technology integration.

The following pages describe Bedford County Public Schools' high school course offerings. All courses are not necessarily offered in all schools. Course selection patterns may affect course offerings. Check with the principal or school counselor for a current list of course offerings for a specific school. A student registered for a class with an enrollment too small or large is notified by the school counselor and given the opportunity to make another selection.

Some courses have prerequisite requirements or placement tests to ensure adequate student preparation to enhance the student's probability of success. Students shall be counseled about their choices for classes and the limitations on adding and withdrawing courses during the course enrollment period. Principals must approve any course changes once the academic year begins. Regulations for the timeline for altering schedules and withdrawing from courses are found in [JK-R - Grading](#). Principals can also approve additional courses when the student has exhausted all Bedford County Public School course offerings.

#### *NCAA Courses*

NCAA schools require college-bound student-athletes to build a foundation of high school courses to prepare them for the academic expectations in college.

[Find your high school's list of NCAA core courses](#)

**Core Courses***English*

1130	English 9
1133	Honors English 9
1140	English 10
1142	Honors English 10
1150	English 11
1151	Advanced English 11
1152	AP English Language and Composition (11)
1160	English 12
1161	Advanced English 12
1195	AP English Literature and Composition (12)
1162	College Eng. and Composition I /II (DE)
1516DE	College English Literature (DE)
01105	AP Research
22110	AP Seminar
1177	Advanced Composition
1200	Journalism I
1210	Journalism II
1211	Journalism III
1212	Journalism IV
1219	Media Arts
1191	Mythology
1300	Public Speaking
0116	Reader's Workshop
1166	Short Story
0110	SOL Support

*Mathematics*

3130	Algebra I
3131	Algebra I Part 1
3132	Algebra I Part 2
3135	Algebra II
3139	Honors Algebra II
3134	Algebra, Functions, & Data Analysis
3161	Applied Algebra and Trigonometry
3199DE	College Calculus I (DE)
3177	AP Calculus A/B
3179	AP Calculus B/C
3185	AP Computer Science A
10019	AP Computer Science Principles
02102	Discrete Mathematics
3143	Geometry (may be in 2 pts)
3154	Honors Geometry
3162	Honors Math Analysis/Pre-Calculus
3178	Multivariate Calculus
02114	AP Pre-Calculus
3198	College Pre-Calculus I & II (DE)
02201	Probability and Statistics
3192	AP Statistics
0110	SOL Support

*History and Social Science*

2371	African American History
2996	Comparative World Religion and Philosophy
2399	AP European History
2802/03	AP Micro/Macro-economics
2420	Practical Law
2902	AP Psychology
2500	Sociology
0110	SOL Support
2360	Virginia and United States History

2376	College United States History (DE)
2319	AP United States History
2450	AP Comparative Government and Politics
2440	Virginia and United States Government
2440DE	College Virginia and United States Government
2445	AP United States Government and Politics
2210	World Geography
2215	World History and Geography to 1500 A.D.
2214	Honors World History and Geography to 1500 A.D.
2342	World History & Geography II: 1500 A.D. to the Present
2343	Honors World History & Geography II: 1500 A.D. to the Present

*Science*

4305	Biology (may be in 2 parts)
4330	Honors Biology
0007	College Biology I/II (DE)
4340	AP Biology
4622	Biology II - Anatomy and Physiology
4320	Biology II – Ecology
4410	Chemistry
4430	Honors Chemistry
4420DE	College Chemistry
4470	AP Chemistry
4210	Earth Science (may be in 2 parts)
4260	Earth Science II – Astronomy
4250	Earth Science II – Oceanography
03003	Environmental Science
4270	AP Environmental Science
4510	Physics
4573	AP Physics 1
4574	AP Physics 2
4571	AP Physics C
0110	SOL Support

**Health and Physical Education**

7640	Advanced Physical Education
9840	Introduction to Athletic Training
9841	Athletic Training II
7300	Health and PE 9
7405	Health and PE 10
7510	Personal Fitness I
7511	Personal Fitness II
7015	Driver Education
7641	Strength and Conditioning
7642	Strength and Conditioning II

**Career and Technical Education**

6320	Accounting
6321	College Accounting (DE)
6641	Advanced Programming
8019	Agricultural Fabrication and Emerging Technologies
8018	Agriculture Power Systems
8438	Advanced Drawing and Design
8017	Agricultural Structural Systems
8073	Applied Agriculture Concepts
8437	Architectural Drawing and Design
8506/07	Automotive Technology I and II
8085	Biotechnology Foundations in Agriculture and Environmental Science



8344	Biotechnical Foundations in Health and Medical Sciences
8601/02	Building Construction I and II
8590/91	Building Management I and II
6135	Business Management
6131	Business Law
9071	Career Strategies
8232	Child Development and Parenting
8676/77	Collision Repair Technology I and II
6612	Computer Information Systems
6650/51	Computer Networking Software Operations I and II
3185	AP Computer Science A
10019	AP Computer Science Principles
8622/23	Computer Systems Technology I and II
8431	Construction Technology
8527/28/29	Cosmetology I, II, and III
8275/76	Culinary Arts I and II
8702	Criminal Justice I
8703	Criminal Justice II
6302	Cybersecurity Fundamentals
8630	Cybersecurity Network Systems
8628	Cybersecurity Systems Technology
8629	Cybersecurity Systems Technology Advanced
6630	Design, Multimedia, and Web Technologies
6631	Advanced Design, Multimedia, and Web Technologies
8285	Early Childhood Education
18003	Ecology and Environmental Management
6120	Economics and Personal Finance
8533/34	Electricity & Cabling I and II
8337	Emergency Medical Technician
8451	Engineering and Analysis II
8452	Engineering Concepts and Processes II
8436	Engineering Drawing and Design
8450	Engineering Explorations I
8453	Engineering Practicum IV
8489	Entertainment Design & Technology
8225	Family Relations
8041	Fisheries and Wildlife Management
8055	Floral Design I
8239	Food Science and Dietetics
8409	Forensic Technology
8035	Greenhouse Plant Production and Management
8503/04	Heating, Ventilation, Air conditioning, and Refrigeration I and II
8034	Horticulture Sciences
8219	Independent Living
8008	Introduction to Animal Systems
8250	Introduction to Culinary Arts
8238	Introduction to Family and Human Services
8302	Introduction to Health and Medical Sciences
8255	Introduction to Interior Design
8016	Introduction to Power, Structural, and Technical Systems
7913/16/18/19	Leadership Education and Training I, II, III, and IV
8227	Life Planning
8012	Livestock Production Management
8425	Manufacturing Systems I
8427	Manufacturing Systems II
8120	Marketing
12166	Marketing Management
8130	Strategic Marketing
8433	Materials and Processes Technology
8383	Medical Terminology

8360/62	Nurse Aide I and II
8229	Nutrition and Wellness
8043	Outdoor Recreation, Parks, and Tourism Systems Management
8357/58	Practical Nursing I and II
6115	Principles of Business and Marketing
6640	Programming
8083	Small Animal Care I
8175	Sports, Entertainment, & Recreation Marketing
8177	Sports and Entertainment Management
8435	Technical Drawing
9062/72	Virginia Teachers for Tomorrow I and II
8088	Veterinary Science I
8089	Veterinary Science II
9030	Work Study

**Elective Courses***Art*

9120	Art I
9130	Art II
9140	Art III
9145	Art IV
9147	Art V
9180	Computer Art Graphics
9149	AP Studio Art
9150	3-D Art I
9155	3-D Art II
9197	3-D Art III
9198	3-D Art IV

*Music (Band & Choir)*

9234	Concert Band
05101	Advanced Band
05108	Guitar
05107	Piano Lab I
05106	Small Instrument Ensemble
9237	Symphonic Band
9238	Advanced Symphonic Band
9285	Chorus
9289	Advanced Chorus
9292	Chamber Ensemble
05113	Music Theory
9223	AP Music Theory

*Theatre and Dance*

050001	Dance Technique: Dance 1
050002	Dance Technique: Dance 2
05049	Advanced Dance
9325	Dance Company
1430	Theatrical Production I
1440	Theatrical Production II
1450	Theatrical Production III
1460	Theatrical Production IV
1435	Technical Theatre StageCraft
5056	Technical Theatre StageCraft II

*Internships/Work Experience*

9826	Building and Grounds Internship
9828	Career Internship
9829	Science Internship
1600	Library Internship
9097	Leadership Through Career Exploration
2822	Leadership

8909 Early Release  
8901 Late Arrival  
n/a Independent Study

*World Language*

5995 American Sign Language II  
24854 American Sign Language III  
5710 English as a Second Language I  
5720 English as a Second Language II  
5730 English as a Second Language III  
5731 English as a Second Language IV  
5110 French I  
5120 French II  
5130 French III  
5160 Honors French IV  
5170 AP French Language and Culture  
5310 Latin I  
5320 Latin II  
5330 Latin III  
5340 Latin IV  
5350 Latin V  
5510 Spanish I  
5520 Spanish II  
5530 Spanish III  
5531 Honors Spanish III  
5541 Honors Spanish IV  
5570 AP Spanish Language and Culture  
5580 AP Spanish Literature and Culture

**Individualized Education Program (IEP)**

7896 Fundamental Skills 9  
7897 Fundamental Skills 10  
7898 Fundamental Skills 11  
7899 Fundamental Skills 12  
1135 Language Arts Skills 9  
1146 Language Arts Skills 10  
1157 Language Arts Skills 11  
1168 Language Arts Skills 12  
8000 Functional Reading I  
8001 Functional Reading II  
8002 Functional Reading III  
8003 Functional Reading IV  
0209 Life Skills English 9  
0210 Life Skills English 10

0211 Life Skills English 11  
0212 Life Skills English 12  
7700 Adaptive Physical Education 9  
7701 Adaptive Physical Education 10  
7702 Adaptive Physical Education 11  
7703 Adaptive Physical Education 12  
7866 Life Skills Citizenship 9  
7865 Life Skills Citizenship 10  
7867 Life Skills Citizenship 11  
7868 Life Skills Citizenship 12  
7869 Life Skills School and Community 9  
7872 Life Skills School and Community 10  
7870 Life Skills School and Community 11  
7871 Life Skills School and Community 12  
7900 Personal Life Skills I  
7901 Personal Life Skills II  
7902 Personal Life Skills III  
7903 Personal Life Skills IV  
7800 Resource I  
78001 Resource II  
78002 Resource III  
78003 Resource IV  
8222 Functional Skills 9  
8221 Functional Skills 10  
8224 Functional Skills 11  
8226 Functional Skills 12  
2705 Social Studies Skills 9  
2706 Social Studies Skills 10  
2707 Social Studies Skills 11  
2708 Social Studies Skills 12  
3122 Mathematics Skills 9  
3123 Mathematics Skills 10  
3124 Mathematics Skills 11  
3125 Mathematics Skills 12  
3009 Life Skills Mathematics 9  
3010 Life Skills Mathematics 10  
3011 Life Skills Mathematics 11  
3012 Life Skills Mathematics 12  
4126 Life Skills Science 9  
4127 Life Skills Science 10  
4128 Life Skills Science 11  
4129 Life Skills Science 12  
4134 Science Skills 9  
4135 Science Skills 10  
4136 Science Skills 11  
4137 Science Skills 12

**CORE COURSES****English****English 9 (1130)**

Grade Level: 9  
Grade Scale: 4.0  
Credits: 1

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

**Honors English 9 (1133)**

Grade Level: 9  
Grade Scale: 4.5  
Credits: 1

Honors English is an advanced level course that will help students succeed in college and rigorous high school courses such as those offered by the AP Program. Students will be challenged to expand their skills in reading, writing, and research. Students' writing will focus on drafting and revising descriptive, narrative, expository, and persuasive essays. Literature study will explore themes of various authors. Students will learn to analyze fiction beyond the literal level. Searching for abstract meaning the students will apply the ideas studied to their own lives. At the end of this course students will be able to analyze, reason, and understand for themselves; and will be better prepared for the advanced placement tests.

**English 10 (1140)**

Grade Level: 10  
Grade Scale: 4.0  
Credits: 1

The tenth grade student will become a skilled communicator in small-group learning activities. The student will read and critique literary works from a variety of eras and cultures. Attention will be given to the analysis of printed consumer information, such as labels, owner's manuals, warranties, and contracts. The student will critique the writing of peers and professionals, using analysis to improve his/her writing skills.

**Honors English 10 (1142)**

Grade Level: 10  
Grade Scale: 4.5  
Credits: 1

Honors English is an advanced level course that will help students succeed in college and rigorous high school courses such as those offered by the AP Program. Students will be challenged to expand their skills in reading, writing, and research. Through the study of literature and use of critical thinking skills, students learn to recognize all universal literary themes and heighten their aesthetic appreciation of well-written works. Students will be exposed to a wider variety of writing and will spend time on developing a personal writing style. The majority of all writing assignments will complement the study of literature. At the end of this course students will be able to analyze, reason, and understand for themselves; and will be better prepared for the advanced placement tests.

**English 11 (1150)**

Grade Level: 11  
Grade Scale: 4.0  
Credits: 1

The eleventh-grade student will be able to make and analyze persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. The student's appreciation for literature will be enhanced by the study of American literature, both classic and contemporary. The student will be able to identify the prevalent themes and characterizations present in American literature which are reflective of the history and culture; furthermore, the student will identify the contributions of other cultures to the development of American literature. The student will be able to write clear and accurate business and technical correspondence and reports for research and other applications in all subjects. The student will develop expository and persuasive compositions by locating, evaluating, synthesizing, and citing applicable information with careful attention to organization and accuracy. Some sections of English 11 will be integrated with U.S. History in an American Studies block.

**Advanced English 11 (1151)**

Grade Level: 11  
Grade Scale: 4.5  
Credits: 1

Advanced English 11 examines the English 11 objectives in greater depth. This course requires a greater amount of outside reading and writing.

**AP English Language and Composition 11 (1152)**

Grade Levels: 11  
Grade Scale: 5.0  
Credits: 1

AP English Language and Composition prepares students to take the AP Exam for qualification to receive college credit. students will write in the specific forms of: narrative, expository, and argumentative. The writing will cover a variety of subjects from personal to public policies, and from popular culture to imaginative literature. students will develop skills in analyzing the rhetoric of prose passages and will demonstrate their skill by writing

essays in various rhetorical modes. Upon completion of this course students will be prepared to read complex text with understanding and write mature fully-developed prose. Students in AP classes are expected to take the College Board Exam in addition to fulfilling all the English 11 curriculum requirements. The emphasis of this course is on preparing students for the AP English Language and Composition examination. Students are required to take the AP exam.

**English 12 (1160)**

Grade Level: 12  
Grade Scale: 4.0  
Credits: 1

The twelfth-grade student will use organizational skills, audience awareness, appropriate vocabulary and grammar, and both verbal and nonverbal presentation skills to plan and deliver an effective 5-10 minute oral presentation. The student will analyze British literature and literature of other cultures, with attention to the many classic works which may be studied. To the extent feasible, selections will include those which relate to other subjects, such as the study of American and Virginia government. Writing will include the production of technical and expository papers, which are organized logically and contain clear and accurate ideas. The student also will produce a well-documented major research paper.

**Advanced English 12 (1161)**

Grade Level: 12  
Grade Scale: 4.5  
Credits: 1

This course is designed to be taught in a similar fashion to College English Composition and may be offered concurrently. This course develops writing ability for study, work, and other areas of life based on experience, observation, research, and reading of selected literature. College English guides students in learning writing as a process; understanding audience and purpose, exploring ideas and information, composing, revising, and editing. The course supports writing by integrating composing, revising, and editing. The composing process is supported by thinking, reading, listening, and speaking. Elements of fiction and nonfiction literature will also be components of the course.

**AP English Literature and Composition 12 (1195)**

Grade Level: 12

Grade Scale: 5.0

Credits: 1 high school and 6 college

AP English Literature and Composition challenges students to read and interpret a wide range of imaginative works. The course invites students to explore a variety of genres and literary periods and to write clearly about the literature they encounter. On a daily basis, it asks them to read critically, think clearly, and write concisely about fiction and poetry. By the end of the course, students will be prepared for the AP Literature and Composition exam and will have cultivated a rich understanding of literary works and acquired a set of analytical skills they will use throughout their lives. Rhetorical devices and argument skills learned in the AP English Language and Composition 11 course with nonfiction readings will be refined and refocused for the literature and poetry studied in AP 12. Students in AP classes are expected to take the College Board Exam in addition to fulfilling all the English 12 curriculum requirements. The emphasis of this course is on preparing students for the AP English Literature and Composition examination. Students are required to take the AP exam.

**College English Composition I & II (1162)**

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1 high school and 6 college

College English Composition is a dual enrollment class incorporating Central Virginia Community College English 111 - College Composition I (3 credits) and English 112 - College Composition II (3 credits). This course develops writing ability for study, work, and other areas of life based on experience, observation, research, and reading of selected literature. College English guides students in learning writing as a process, understanding audience and purpose, exploring ideas and information, composing, revising, and editing. The course supports writing by integrating composing, revising, and editing. The composing process is supported by thinking, reading, listening, and speaking.

Prerequisites: CVCC requires students to pass the CVCC placement test before admission to the class.

**College English Literature (1516)** *Prerequisites: College English Composition I & II*

Grade Level: 11 or 12

Grade Scale: 5.0

Credit: 1 high school and 6 college

College English Literature is a dual enrollment class incorporating Central Virginia Community College ENG 245 - British Literature (3 credits) and English 255 - World Literature (3 credits). British Literature examines British literary traditions and texts from diverse time periods, genres, and authors. Students develop critical thinking and interpretive skills through close reading, discussion, and analysis of literary texts in their historical, cultural, social, and/or literary contexts. World Literature examines literary texts across a variety of cultures, genres, and time periods. Students develop critical thinking and interpretive skills through close reading, discussion, and analysis of literary texts from around the world in their historical, cultural, social, and/or literary contexts.


**AP Seminar (22110)**

Grade Levels: 10-11

Grade Scale: 5.0

Credits: 1

AP Seminar is a foundational course in the AP Capstone experience that engages students in cross-curricular conversations that explores the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literature and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in researched-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

**AP Research (01105)** *Prerequisite: AP Seminar (22110)*

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1

This is the second course in the AP Capstone experience. It allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question.

**Advanced Composition (1177)**

Grade Levels: 11-12

Grade Scale: 4.0

Credit: 1 unit

This elective course may be taken on the eleventh or twelfth grade level in addition to an English course. Students should be interested in strengthening their writing and thinking skills through a review of grammar and various techniques and approaches to writing. A wide range of assignments, usually based on reading and class discussion, gives students practice in expository writing, persuasive writing, critical analysis, and creative writing. The advanced composition class may be responsible for the production of a school literary magazine.

**Short Story (1166)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

This course may be taken in addition to an English class. Emphasis of this elective course will be on the evolution of the short story form and its use in various themes of literature (romance, war, science fiction, etc.). The student will read and analyze a variety of short stories.

**Mythology (1191)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

This elective course is designed for all grade levels. Students should be interested in learning how the Greeks and Romans explained both the world around them and human behavior through mythology.

Students will read a variety of myths, epics, and tragedies. The course will be activities-based covering ancient Greek and Roman times. Study will revolve around the myths of Greece and Rome as well as various types of myths from other cultures.

**Journalism I (1200)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Journalism I is an elective course that provides the foundations for effective journalism. Students will learn how to communicate and operate publications according to the rules of responsible journalism. Students may study the history of journalism, advertising, interviewing, writing various types of copy, editing, layout, and the fundamentals of photography. Students contribute to school publications as they apply what they have learned.

**Journalism II (1210)***Prerequisite: Journalism I (1200) or teacher recommendation*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Students who have successfully completed Journalism I (or by teacher recommendation) may further their understanding of effective, responsible journalism by taking Journalism II. The emphasis is on yearbook production and may include newspaper production and other desktop publishing.

**Journalism III and IV (1211, 1212)***Prerequisite: Journalism II (1210)*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Students who have successfully completed Journalism II and desire to continue their work in journalism are eligible to take Journalism III and IV. These courses may include leadership roles in school publications and advanced projects in journalism.

**Media Arts (1219)**

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

Media Arts will provide an introduction to the world of communication through technology. Students will have the opportunity to learn the basics of digital photography and editing through Photoshop and Photoshop Elements, graphic design and journalistic principles for digital media, as well as the operation of television cameras and editing equipment. The school's web page will be produced using web page design software. While the production of the morning announcements, and other school publications may also be included in the Media Arts course.

**Public Speaking (1300)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

This elective course will include instruction and practice in clarity of oral expression, logical reasoning, and proper organization of material. Students will learn to prepare speeches to inform, convince, persuade, demonstrate, and entertain. Students will develop skills necessary for the effective presentation of prose, poetry, and dramatic readings as well as extemporaneous speaking.

**Reader's Workshop (0116)**

Grade Level(s): 9-12

Credit: 1 unit

Students are recommended for this course which is designed to give students tools to understand different kinds of text and to improve the strategies they use in accessing print. The focus is on reading, writing, word study, and thinking skills. Small class size allows individual needs to be addressed.

## Mathematics

### Algebra I (3130)

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

The successful mastery of Algebra 1 is widely considered to be the gatekeeper to success in the study of upper-level mathematics. The study of algebraic thinking begins in kindergarten and is progressively formalized prior to the study of the algebraic content found in the Algebra 1 Standards of Learning. The progression of algebraic content includes patterning, generalization of arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. All students are expected to achieve proficiency with the Algebra 1 Standards. The study of Algebra 1 assists students in generalizing patterns and representing relevant, contextual situations with algebraic models. To assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration should be given to the sequential development of concepts and skills by using concrete materials to support the transition from the numeric to the symbolic. Connections between Algebra 1 and other subject areas through contextual applications may help students attach meaning to the abstract concepts of algebra. The Algebra I SOL end-of-course test is given during this course. This course may be taken with the companion SOL Support class (0110) if extra time is needed to master course content. This course may be taken in two parts by qualifying students: Algebra Part 1 (3131) and Algebra Part 2 (3132).

### Algebra I Part I (3131)

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

This course is the first in a two-part sequence designed for qualifying students to move through the Algebra I course content over two consecutive years. The successful mastery of Algebra 1 is widely considered to be the gatekeeper to success in the study of upper-level mathematics. The study of algebraic thinking begins in kindergarten and is progressively formalized prior to the study of the algebraic content found in the Algebra 1 Standards of

Learning. The progression of algebraic content includes patterning, generalization of arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. All students are expected to achieve proficiency with the Algebra 1 Standards. The study of Algebra 1 assists students in generalizing patterns and representing relevant, contextual situations with algebraic models. To assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration should be given to the sequential development of concepts and skills by using concrete materials to support the transition from the numeric to the symbolic. Connections between Algebra 1 and other subject areas through contextual applications may help students attach meaning to the abstract concepts of algebra. This course may be taken with the companion SOL Support class (0110) if extra time is needed to master course content.

### Algebra I Part 2 (3132)

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

This course is the second in a two-part sequence designed for qualifying students to move through the Algebra I course content over two consecutive years. The successful mastery of Algebra 1 is widely considered to be the gatekeeper to success in the study of upper-level mathematics. The study of algebraic thinking begins in kindergarten and is progressively formalized prior to the study of the algebraic content found in the Algebra 1 Standards of Learning. The progression of algebraic content includes patterning, generalization of arithmetic concepts, proportional reasoning, and representing mathematical relationships using tables, symbols, and graphs. All students are expected to achieve proficiency with the Algebra 1 Standards. The study of Algebra 1 assists students in generalizing patterns and representing relevant, contextual situations with algebraic models. To assist students in developing meaning and connecting algebraic concepts to geometry and statistics, consideration should be given to the sequential development of concepts and skills by using concrete materials to support the transition from the numeric to the symbolic. Connections between Algebra 1 and other subject areas through contextual applications may help



students attach meaning to the abstract concepts of algebra. The Algebra I SOL end-of-course test is given during this course. This course may be taken with the companion SOL Support class (0110) if extra time is needed to master course content.

### Algebra II (3135)

*Prerequisite: Algebra I and Geometry*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Students enrolled in Algebra 2 are assumed to have mastered the concepts outlined in the Algebra 1 Standards. Students earning an Advanced Studies Diploma are assumed to have mastered the content in the Algebra 2 Standards of Learning. A thorough treatment of advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and curves of best fit. Emphasis will be placed on contextual applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results should also permeate the course. If needed for graduation or ESSA requirements, students will take the SOL end-of-course assessment during this course.

### Honors Algebra II (3139)

*Prerequisite: Algebra I and Geometry*

Grade Levels: 9-11

Grade Scale: 4.5

Credits: 1

This course is designed for advanced students who are capable of more rigorous study at an accelerated pace, and is designed to help students succeed in college and rigorous high school courses such as those offered by the AP Program. Students enrolled in Algebra 2 are assumed to have mastered the concepts outlined in the Algebra 1 Standards. Students earning an Advanced Studies Diploma are assumed to have mastered the content in the Algebra 2 Standards of Learning. A thorough treatment of advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and curves of best fit. Emphasis will be placed on contextual

applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results should also permeate the course. Students in Honors Algebra II will also cover a portion of the trigonometry standards. If needed for graduation or ESSA requirements, students will take the SOL end-of-course assessment during this course.

### Algebra, Functions, and Data Analysis (3134)

*Prerequisite: Algebra I and Geometry*

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

This course is designed for students who have successfully completed the courses of Algebra I and Geometry and who would benefit from a “bridge” to Algebra II. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated through practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or piecewise-defined equations or a system of equations. Through the investigation of mathematical models and interpretation/analysis of data from relevant, applied contexts and situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics.


### Applied Algebra and Trigonometry (3161)

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

The purpose of this course is to strengthen the algebraic skills developed in Algebra II and provide a foundation for the mathematical topics needed for first-year college mathematics. Topics to be studied are functions, trigonometric functions, analytic trigonometry, oblique triangles, complex numbers, exponential and logarithmic functions, and analytic geometry. This course may serve as a “capstone” math course for students preparing to enter college-level math courses.


**College Calculus I (3199DE)** *Prerequisites: Pre-Calculus I and II*

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1 high school and 4 college

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


**AP Calculus A/B (3177)** *Prerequisites: Pre-Calculus*

Grade Levels: 10-12

Grade Scale: 5.0

Credits: 1

This course is designed for the study of elementary functions and introductory calculus for the student who is oriented towards mathematics, science, and/or engineering. Students who enroll in this course should have completed four years of secondary mathematics including coursework in algebra, geometry, trigonometry, and pre-calculus (including elementary functions). Students must also understand the language of functions (domain and range, zeros, symmetry, periodic, odd and even, intercepts, and so on). Topics that will be covered include: elementary functions, differential calculus, and integral calculus. The use of a graphing calculator in AP Calculus is considered an integral part of the course. Students are strongly encouraged to take the AP exam at the end of this course.

**AP Calculus B/C (3179)** *Prerequisites: Pre-Calculus*

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1

This course is designed to include all topics covered in Calculus AB plus additional topics which will include: parametric, polar, and vector functions; applications of integrals, improper integrals; and polynomial approximations and series, specifically, concept of series, series of constants, and the Taylor series. The content of this course is designed to qualify the student, who is oriented towards mathematics, science, and/or engineering, for

placement and credit in a college course that is one course beyond that which is granted for Calculus AB. Students who enroll in this course should have completed four years of secondary mathematics including coursework in algebra, geometry, trigonometry, analytical geometry, and elementary functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. Students must understand the language of functions (domain and range, zeros, symmetry, periodic, even and odd, intercepts, and so on) and know the values of the trigonometric functions of the numbers  $0$ ,  $\pi/6$ ,  $\pi/4$ ,  $\pi/3$ ,  $\pi/2$ , and their multiples. The use of a graphing calculator in AP Calculus is considered an integral part of the course. Students are required to take the AP exam.

**AP Computer Science A (3185)** 

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1

AP Computer Science A is designed to be an introductory college-level course in computer science. It emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. The coursework will include the following topics: object-oriented program design, program implementation, program analysis, the study of standard data structures and abstraction, standard algorithms, and computing in context. Current offerings of the AP Computer Science A Exam require the use of Java (those sections of the exam that require the reading or writing of actual programs). Students are required to take the AP exam.

**AP Computer Science Principles (10019)** 

Grade Levels: 10-12

Grade Scale: 5.0

Credits: 1

The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. You will creatively address real-world issues and concerns while using the same processes and tools as artists, writers,

computer scientists, and engineers to bring ideas to life. Students are required to take the AP exam.

### Discrete Mathematics (02102)

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

Discrete Mathematics may be described as the study of mathematical properties of sets and systems that have a countable (discrete) number of elements. With the advent of modern technology, discrete (discontinuous) models have become as important as continuous models. In this course, the main focus is problem solving in a discrete setting. Techniques that are not considered in the current traditional courses of algebra, geometry, and calculus will be utilized. As students solve problems, they will analyze and determine whether a solution exists (existence problems), investigate how many solutions exist (counting problems), and focus on finding the best solution (optimization problems). Connections will be made to other disciplines. The importance of discrete mathematics has been influenced by technology. Technology tools will be used to assist in teaching and learning. Graphing technologies facilitate visualizing, analyzing, and understanding algebraic and statistical behaviors and provide a powerful tool for solving and verifying solutions.

### Geometry (3143)

*Prerequisite: Algebra I*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Geometry is a course designed for students who have successfully completed the Standards for Algebra 1. The course includes an emphasis on developing reasoning skills through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, students use various types of reasoning, justification, and methods of direct and indirect proof and interpret and determine the validity of conditional statements. Venn diagrams are used to represent set relationships. If needed for graduation or ESSA requirements, students will take the SOL end-of-course assessment during this course. This course may be taken with the companion SOL

Support class (0110) if extra time is needed to master course content. This course may be taken in two parts by qualifying students.

### Honors Geometry (3154)

*Prerequisite: Algebra I*

Grade Levels: 9-10

Grade Scale: 4.5

Credits: 1

Geometry is a course designed for students who have successfully completed the Standards for Algebra 1. The course includes an emphasis on developing reasoning skills through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, students use various types of reasoning, justification, and methods of direct and indirect proof and interpret and determine the validity of conditional statements. Venn diagrams are used to represent set relationships. Students in Honors Geometry will also cover a portion of the trigonometry standards. If needed for graduation or ESSA requirements, students will take the SOL end-of-course assessment during this course.

### Honors Mathematical Analysis/Pre-Calculus (3162)

Grade Levels: 10-12

Grade Scale: 4.5

Credits: 1

Similar to College Pre-Calculus, this course continues the study of elementary trigonometric and analytic geometry. Mathematical concepts dealing with the analysis of elementary algebraic and transcendental functions are studied, focusing on sketching, limits, continuity, and solutions. Topics studied are value systems, functions and relations, algebraic and transcendental analysis of conics, trigonometry, exponential and logarithmic functions, rate of change, sequence and series, permutation and combination, and mathematical induction. This course is designed for students planning to take AP Calculus and math courses beyond that level in high school or college.


**Multivariate Calculus (3178)** (DE optional)

Grade Levels: 12

Grade Scale: 4.0 or 5.0

Credits: 1

Focuses on extending the concepts of function, limit, continuity, derivative, integral and vector from the plane to the three dimensional space. Covers topics including vector functions, multivariate functions, partial derivatives, multiple integrals and an introduction to vector calculus. Features instruction for mathematical, physical and engineering science programs.

**AP Pre-Calculus (02114)** 

Grade Levels: 10-12

Grade Scale: 5.0

Credits: 1

AP Pre-Calculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. This course is designed for students planning to take AP Calculus and math courses beyond that level in high school or college. Students are required to take the AP exam.

**College Pre-Calculus I & II (3198)** *Prerequisite: CVCC Screening Test*

Grade Levels: 10-12

Grade Scale: 5.0

Credits: 1 high school and 6 college credits

This course is a dual enrollment course which incorporates CVCC courses Math 161 (first semester) and Math 162 (second semester). College Pre-calculus I presents college algebra matrices, and algebraic, exponential, and logarithmic functions. College Pre-calculus II presents trigonometry, analytic geometry, and sequences and series. This course is designed for students planning to take AP Calculus and math courses beyond that level in high school or college. CVCC regulations stipulate that students receiving a D or F in Math 161 (first semester) may not register for Math 162 (second semester).


**Probability and Statistics (02201)**

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

Students enrolled in this course are assumed to have mastered the concepts identified in the Standards of Learning for Algebra II. The purpose of the course is to present basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions.

**AP Statistics (3192)** 

Grade Levels: 10-12

Grade Scale: 5.0

Credits: 1

AP Statistics is designed to introduce the student to the major concepts and tools for collecting, analyzing and drawing conclusions from data. It is recommended for students who have a strong background in high school mathematics through Honors Mathematical Analysis/Pre-Calculus (3162). The course has broad applications in many areas of college study including the natural and social sciences, education, and business. Topics covered include 1) exploring data by describing patterns and departures from patterns, 2) sampling and experimentation, 3) anticipating patterns by using probability, and stimulation and 4) statistical inference. Students are required to take the AP exam.

## Science

### Biology (4305)

Grade Levels: 9-11

Grade Scale: 4.0

Credits: 1

The Biology standards are designed to provide students with a detailed understanding of living systems. Students investigate biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the changes in organisms through time. Skills necessary to examine scientific explanations, conduct experiments, analyze and communicate information, and gather and use information in scientific literature continue to be important. The importance of scientific research that validates or challenges ideas is emphasized at this level. Tools and technology, including calculators, computers, probes and sensors, and microscopes, are used when feasible. Students will use chemicals and equipment safely. Mathematics, computational thinking, and experiences in the engineering design process are important as students advance in their scientific thinking.

### Honors Biology (4330)

Grade Levels: 9-11

Grade Scale: 4.5

Credits: 1

Honors Biology is an elective course in preparation for AP Biology. It is designed to guide students in the investigation of all aspects of living organisms and prepare students for the AP Biology course. Extensive studies will include the following topics: ecology, cell structure, plant and animal systems, genetics, classification, and plant/animal evolution. There will also be an examination of how various plants and animals fit into the web of life.

### College Biology I and II (0007)

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1 high school and 8 college credits

College Biology Part I focuses on foundations in cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow,

storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes the process of science, interdisciplinary approach, and relevance of biology to society. Part I of a two-course sequence. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week. Part II focuses on diversity of life, anatomy and physiology of organisms, and ecosystem organization and processes in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes the process of science, interdisciplinary approach, and relevance of biology to society. Part II of a two-course sequence. Lecture 3 hours. Recitation and laboratory 3 hours. Total 6 hours per week.

### AP Biology (4340)

Grade Levels: 10-12

Grade Scale: 5.0

Credits: 1

AP Biology is an elective course which follows the recommended College Board Course Outline and is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course is designed to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology, and application of biological knowledge and critical thinking to environmental and social concerns are addressed. Students are required to take the AP exam.

### Biology II Anatomy & Physiology (4622)

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

In this laboratory-based course, students will gain an in-depth understanding and working knowledge of the structure and function of the human body. The course will cover the eleven systems of the human body with emphasis on the mechanisms that maintain homeostasis. Laboratory and clinical case studies will be used to illustrate anatomical and physiological concepts. Careers in the medical sciences are

explored. Students will study basic anatomical terminology and the biochemical composition of the human body, with detail of each of the major systems of the body. One of the goals of this course is to provide students with the skills necessary to be successful in future science classes in college and medical fields.

### **Biology II Ecology (4320)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Biology II – Ecology is a course designed to provide students with an understanding and appreciation of the environment and the delicate balance that exists between the living and nonliving factors. Instructional content includes care, management and preservation of soil, water, air, flora, and fauna. Additional topics include the identification and discussion of prevalent environmental problems and the methods and practices used to preserve nature and maintain a healthy environment.

### **Chemistry (4410)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Chemistry is designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated through the use of laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology will be employed in experimental and analytical investigations, and concepts will be illustrated with practical applications. Technology including graphing calculators and computers may be used. Students will understand and use safety precautions with chemicals and equipment. The course emphasizes qualitative and quantitative study of substances and the changes that occur in them. In meeting the chemistry course requirements, students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively. The course is designed as preparation for college chemistry or other advanced sciences.

### **Honors Chemistry (4430)**

Grade Levels: 10-12

Grade Scale: 4.5

Credits: 1

This course is specifically designed to be a preparatory course for AP Chemistry and possibly other AP science courses. The course covers all content that is taught in Chemistry, but to a greater depth and level of understanding. Scientific methodology will be employed in experimental and analytical investigations and concept application. Technology including graphing calculators, computers, and probe-ware may be used. Students will understand and use correct techniques and procedures with respect to safe use of chemicals and equipment. Additional topics which may be covered in this course include: nuclear chemistry, VSEPR theory, thermochemical and thermodynamic calculations, organic chemistry, electrochemistry, and qualitative analysis.


### **College Chemistry (4420DE)**

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1 high school and 8 college credits

Explores the fundamental laws, theories, and mathematical concepts of chemistry. Designed primarily for science and engineering majors. Requires a strong background in mathematics. The lecture portion covers such fundamentals as atomic theory, mass relationships in chemistry, stoichiometry, reactions in aqueous solution, electronic structure, periodic table, chemical bonding, the role of energy in a chemical reaction, properties of the states of matter. The lecture will also cover colligative properties, kinetics and mechanisms, equilibrium, acid-base study, complex ions, solubility products, entropy and free energy, electrochemistry, nuclear chemistry. The laboratory portion teaches students proper techniques in conducting lab work while performing experiments that parallel the concepts presented in lectures.


**AP Chemistry (4470)** 

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1

AP Chemistry is an elective course which follows the recommended College Board Course Outline and is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Students are required to take the AP exam.

**Earth Science (4210)** 

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

The Earth Science standards focus on the complex nature of the Earth system, including Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space as a set of complex, interacting, and overlapping systems. The standards emphasize the nature of science as students learn about the development of scientific thought about Earth and space. The standards stress the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze, and report data; and the utilization of science skills in systematic investigation. Problem solving and decision making are integral parts of the standards, especially as related to the costs and benefits of utilizing Earth's resources. Mathematics and computational thinking are important as students advance in their scientific thinking.

**Earth Science II Astronomy (4260)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

The goal of this course is to provide students with an introduction to the concepts of modern astronomy, the origin and history of the Universe, and the formation of the Earth and the solar system. The course gives a description of astronomical

phenomena using the laws of physics. Many standard astronomy topics are studied including planets, stars, the Milky Way and other galaxies, black holes, and the origin of the universe. Both descriptive and comparative studies and investigations will take place.

**Earth Science II Oceanography (4250)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

In Oceanography, students will take a journey through the ocean realm. Oceanography applies the sciences of geology, biology, chemistry, and physics to Earth's oceans. The course also examines engineering for the development of devices that allow scientists to explore underwater depths.

**Environmental Science (03003)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Environmental Science will continue the student investigations that began in grades K-8. It will integrate the study of many components of our environment, including the human impact on our planet. These outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Instruction will focus on student data collection and analysis through laboratory experiences and field work. It will include descriptive and comparative studies as well as investigation (i.e. meaningful watershed educational experiences). Students will be provided with diverse points of view about the management of natural resources, and engage in a variety of learning experiences and career education opportunities.

**AP Environmental Science (4270)** 

Grade Levels: 10-12

Grade Scale: 5.0

Credits: 1

AP Environmental Science is designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems and to propose and examine solutions to

these problems. The course is intended to be the equivalent of a one-semester college ecology course, which is taught over an entire year in high school. The course encompasses human population dynamics, interrelationships in nature, energy flow, resources, environmental quality, human impact on environmental systems, and environmental law. Students are strongly encouraged to take the AP exam at the end of this course.

### Physics (4510)

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

The Physics standards emphasize a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra and trigonometry is important, but conceptual understanding of physical systems remains a primary concern. Students build on basic physical science principles by exploring in-depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered by the standards include force and motion, energy transformations, wave phenomena and the electromagnetic spectrum, electricity, fields, and non-Newtonian physics. Technology, including graphing calculators, computers, and probeware are used when feasible. Students will use equipment safely. Mathematics, computational thinking, and experience in the engineering design process are essential as students advance in their scientific thinking.

### AP Physics 1: Algebra-Based (4573)

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1

AP Physics 1: Algebra-Based is the equivalent of a first semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electrical circuits. Students are required to take the AP exam.

### AP Physics 2: Algebra-Based (4574)

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1

AP Physics 2: Algebra Based is the equivalent of a second semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Students are expected to take the advanced placement examination for college credit. A prerequisite for this course is the successful completion of AP Physics 1 or AP Physics B. Students are required to take the AP exam.

### AP Physics C (4571)

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1

This course is designed to provide the foundation in physics for students who plan to major in the physical sciences and engineering. The subject matter of the course is primarily mechanics and electricity & magnetism, with approximately equal emphasis and time spent on the two areas. This course should be taken co-requisite with, or preceded by, a calculus course. Calculus methodologies are used wherever appropriate in formulating physical principles and relating them to physical problems. The course is intensive and analytic with emphasis placed on the solving of challenging calculus-based problems. This course provides a laboratory component that reinforces the topics being covered in class. Students are required to take the AP exam.



## History and Social Science

### African American History (2371)

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

This course will survey African American history from precolonial Africa through the present. Students will be introduced to key concepts in African American history from early beginnings in indigenous Africa through the transatlantic slave trade, the Civil War, Emancipation, Reconstruction, the Civil Rights era and into the present. The course, offered in a variety of learning models, will give students an opportunity to explore social events and processes, individuals and agency, documents and institutions; and analyze past and present positions for future implications for African Americans. This course does require students to complete a Capstone project. Students will pursue independent research relative to the content on a question or problem of their choice and produce a learning object that reflects a deeper understanding of African American history.

### AP Comparative Government and Politics (2450)



Grade Levels: 11 or 12

Grade Scale: 5.0

Credits: 1

AP Comparative Government and Politics is an introductory college-level course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. Students are required to take the AP exam.

### Comparative World Religion and Philosophy (2996)

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

Comparative World Religion and Philosophy is an elective course focusing on the world's major religious traditions and the distinctions between Eastern and Western Philosophy and religions. The course will require frequent reading and students will be expected to write persuasively. The course is recommended for college-bound students.

### AP European History (2399)



Grade Levels: 10-12

Grade Scale: 5.0

Credits: 1

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students are required to take the AP exam.

### AP Micro and Macro Economics (2802/2803)



Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1

The AP Program offers two separate exams in economics: one in microeconomics and one in macroeconomics. Each exam is based on study in high school equivalent to a one-semester college introductory course. The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and

functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students are required to take the AP exam.

### **Practical Law (2420)**

Grade Levels: 11-12  
Grade Scale: 4.0  
Credits: 1

Practical Law is an elective course designed for students who have an interest in the varied aspects of our law-saturated society. The course will concentrate on criminal law, civil law, law enforcement as an occupation, legal issues and constitutional rights. Students will integrate written and oral communication skills through case studies, simulations, and group work.

### **AP Psychology (2902)**

Grade Levels: 11-12  
Grade Scale: 5.0  
Credits: 1

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students are required to take the AP exam.

### **Sociology (2500)**

Grade Levels: 11-12  
Grade Scale: 4.0  
Credits: 1

Sociology, an elective course, introduces the student to the basic principles and concepts of sociology as a

discipline. Defined as the "study of human relationships," sociology endeavors to help the student become more aware of human relationships in human behavior. It seeks to help the student better understand society and culture, as well as those societies and cultures that are different. It strives to help the student develop the ability to objectively examine social phenomena, to become aware of problems in society, and to seek solutions to those problems.

### **AP United States Government and Politics (2445)**



Grade Level: 12  
Grade Scale: 5.0  
Credits: 1

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in course skills that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Students are required to take the AP exam.

### **College United States History (2376)**

Grade Level: 11  
Grade Scale: 5.0  
Credits: 1 high school and 6 college

Introduces the history of the United States from its origins to 1877. Includes European exploration, development of the American colonies and their institutions, the Revolution, major political, social and economic developments, geographical expansion, the Civil War, and Reconstruction.

Introduces the history of the United States from 1865 to present. Includes major political, social and economic developments since 1865, overseas

expansion, the two world wars, the Cold War and the post-Cold War era.

### Virginia and United States Government (2440)

Grade Level: 12  
Grade Scale: 4.0  
Credits: 1

The course requires that students have knowledge of the United States and Virginia Constitutions; the structure and operation of United States and Virginia governments; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties, interest groups, and the media on policy decisions. This course may be taken in two parts by qualifying students.

### College Virginia and United States Government (2440DE)



Grade Levels: 12  
Grade Scale: 5.0  
Credits: 1 high school and 6 college

Teaches structure, operation, and process of national, state, and local governments and includes in-depth study of the three branches of the government and of public policy. PLS 135 (lecture 3 hours) and 136 (lecture for 3 hours) for a total of 6 credit hours. This course provides the student with an academic overview of the American political system, prepares them to participate in public life, and provides an understanding of how different groups and institutions and their interactions affect governmental decisions and processes.

PLS 135 Teaches the political structures, processes, institutions, and policymaking of the US national government. (3 Credits)

PLS 136 Teaches structure, powers, and functions of state and local government in the United States. (3 Credits)

### Virginia & United States History (2360)



Grade Levels: 11  
Grade Scale: 4.0  
Credits: 1

The course for eleventh-grade students covers the historical development of American ideas and institutions from the Age of Exploration to the

present. While focusing on political and economic history, the course provides students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. Some sections of U.S. History may be integrated with English 11 in an American Studies block. This course may be taken in two parts by qualifying students.

### AP United States History (2319)



Grade Levels: 11  
Grade Scale: 5.0  
Credits: 1

The course covers the content of the United States History course. Emphasis is placed on maximizing students' historical thinking, reading, writing, and listening skills. The purpose of the course is to prepare students for the advanced placement examination equivalent of a full-year introductory college course in United States history from 1491 to the present. The exam covers the themes of: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Students are required to take the AP exam.

### World History & Geography to 1500 A.D. (2215)

Grade Levels: 9-10  
Grade Scale: 4.0  
Credits: 1



Students explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization. Geographic influences on history will be explored. Students will use maps, texts, artifacts, stories, pictures and a variety of resources to develop a historical understanding of trends in humankind from prehistory to 1500 A.D.

**Honors World History & Geography to 1500 A.D.****(2214)**  SOL

Grade Levels: 9-10

Grade Scale: 4.5

Credits: 1

Honors World History I is an advanced course designed to prepare students to take subsequent AP courses in History and Social Sciences. Students explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization.

Geographic influences on history will be explored.

Students will use maps, texts, artifacts, stories, pictures and a variety of resources to develop a historical understanding of trends in humankind from prehistory to 1500 A.D.

the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Using texts, map[s], pictures, stories, charts, and a variety of chronological, inquiry/research, and technological skills, students will develop competence in chronological thinking, historical comprehension, and historical analysis.

**World History & Geography II: 1500 A.D. to the Present (2342)** SOL

Grade Levels: 9-10

Grade Scale: 4.0

Credits: 1

The course covers history and geography from the Renaissance to the present with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nation-states. Attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Using texts, map[s], pictures, stories, charts, and a variety of chronological, inquiry/research, and technological skills, students will develop competence in chronological thinking, historical comprehension, and historical analysis.

**Honors World History & Geography II: 1500 A.D. to the Present (2343)** SOL

Grade Levels: 9-10

Grade Scale: 4.5

Credits: 1

The course covers history and geography from the Renaissance to the present with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nation-states. Attention will be given to

## HEALTH AND PHYSICAL EDUCATION

### Advanced Physical Education (7640)

Grade Level: 11-12

Grade Scale: 4.0

Credits: 1

Advanced Physical Education is an elective class which requires students to dress for activity daily. Methods and materials are implemented for teaching activity and cognitive skills. Activities include lifetime, team, and innovative sports. Students will develop proficiency in strength, flexibility, endurance, and setting personal fitness goals. They will develop a concept of aerobic and anaerobic exercise, aspects of athletic administration and coaching, and safety and injury prevention. This class may be repeated for elective credit.

### Introduction to Athletic Training (9840)

Grade Level: 10-12

Grade Scale: 4.0

Credits: 1

This course is to introduce the student to the field of athletic training. The course will provide a basic knowledge of anatomy, dermatology, and neurology. The student will be introduced to information on specific injuries and the prevention, assessment and rehabilitation of those injuries. Taping techniques, the use of several therapeutic modalities, basic first aid and CPR skills will be taught and reinforced.

### Athletic Training II (9841)

Grade Level: 11-12

Grade Scale: 4.0

Credits: 1

Students will build upon previous knowledge related to anatomy and sports injuries. In this course students will learn about prevention and rehabilitation of sports injuries and explore alternative medicine.

### Health and Physical Education 9 (7300)

Grade Level: 9

Grade Scale: 4.0

Credits: 1

Ninth grade Health and Physical Education is a requirement for graduation. Dressing for and participating in physical education is a requirement for successful completion of the class. Emphasis is

placed on physical fitness through FitnessGram national standard assessments. Activities include team and lifetime sports. Health education class will include instruction in disease prevention and control, consumer health, environmental health, personal and family survival, substance abuse, family life, and first aid. To receive credit for ninth grade Health and Physical Education, students must satisfy requirements for both Health Education and Physical Education.

### Health and Physical Education 10 and Driver Education (7405, 7015)

Grade Level: 10

Grade Scale: 4.0

Credits: 1

Tenth grade Health and Physical Education is a requirement for graduation. Dressing for and participating in physical education is a requirement for successful completion of the class. Emphasis is placed on physical fitness through FitnessGram national standard assessments. Activities include team and lifetime sports. The classroom portion of Driver Education is taught. Health Education will offer instruction in mental health, parenthood, substance abuse, and family nutrition. To receive credit for tenth grade Health and Physical Education, students must satisfy requirements for both Health Education and Physical Education.

### Personal Fitness I (7510)

Grade Level: 9-12

Grade Scale: 4.0

Credits: 1

This course will provide students the knowledge, skills, and experience, to become their own personal trainers who can design programs to meet individual fitness needs and goals.

**Personal Fitness II (7511)**

Grade Level: 10-12

Grade Scale: 4.0

Credits: 1

Personal Fitness II will enable students to better develop their knowledge and skills to design a personal fitness program to meet each athlete's specific needs.

**Introduction to Strength and Conditioning (7641)**

Grade Level: 9-12

Grade Scale: 4.0

Credits: 1

Strength and Conditioning will enable students to better develop their cardiovascular system, muscular structure, and overall agility through weight training and plyometrics.

**Strength and Conditioning II (7642)**

*Prerequisite: Introduction to Strength and Conditioning (7641)*

Grade Level: 10-12

Grade Scale: 4.0

Credits: 1

Strength and Conditioning II will enable students to better develop their cardiovascular system, muscular structure, and overall agility through weight training and plyometrics. Students should be able to demonstrate proper resistance training exercise and spotting techniques and be able to demonstrate an understanding of pre-season, in-season, and post-season strength and conditioning training in sports. This course can be repeated for elective credit.

## CAREER AND TECHNICAL EDUCATION

### Accounting (6320)

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Accounting provides emphasis on accounting principles as they relate to both manual and computerized financial systems. Instruction integrates microcomputers and electronic calculators as the relationships and processes of manual and computerized accounting are presented.

### College Accounting (6321)

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1 high school and 6 college credits

Accounting provides emphasis on accounting principles as they relate to both manual and computerized financial systems. Instruction integrates microcomputers and electronic calculators as the relationships and processes of manual and computerized accounting are presented.

Advanced Accounting provides experiences in more advanced and automated applications. The microcomputer will be the primary instructional tool for the activities in Advanced Accounting.

### Agricultural Fabrication and Emerging Technologies (8019)

Grade Level: 10-12

Grade Scale: 4.0

Credits: 1

Students will receive instruction providing career training in the areas of agricultural fabrication and emerging technologies. The course content will focus on hot and cold metal fabrication and will also include studies of emerging technologies utilized within the field of agriculture. This course meets the requirements for CVCC course WEL 120-Introduction to Welding.

### Agriculture Power Systems (8018)

Grade Level: 10-12

Grade Scale: 4.0

Credits: 1

This course prepares students for careers in agricultural machinery service. Areas of focus include engines, Powertrains, and hydraulic, electrical, and fuel systems. Precision measurement, leadership, and career skills will be emphasized.

### Advanced Drawing and Design (8438)

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

Students use a graphic language for product design and technical illustration. They increase their understanding of drawing techniques learned in the prerequisite courses. They research design-related fields while identifying the role of advanced drawing and design in manufacturing and construction industry processes. They apply the design process, analyze design solutions, reverse engineer products, create 3-D solid models using CAD, construct physical models, and create multimedia presentations of finished designs. They complete a work portfolio based on a chosen graphic project.

### Agricultural Structural Systems (8017)

Grade Level: 10-11

Grade Scale: 4.0

Credits: 1

The course will provide students with knowledge and skills for building agricultural structures and systems. Instruction will focus on the surveying, design, construction, plumbing, masonry, and electrical aspects of building systems. Students will participate in supervised agricultural experiences, leadership opportunities, and will investigate career pathways and postsecondary options.

### Applied Agriculture Concepts (8073)

Grade Level: 9-12

Grade Scale: 4.0

Credits: 1

Students who have a limited or no agricultural background or experience learn fundamental agricultural competencies needed for rural and urban

living. Areas of instruction include meat grading and selection; maintenance of home appliances and equipment; and the study of plumbing, electrical wiring, and carpentry fundamentals. Teachers may incorporate additional competencies in the study of soil fertility and in cultural practices for shrubs, lawns, gardens, and fruit trees. The course emphasizes leadership development activities and participation in FFA activities.

### **Architectural Drawing and Design (8437)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Students learn the principles of architecture and increase understanding of working drawings and construction techniques learned. Experiences include residential and commercial building designs, rendering, model making, structural details, and community planning. Students use CAD equipment and established standards or codes to prepare models for presentation. The course provides information helpful for the homeowner and is especially beneficial to the future architect, interior designer, or homebuilder.

### **Automotive Technology I and II (8506 and 8507)**

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 3



Automotive Technology 1 and 2 at Susie G. Gibson Science and Technology Center is a two-year program accredited by the ASEEA (Automotive Service Excellence Education Alliance). Its mission is to prepare students for a career in the automotive industry in general, including automotive manufacturing, sales, and service. Specifically, the program provides hands-on instruction in testing, inspection, and repairing today's modern vehicle. Training is provided through laboratory and classroom instruction in state-of-the-art facilities which include highly technical and computerized equipment. As a result of the increased rigor required to succeed in the program, candidates should possess good math and science skills as well as above average reading comprehension. Due to the high demand experienced for this program students are selected through a screening process that includes a rubric with considerations for attendance, discipline, GPA, and

aptitude tests. A face-to-face interview is also conducted. The successful completion of the course includes an examination that confers certification from the Automotive Service Technology (ASE) foundation and the opportunity to test for a license as a certified vehicle safety inspector overseen by the Virginia State Police. Articulation agreements are in place with numerous industry leading post-secondary schools. Students can receive credit towards certifications, competencies, and instruction at these institutions, saving the student on tuition and allowing for early program completion at no additional cost.

### **Biotechnology Foundations in Agriculture and Environmental Science (8085)**

Grade Level: 10-12

Grade Scale: 4.0

Credits: 1

This course focuses on techniques used to modify plants, animals, and microbes for specific purposes. Student activities include bioprocessing, DNA analysis, bioengineering, and forensic analysis. Students gain insight and understanding about biotechnology as it relates to agricultural and environmental science careers within the Agriculture, Food, and Natural Resources Career Cluster. Participation in FFA activities, leadership development events (LDEs), and career development events (CDEs) is encouraged.

### **Biotechnical Foundations in Health and Medical Sciences (8344)**


Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Biotechnology is the science of using living organisms, or the product of living organisms, for human benefit or the health of our planet. Some topics covered in this course include, but are not limited to, careers in biotechnology, DNA, genes, plant and animal biotechnology, aquatic biotechnology, medical biotechnology, and bioremediation. There is a focus on laboratory skills and professionalism and is recommended for possible science majors.



**Building Construction I & II (8601, 8602)** 

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 3

This course taught at BSTC is designed to train students to enter the residential and commercial fields of building and construction. The student will be taught hands-on building techniques as well as shop skills, blueprint reading, and building sequences from the excavation and footings to roofing and finish trim work. Safety is an integral part of this program. Every tool used will be explained, demonstrated and students will pass written and hands-on safety tests before use. Students will take the OSHA 10 course, a construction industry safety certification in their first year. Emphasis will be placed on residential home building, building codes and procedures for a contractor license, entrepreneurship and future self-employment. Students construct a 3-bedroom house while enrolled in the program as a major part of their training experience. Student candidates that wish to enroll in Building and Construction 1 must be in eleventh or twelfth grades. No prior experience is required for placement although knowledge of technology, woodworking, and mechanical drawing is helpful. A solid grasp of basic math is a must. Students may benefit from a partnership with Habitat for Humanity and/or other community partners as available. Students benefit from exposure to some "Green Building" aspects of the industry. Work-based learning experiences are offered to students as available. The course includes a Virginia Department of Education approved credential and the Virginia Contractor Pre-License course that is recognized by the Department of Professional and Occupational Regulation in pursuit of Contractor Licensure. This course is recommended for students interested in the following careers: carpenter, builder, woodworker, siding installer, roofer, drywall hanger, drywall finisher, hardwood installer, job foreman, building inspector, contractor, etc.

**Building Management I and II (8590, 8591)** 

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 3

Building Management is a hands-on program which is taught at Susie G. Gibson Science and Technology Center for one half of the instructional day. Emphasis

is placed on the development of skills in building and grounds management and maintenance including the following: facility maintenance such as care and use of interior cleaning materials and equipment; general building maintenance and repair such as minor carpentry and electrical and plumbing repair; and grounds care/maintenance such as mowing, trimming, landscaping, and gardening.

Special emphasis is given to the development of the interpersonal skills that allow students to be prepared to work in individual and team environments while displaying workplace readiness skills. As well as being taught to take pride in work that they perform, students that are able to appropriately demonstrate these skills may earn the right to participate in job shadowing, internships, and entrepreneurship experiences when available. The course includes an industry credential examination that earns the student a certification in the Workplace Readiness Skills for the Commonwealth. Students also have the opportunity to earn an OSHA 10 Hour General Industry card which demonstrates the students' knowledge of safety in the workplace which can offer them greater employment opportunity and starting salary. This course is recommended for students interested in the following careers: Custodian, Environmental Sciences, Landscaper, Maintenance Worker, Groundskeeper, Housekeeping, Apartment Maintenance Technician, etc.

**Business Management (6135)**

Grade Level: 10-12

Grade Scale: 4.0

Credits: 1

Students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations. Quality concepts, project management, problem solving, and ethical decision making are an integral part of the course. Students may enhance leadership skills by participation in school-based or virtual enterprises, job shadowing, internships, apprenticeships, cooperative education, and/or the Future Business Leaders of America (FBLA).

**Business Law (6131)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Students examine the foundations of the American legal system. Students explore economic and social concepts as they relate to legal principles and to business and personal laws.

**Career Strategies (9071)**

Grade Levels: 12

Grade Scale: 4.0

Credits: 1

Career Strategies consists of an in-depth study of career clusters and pathways through a variety of investigative activities. Students analyze career assessment results, compare various educational options, and develop or revise a plan related to their academic and career-related goals. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Child Development and Parenting (8232)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Students enrolled in Child Development and Parenting focus on balancing work and family; analyzing parenting roles and responsibilities; ensuring a healthy start for mother and child; evaluating support systems that provide services for parents; and evaluating parenting practices that maximize human growth and development.

**Collision Repair Technology I and II (8676, 8677)**

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 3

This first year course provides training in collision repair and refinishing automobiles. During the first year, emphasis is placed on understanding the process of vehicle construction, the different materials used, and how vehicle structures behave in a collision. Also, how correct repairs are executed as well as development of skills in M.I.G. (Metal Inert Gas) welding. Students will also gain a basic understanding of how (base-coat/clear coat) products are applied. Students will also be enrolled into I-Car and will be able to receive an I-Car Platinum certification upon completing year two of the program. In the second year of Collision Repair Technology students will gain a greater understanding of automotive refinishing with a much greater focus on work ethic as well as how to be productive in the lab setting. Focus will be put on paint mixing and color matching as well as color tinting and product application. They will gain additional training in sanding, masking, estimating, exterior and interior trim, frame straightening as well as unibody construction and repair. Students who complete their I-Car online and live courses will receive an industry recognized I-Car Platinum Certification in Refinish and Non-Structural repair.

**Computer Information Systems (6612)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia.

**Computer Networking Software Operations I and II (6650, 6651)**

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

\*2 36-week courses to be taken in the same year  
Computer Network Software Operations is designed to teach many aspects of computer support and network administration. Students learn networking concepts, from usage to components, and set up peer-to-peer network systems and client server networks. Students configure network cards and connect them to networks. Students learn how to install network and workstation operating systems, set up and manage accounts, load software, and set up and implement security plans. Time is spent discussing responsibilities of computer professionals, training end users, evaluating new technology, developing system policies, troubleshooting workstations, managing network services and protocols, and effectively using e-mail and business communications. Students learn communications protocols, troubleshooting techniques for systems and client server networks, Web site management, and other advanced networking topics. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia.

**AP Computer Science A (3185)** 

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 1

AP Computer Science A is designed to be an introductory college-level course in computer science. It emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. The coursework will include the following topics: object-oriented program design, program implementation, program analysis, the study of standard data structures and abstraction, standard algorithms, and computing in context. Current offerings of the AP Computer Science A Exam require the use of Java (those sections of the exam that require the reading or writing of actual programs). Students are required to take the AP exam.

**AP Computer Science Principles (10019)** 

Grade Levels: 10-12

Grade Scale: 5.0

Credits: 1

The AP Computer Science Principles course will introduce students to the essential ideas of computer science and show how computing and technology can influence the world. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. Students are expected to take the advanced placement examination for college credit.

**Computer Systems Technology I and II (8622, 8623)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Students enter the world of computer technology and gain practical experience in assembling a computer system, installing an operating system, troubleshooting computers and peripherals, and using system tools and diagnostic software. They develop skills in computer networking and resource sharing. In addition, students explore the relationships between internal and external computer components. Emphasis is placed on customer service skills and career exploration.

Building on the foundation of Computer Systems Technology I, the second year advanced course provides students with training in procedures for optimizing and troubleshooting concepts for computer systems and subsystems. Students explore wireless technologies (e.g., Bluetooth, Wi-Fi) and create and configure a network. Emphasis is placed on technical proficiency, skill-building, and workplace readiness. The course prepares students for postsecondary education and training and a successful career in information technology. Upon successful completion of both courses, students may qualify to take an industry recognized certification exam from CompTIA or Microsoft.


**Construction Technology (8431)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Construction is an introductory course to the construction industries. In this course students design, build, and test scale model structures. Students work with projects that help them to understand the work of architects, carpenters, electricians, plumbers, surveyors, contractors, masons, design engineers, and a variety of other construction workers.

**Cosmetology I, II, and III (8527, 8528, 8529) ***Prerequisite: Application / Interview*

Grade Levels: 11-12

Grade Scale: 4.0


Credits: 3

Cosmetology I- In this introductory course, students study hair, skin, and nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting or classroom, using mannequins for manipulative skill practice. The first-year course emphasizes personal safety, professionalism, sanitation, and disinfection of equipment and facilities. Students develop skills in shampooing, conditioning, styling, and cutting hair. They are introduced to chemical texture services and develop skills in manicure and pedicure procedures.

Cosmetology II- In this continuing course students build on theory, practical skills, and general sciences. Student proficiencies are increased as they work on live models and practice professionalism, client consultation, safety, and infection control procedures daily. Students are trained in applications of color, lightening, texturing procedures, and relaxers. In addition, students are taught skin care, facials, make-up application, film, and theatre application. Students develop skills in manicures, pedicures, and nail enhancements. Students are introduced to the salon business, management, and ownership.

Cosmetology III -In this advanced course, students continue building on the mastery of skills in Cosmetology I and II. Student proficiencies are increased as they work on live models and practice professionalism, client consultation, safety, and infection control procedures daily. Competency

completion prepares students for the Virginia State Licensing Exam. Students can combine classroom instruction and supervised on the job training in an approved position or internship throughout the year. Cosmetology students must satisfy a minimum of 840 hours of instruction in a two or three year coherent sequence of courses to be eligible to take the Board for Barbers and Cosmetology licensing examination. Upon successful completion of the program, students may earn the Virginia Board for Barbers and Cosmetology license.

**Culinary Arts I and II (8275, 8276) **

Grade Levels: 11-12

Grade Scale: 4.0 or 5.0

Credits: 3 high school and 6 college credits

The Culinary Arts I curriculum provides students with the foundations for a comprehensive knowledge of the food service industry and with opportunities to build technical skills. Students examine and practice basic rules and procedures related to kitchen and food safety, kitchen sanitation procedures, and emergency measures. Students explore the purchasing and receiving of goods and study fundamental nutritional principles and guidelines. As they explore foodpreparation techniques, students practice applying these techniques to the preparation and serving of basic food products. The curriculum places a strong emphasis on science and mathematics knowledge and skills. The Culinary Arts II curriculum provides students with continuing opportunities to acquire a comprehensive knowledge of the food service industry as well as to expand their technical skills. Students practice kitchen safety and sanitation, apply nutritional principles to food preparation and storage, perform a wide range of more advanced food-preparation techniques including garde manger and baking, refine their dining room serving skills, develop menus, perform on-site and off-site catered functions, and strengthen their business and math skills. The curriculum continues to place a strong emphasis on science and mathematics knowledge and skills.

**Criminal Justice I (8702)**

Grade Levels: 10-11

Grade Scale: 4.0

Credits: 1

Students are introduced to law, public safety, corrections, and security practices. Students examine contemporary issues in the criminal justice system and explore crime scene investigation, criminal investigation, court procedures, policing, and juvenile justice. This course provides a foundation for careers as lawyers, forensics specialists, and as law enforcement and corrections officers. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Criminal Justice II (8703)***Prerequisite: Criminal Justice I (8702)*

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

Students apply knowledge learned in Criminal Justice I through practical scenarios involving crime scene investigation, criminal investigation, and crisis intervention. Students explore trends in correctional standards and in identifying and preventing terror threats. This course prepares students for careers as lawyers, forensics specialists, and law enforcement and corrections officers. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Cybersecurity Fundamentals (6302)** 

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Cybersecurity affects every individual, organization, and nation. This course focuses on the evolving and pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cybersecurity. Exciting opportunities will be presented to use interactive current resources in the study of cybersecurity such as Virginia Cyber Range, Virginia Space Grant Consortium, and Cyber.Org. Students will have the opportunity to prepare for success on related industry certifications aligned to the course content. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Cybersecurity Network Systems (8630)** *Prerequisite: Cybersecurity Systems Technology Advanced (8629)*

Grade Levels: 12

Grade Scale: 4.0

Credits: 1

This advanced-level course prepares students for postsecondary education and careers in the rapidly growing field of cybersecurity. Students gain competitive skills required to administer, analyze, and secure applications, networks, and devices. Students perform threat analysis and participate in risk mitigation. Concepts include understanding threats, attacks, and vulnerabilities; exploring technology and tools; examining architecture and design; analyzing identity and access management; demonstrating risk management; and examining cryptography and public key management. Upon successful completion of this course, students may qualify for the CompTIA

Security+ certification exam. Individuals with a Security+ credential are well-equipped to further develop their skills toward a CompTIA Cybersecurity Analyst (CSA+) credential.

Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Cybersecurity Systems Technology (8628)**

*Prerequisite: Cybersecurity Fundamentals (6302)*


Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Students enter the world of computer networking and learn to troubleshoot networks and networking devices using system tools and diagnostic software. They develop skills in computer networking, resource sharing, and associated security risks. In addition, students explore the relationships between internal and external computer components. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Cybersecurity Systems Technology Advanced**

**(8629)** 

*Prerequisite: Cybersecurity Systems Technology (8629)*

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

This advanced course provides students with training in procedures for optimizing and troubleshooting concepts for computer systems, subsystems, and networks. Students explore the following:

- Basic network design and connectivity
- Network documentation
- Network limitations and weaknesses
- Network security, standards, and protocols

Students will gain a basic understanding of emerging technologies including unified communications, mobile, cloud, and virtualization technologies. The course prepares students for postsecondary education and training and a successful career in information technology. Upon successful completion of the course, students may qualify to take CompTIA's A+ and Network+ certification exams.

Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Design, Multimedia, and Web Technologies (6630)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Students develop proficiency in using desktop publishing software to create a variety of printed and electronic publications. While incorporating journalistic principles in design and layout of publication, students work with sophisticated hardware and software to develop web sites and multimedia presentations. Legal and ethical issues are also explored. It is recommended that students have basic skills in the use of word processors and creation of spreadsheets prior to enrollment in this course.

### **Advanced Design, Multimedia, and Web Technologies (6631)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Students develop advanced skills for creating desktop-published interactive multimedia and website

projects. Students work with sophisticated hardware and software and apply skills to real-world projects.

### Early Childhood Education (8285)

Grade Levels: 11-12

Grade Scale: 4.0 or 5.0

Credits: 3 high school and 6 college credit

This course meets the requirements for CVCC courses CHD120-Introduction to Early Childhood Education and CHD 165-Observation and Participation in Early Childhood/Primary settings for students interested in earning the Early Childhood Development career studies Certificate or AS degree in Early Childhood Development at the community college level. Students opting not to participate in the dual enrollment option may choose to combine this course with Teachers for Tomorrow internship in their senior year to meet the requirements for Child Development Associate (CDA) certification (additional fee required). Students entering the program should be at least 16 years old by November 1 due to working in the school preschool program serving community children. Students master the skills needed to become teachers in preschools, Head Start programs, and daycare facilities while establishing a valuable foundation toward the pursuit of a career in elementary education. Students are prepared to lead activities by studying child development, methods of teaching, lesson planning, creative involvement, nutrition, guiding behavior, professionalism, and safety. This is a one-year program combining classroom instruction and on-the-job work experience directing Little Students Preschool, a laboratory preschool center at SGSTC. A completed application packet is required. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia. This course is recommended for students interested in the following careers: preschool director, Head Start teacher, preschool teacher, nanny, elementary teacher, camp coordinator, family services specialist, etc.

### Ecology and Environmental Management (18003)

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Students will learn how environmental management addresses the current and emerging challenges facing our ecosystems and the environment. Instructional content includes the care, management, and conservation of soil, air, water, forests, and wildlife; agricultural sustainability practices; and mitigation strategies to lessen the adverse effects of urbanization and industrialization. Students identify and discuss prevalent environmental issues and collaborate on environmental projects and activities, while learning methods and practices used for environmental protection, conservation, and sustainable natural resource management. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### Economics and Personal Finance (6120)- offered online and in blended format only

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. In addition to developing personal finance skills, students in the 36-week course will also study basic occupational skills and concepts in preparation for entry-level employment in the field of finance. The course incorporates all economics and financial literacy objectives included in the *Code of Virginia* [§22.1-200-03B](#). The course includes an examination that confers certification from a recognized industry, trade, or professional

association or a professional license from the Commonwealth of Virginia.

### **Electricity & Cabling I and II (8533, 8534)**

Grade Levels: 11-12



Grade Scale: 4.0

Credits: 3

In the first year at Susie G. Gibson Science and Technology Center the student develops electrical safety skills, use of tools, and knowledge of electrical control circuits through actual hands-on projects. Blueprint reading, circuit diagramming, and residential electrical design are practiced, along with lab projects. Electrical theory is studied through class lecture, self-study in lab kits, and classroom demonstrations. This course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia.

The second-year student will complete a comprehensive and in-depth study of the national electric code, blueprint reading, residential electrical job costs, and material and system-design computations. In-depth experience is given in actual wiring of residential circuits. In this program at Susie G. Gibson Science and Technology Center the student may advance in skills competence at a comfortable rate. Other advanced areas of study include industrial motor control wiring, appliance repair, and motor rewinding. Students who enroll should possess good mathematical skills and mechanical aptitudes. This course includes the NCCER examination which certifies knowledge attained toward a journeyman card which is recognized by many higher education programs including LU, CVCC, and the Virginia Technical Institute (VTI) in Altavista. This course is recommended for students interested in the following careers: building inspector, commercial/residential electrician, cable installer, lineman, etc.

### **Emergency Medical Technician (8337)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 3

Emergency Medical Telecommunications is designed to provide the beginning telecommunicator with an understanding of situations encountered in an

emergency communications environment. The student will be able to summarize issues involving the telecommunicator's role and responsibilities as a member of the health and public safety environment. The student will also be able to summarize issues involving resources available to a telecommunicator, the importance of maintaining confidentiality, and liability and legal issues involving emergency telecommunicators and their agencies. The student will be able to describe the process of stress management both inside and outside a communications department/center. The student will develop the entry-level skills needed in a telecommunications environment for rescue, fire, and police. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Engineering and Analysis II (8451)**

*Prerequisite: Engineering Exploration (8450)*

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

This is the second of a possible four-course pathway that will allow students to examine systems, the interaction of technology and society, ethics in a technological world, and the fundamentals of modeling while applying the engineering design process to areas of the designed world. Students will participate in hands-on projects in a laboratory setting as they communicate information through team-based presentations, proposals, and technical reports.

### **Engineering Concepts and Processes III (8452)**

*Prerequisite: Engineering and Analysis II (8451)*

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

Engineering Concepts and Processes is the third course of a four-course sequence that will enable students to solve real-world problems. This course focuses on building an engineering team, working



with case studies, managing projects, applying logic and problem-solving skills, delivering formal proposals and presentations, and examining product and process trends. In addition, students continue to apply their engineering skills to determine whether they are good candidates for postsecondary educational opportunities in engineering. Students will participate in STEM-based, hands-on projects as they communicate information through team-based presentations, proposals, and technical reports.

### **Entertainment Design and Technology (8489)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Students will learn and apply skills related to the creative process of live entertainment production. They will explore scenic design and construction, lighting design and technology, and live sound reinforcement. Hands-on experiences using techniques used in the industry will help students investigate the dynamic and growing industry of live entertainment. Students will also explore job opportunities and careers in live entertainment production. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Engineering Drawing and Design (8436)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

The Engineering Drawing course provides students with the opportunity to apply the processes of design, recognize the principles of good design in commercial and student-designed products, determine the value and advantages of various types of drawing equipment pertinent to engineering drawing including computer assisted drafting (CAD), to practice efficient and safe use of equipment and materials commonly used in design/drafting-related occupations, and to prepare sets of working drawings. The course is recommended for

technology-bound students with an interest in all fields of engineering, engineer's assistant, drafting, design, and architecture.

### **Engineering Exploration (8450)**

Grade Levels: 9-12

Grade Scale: 4.0 or 5.0

Credits: 1 high school and 1 college credit

This is the first course of a possible four-course pathway that will enable students to examine technology and engineering fundamentals related to solving real-world problems. Students will be exposed to a variety of engineering specialty fields and related careers to determine whether they are good candidates for postsecondary educational opportunities in engineering. Students will gain a basic understanding of engineering history and design using mathematical and scientific concepts. Students will participate in hands-on projects in a laboratory setting as they communicate information through team-based presentations, proposals, and technical reports.

### **Engineering Practicum IV (8453)**

*Prerequisite: Engineering Analysis and Applications II (8451)*

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

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

### **Family Relations (8225)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Students enrolled in Family Relations focus on analyzing the significance of the family, nurturing human development in the family throughout the

lifespan, analyzing factors that build and maintain healthy family relationships, developing communication patterns that enhance family relationships, dealing effectively with family stressors and conflicts, managing work and family roles and responsibilities, and analyzing social forces that influence families across the lifespan. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of family responsibilities and services are emphasized. Teachers highlight the basic skills of mathematics, science, and communication in content.

### **Fisheries and Wildlife Management (8041)**

Grade Level: 11-12

Grade Scale: 4.0

Credits: 1

The Fisheries and Wildlife Management course offers instruction in identification and management of wildlife and aquatics and of their habitats. Content addressing the issues related to endangered species and organizations that protect fisheries and wildlife is also included.

### **Floral Design I (8055)**

Grade Level: 11-12

Grade Scale: 4.0

Credits: 1

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

### **Food Science and Dietetics (8239)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Through laboratory and other practical experiences, students will develop a deeper appreciation for the food system and its impact on the food and nutrition industries. Students will explore food sources; the science and technology of food production and

processing; and implications for global health and wellness. Career opportunities are broad and include health care; dietetics; and food research, development, and manufacturing.

### **Forensic Technology (8409)**

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

Forensic science plays a crucial role in today's civil and criminal cases by establishing facts through scientific analysis, using current technologies and techniques. This course provides an introduction to the basics of scientific methodology with theoretical and laboratory components. The course is designed for students who might be interested in careers in toxicology, serology, entomology, forensic pathology, forensic psychology, death investigation, and document analysis, among others.

### **Greenhouse Plant Production and Management (8035)**

Grade Level: 10-12

Grade Scale: 4.0

Credits: 1

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

### **Heating, Ventilation, Air Conditioning, and Refrigeration I and II (8503 /8504)**

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 3

In the first course of the instructional program, students are taught to professionally install, repair, and maintain the operating conditions of heating, ventilation, air-conditioning, and refrigeration (HVACR) systems. Students work with piping and tubing, study the principles of heat and electricity, install duct systems, and comply with U.S. Environmental Protection Agency (EPA) regulations.

Successful completion of the two-course sequence may prepare students for a career as a HVACR technician. In the second course of the instructional program, students are taught to professionally install, repair, and maintain the operating conditions of heating and cooling systems. Students also explore emerging technologies, Environmental Protection Agency (EPA) regulations, energy conservation techniques, and systems with exempt and non-exempt refrigerants. Completion of this sequence will prepare students for employment in a variety of heating, ventilation, air-conditioning, and refrigeration (HVACR) occupations.

### **Horticulture Sciences (8034)**

Grade Level: 10-12

Grade Scale: 4.0

Credits: 1

Through laboratory activities, students apply scientific principles to the field of horticulture, including the areas of floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. They practice safety, develop leadership traits, use plant-growing media, and identify, propagate, and grow horticultural plants in the greenhouse and land laboratory.

### **Independent Living (8219)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

This course allows students to explore successful strategies for living independently by actively participating in practical problem solving focusing on relating to others (relationships), applying financial literacy, managing resources in the areas of apparel, nutrition and wellness, and housing, using leadership skills to reach individual goals, planning for careers, and making consumer choices in a global environment.

### **Introduction to Animal Systems (8008)**

Grade Level: 9-10

Grade Scale: 4.0

Credits: 1

Students develop competencies in each of the major areas of the Animal Systems career pathway including animal nutrition, reproduction, breeding,

care, and management. Students learn agricultural mechanics applicable to animal systems. As with all agriculture courses, students will be exposed to principles of leadership and opportunities within student organizations along with Supervised Agricultural Experience opportunities.

### **Introduction to Culinary Arts (8250)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

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

### **Introduction to Family and Human Services (8238)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

The focus of Introduction to Family and Human Services is to identify professional opportunities within the Human Services career cluster. Students will use practical problem solving, research, critical thinking, and career decision making to investigate services for an aging population and intergenerational care services as well as family and social services to preserve, promote, and protect public health. Students will assess the needs of clients, determine the support needed, and demonstrate human services career skills.

### **Introduction to Health and Medical Sciences (8302)**



Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

This course introduces the student to a variety of health care careers and develops basic skills required in all health and medical sciences. It is designed to help students understand the key elements of the U.S. healthcare system and to learn basic health care terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the

fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field. In addition, instruction may include the basics of medical laboratory procedures, pharmacology fundamentals, biotechnology concepts, and communication skills essential for providing quality patient care. Students interested in medical careers are encouraged to take this course and Medical Terminology (8383) as a foundation for successful participation in Nurse Aide, Emergency Medical Technician, Practical Nursing programs and all other programs associated with the BCPS Governor's Health Sciences Academy. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia. This course is recommended for students interested in *any healthcare careers including the following*: Respiratory Therapist, PT/OT, Speech Therapist, Radiology Tech, Dental Assistant, Veterinarian, Med/Lab Tech., Physician Assistant, etc. *The course is also a recommended prerequisite for other health sciences classes.*

### **Introduction to Interior Design (8255)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

The Introduction to Interior Design students explore the influences on the design of interior spaces, investigate careers in the interior design industry, and focus on the technical and soft skills necessary for employment in the field of interior design. Students develop an interior design project that meets specific criteria and includes the elements and principles of design.

### **Intro to Power, Structural and Technical Systems (8016)**

Grade Level: 9-12

Grade Scale: 4.0

Credits: 1

Throughout this introductory level Agricultural Power course students will receive instruction in the areas of

basic engine principles, power trains, hydraulics, and electrical systems. The course will also address the areas of building structures, metal fabrication, and precision agricultural management.

### **Leadership Education and Training I, II, III, & IV (7913, 7916, 7918, 7919)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 2 for students taking Health / PE concurrently and 3 for all others

Leadership Education and Training assists students in developing citizenship and leadership traits to be successful in any career or vocation. Students may complete up to four years in the program. The curriculum focuses on enhancing mental and physical fitness, responsibility and accountability. Students will gain skills in decision making, project management, effective communication, teamwork, first aid, diversity, violence prevention, and problem solving. Leadership Education and Training also offers a wide variety of curricular and co-curricular activities including physical fitness competitions, drill and ceremony competitions, air-rifle marksmanship, community support and representational events such as color guards, flag details and parade units. Weekly wear of the uniform as well as dressing for and participation in physical training is a requirement for successful completion of the class. Service learning projects are included as part of the curriculum.

**No student (cadet) enrolled in Leadership Education and Training is under any military obligation.**

Students who complete the course are eligible for promotion immediately upon enlistment. This course is recommended for students interested in the following careers: military officer (any branch), military service member (any branch), police officer, political leader, manager, business administrator, lawyer, and leadership-oriented careers.

Students in grades 9 and 10 may take Health and PE courses concurrently with 7913 and 7916. However, students in grade 10 will not complete Driver's Education coursework. This will be completed independent of SGSTC and will be at the student's expense.

**Life Planning (8227)**

Grade Levels: 9-12  
Grade Scale: 4.0  
Credits: 1

Life Planning equips students with the skills to face the challenges in today's society. Students will develop a life-management plan which includes developing career, community, and life connections; applying problem-solving processes to life situations; creating and maintaining healthy relationships; developing strategies for lifelong career planning; developing a financial plan; examining components of individual and family wellness; and demonstrating leadership within the community. Critical thinking and practical problem solving are emphasized through relevant life applications.

**Livestock Production Management (8012)**

Grade Level: 11-12  
Grade Scale: 4.0  
Credits: 1

Course includes instruction in agricultural mechanics, with emphasis placed on the application of mechanical skills to farm power and machinery, soil and water management, supervised farming programs, and leadership training. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia.

**Manufacturing Systems I (8425)**

Grade Levels: 9-12  
Grade Scale: 4.0  
Credits: 1

In Manufacturing Systems I students organize and operate a manufacturing company to explore careers and work habits typical of the American industry free-enterprise system. Students make projects or products which can be sold. Students experience the work of planners, designers, engineers, machine operators, personnel managers, and a variety of other manufacturing workers.

**Manufacturing Systems II (8427)**

*Prerequisite: Manufacturing Systems I*

Grade Levels: 10-12  
Grade Scale: 4.0  
Credits: 1

In Manufacturing Systems II students develop an in-depth understanding of automation and its implications in manufacturing. Activities center on flexible manufacturing processes and computer integrated manufacturing (CIM). Students work in teams to solve complex interdisciplinary problems that stem from the major systems in automated manufacturing.

**Marketing (8120)**

Grade Levels: 11-12  
Grade Scale: 4.0  
Credits: 1

Marketing is designed to instill knowledge of the functions involved in the marketing of goods and services and to provide students with the competencies necessary for successful marketing employment. The development of social and economic competencies in conjunction with marketing competencies in the areas of personal selling, advertising, visual merchandising, physical distribution, market planning, product/service technology, and marketing mathematics enable students to become well-rounded marketing employees who contribute to the success of marketing businesses. **Employment is not required as part of this course.** If students desire to participate in the optional cooperative education component of the course, they will receive a combination of classroom instruction and required 396 to 792 hours of continuous supervised on-the-job training throughout the school year. This training, which takes place in local marketing businesses, is planned, supervised, and documented by the marketing teacher-coordinator.

**Marketing Management (12166)**

Grade Levels: 11, 12  
 Grade Scale: 4.0  
 Credits: 1

This course is designed for high school students who plan to attend college with a concentration in marketing, business, or management and/or who have plans to manage or own a business. Students will be exposed to all aspects of marketing and management, including branding, digital marketing, promotion, communication, and career opportunities in marketing. This course will prepare students for industry certifications (including the College Level Examination Program [CLEP] examination, which may lead to them earning college credit at many accredited colleges and universities across the country). Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Strategic Marketing (8130)**

Grade Levels: 11-12  
 Grade Scale: 4.0  
 Credits: 1

In this course, students learn to leverage marketing activities to best differentiate themselves and their businesses. They will participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, distribution, selling, operations research, and promotion. Students will prepare for marketing careers and postsecondary education, continuing to enhance self-presentation, communication, and leadership skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Materials and Processes Technology (8433)**

Grade Levels: 9-12  
 Grade Scale: 4.0  
 Credits: 1

This is a class designed for students who desire a hands-on class in the basics of plastics, woods, metals, and drafting. Topics include drafting, woodworking, plastics forming, vacuum forming, injection molding, plastic casting and dipping, sheet metal fabrication, foundry, metal machining, welding, and metallurgy. This is the entry-level course for Manufacturing and Construction.

**Medical Terminology (8383  )**

*Prerequisite to earn dual enrollment credit: The student must have a 3.0 GPA and Grade of C or better in both Algebra I and II prior to enrolling in the course.*  
 Grade Levels: 10-12  
 Grade Scale: 4.0 or 5.0  
 Credits: 1 high school or 3 college credits

Medical Terminology is designed to help students learn health care language. Topics covered are body systems anatomy, physiology, and pathology, diagnostic procedures, therapeutic interventions, and finally pharmacology. Students learn concepts, terms, and abbreviations for each topic. Students interested in medical careers may take this class in conjunction with Intro to Health and Medical Science for a complete sequence. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia. This course is recommended for students interested in any healthcare fields including the following: chiropractor, mortician, nurse, therapist, medical office assistant, physician, pharmacy technician, dental assistant, radiology technician, vet tech. etc. The course is also recommended as a prerequisite for other health sciences classes.

**Nurse Aide I and II (8360, 8362)***Prerequisite: Application*

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 3

The Nurse Aide Program is offered at Susie G. Gibson Science and Technology Center to eleventh or twelfth grade students interested in health careers and who have a desire to work with others. Students learn basic patient care skills and are provided with on-the-job experience in a nursing home setting. The program is designed so that completers can apply for the National Nurse Aide Assessment Program. An application and a sworn disclosure statement with background check are required. Drug screening may be required. Upon completing these courses, students have the option of applying for enrollment in Practical Nursing I during the senior year. This course is recommended for students interested in the following careers: CAN, LPN, RN, EMT, physician's assistant, occupational therapist, athletic trainer, etc. and any healthcare career path that involves direct patient care.

**Nutrition and Wellness (8229)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Students enrolled in Nutrition and Wellness focus on making choices that promote wellness and good health; analyzing relationships between psychological and social needs and food choices; 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. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of nutrition and wellness are emphasized.

**Outdoor Recreation, Parks and Tourism Systems Mgmt. (8043)**

Grade Level: 11-12

Grade Scale: 4.0

Credits: 1

This course offers instruction to students interested in careers in the recreation, parks, and tourism

industries. Students will learn how to enhance the quality of life for people engaging in outdoor recreational activities. Instruction includes methods for advancing environmental conservation efforts, social equity, and health and wellness. Students will also explore the development and management of parks and recreational areas and the economic benefits and environmental effects of tourism. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Practical Nursing I & II (8357, 8358)***Prerequisites: Application and placement test*

Grade Levels: 12-Adult

Grade Scale: 4.0

Credits: 3

Practical nursing is a vocation in which the qualified person is prepared to provide nursing care for patients in relatively stable situations with a minimum amount of supervision from the registered nurse and to function as an assistant to the registered nurse in more complex nursing situations. The practical nursing program is 18 months in length. The first nine months of instruction is received at Susie G. Gibson Science and Technology Center during the senior year in high school, which earns the student three units of high school credit for the year. Clinical experiences are also integrated in the first year. In the fall of the following year, the student begins a nine month combined classroom and clinical work experience at Centra Bedford Memorial Hospital. Criminal background check and drug screening are required. Students will have assigned learning experiences in the care of medical, surgical, pediatric, mental health, and obstetric patients. Graduates of the school are eligible to take the State Board Examination for a Practical Nursing license. This course is recommended for students interested in the following careers: Registered nurse, surgical nurse, nurse practitioner, hospice nurse, labor and delivery

nurse, infection control nurse, etc. Prior to course enrollment, it is recommended that students consider completing other courses within health and medical sciences. Specifically, completing a Nurse Aide course is encouraged to prepare students for direct patient care. In exceptional cases, high school juniors may be considered for the course.

### **Principles of Business and Marketing (6115)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Principles of Business is a single-period introductory course offered on an elective basis. The course is designed to help students understand the activities of business and how business affects their lives. An opportunity is provided for students to gain knowledge of the national and international business system as a part of the total economic environment; to become skillful in selecting and using goods and services available from business, industry, and government; and to develop competencies in managing personal and business affairs.

### **Programming (6640)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Students in the Programming course explore programming concepts, use algorithmic procedures, implement programming procedures with one or more standard languages, and master programming fundamentals. Coding is used throughout the course. Graphical user interfaces may be used as students design and develop interactive multimedia applications, including game programs. In addition, students employ hypertext markup language (HTML) or JavaScript to create web pages. Students develop their employability skills through a variety of activities. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Advanced Programming (6641)**

*Prerequisite: Programming (10152)*

Grade Levels: 9-12

Grade Scale: 4.5

Credits: 1

Students will use object-oriented programming to develop applications for Windows, database, multimedia, games, mobile, and/or Web environments. Students will have the opportunity to explore and create applications related to the information technology and game design industries. This course intended to provide the foundation necessary for successful completion of AP Computer Science.

### **Small Animal Care I (8083)**

Grade Level: 9-12

Grade Scale: 4.0

Credits: 1

Students learn how to care for and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, and evaluation. Course content also includes instruction in the tools, equipment, and facilities for small animal care, and provides activities to foster leadership development. Live animal handling may occur. FFA, SAE, or related student organization activities are encouraged.

### **Sports, Entertainment & Recreation Marketing (8175)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

#### With Optional Cooperative Education Component

Credit: 2 units/396 OJT hours or 3 units/792 OJT hours

Sports, Entertainment, and Recreation Marketing (SER) is an entry-level course offered in the two-year marketing education program. The course is designed to develop an understanding of sports, entertainment, and recreation marketing and its importance. Students develop fundamental skills for SER event planning, implementing, and evaluating. Students will learn market research, advertising, public relations, professional communications, effective selling, licensing and merchandising, branding, and event safety and security. Students



learn career options available in the SER industries as well as develop fundamental skills necessary for successful initial employment experiences.

**Employment is not required as part of this course.** If students desire to participate in the optional cooperative education component of the course, they will receive a combination of classroom instruction and required 396 to 792 hours of continuous supervised on-the-job training throughout the school year. This training, which takes place in local marketing businesses, is planned, supervised, and documented by the marketing teacher-coordinator.

### **Sports and Entertainment Management (8177)**

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

Students will build on prior knowledge of sports and entertainment marketing. This course focuses on the principles of management and planning supported by research and by financial, economic, ethical, and legal concepts. Students will be able to plan and execute an event, establish a sports, entertainment, or recreation marketing product/business, and develop a career plan. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Technical Drawing (8435)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

The Technical Drawing course provides students the opportunity to experience the basic language of industry and technology and is recommended for future engineering, architecture, or technology students. Students gain a basic background of skills and understanding in the broad scope of technical drawing and drafting.

### **Virginia Teachers for Tomorrow I (9062)**

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 3 high school and 4 college credits (per semester)

Aligned with the Virginia Teachers for Tomorrow program, this course meets the University of Lynchburg requirements for EDU 210. Virginia Teachers for Tomorrow (VTfT) fosters student interest, understanding, and appreciation of the teaching profession and allows students to explore careers in education. Students build a foundation for teaching; learn the history, structure and governance of teaching; apply professional teaching techniques in the classroom; and reflect on their teaching experiences. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience under the supervision of a BCPS teacher. Additional educational leadership opportunities are offered through the student organization Rising Educators. Completed application packet and interview are required. Additionally, students must have personal transportation to fulfill class requirements. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia. This course is recommended for students interested in the following careers: elementary/middle school classroom teacher, principal, art/music/PE teacher, school guidance counselor, etc.

### **Virginia Teachers for Tomorrow II (9072)**

*Prerequisite: Virginia Teachers for Tomorrow I (9062)*

Grade Levels: 11-12

Grade Scale: 5.0

Credits: 3 high school and 3 college credits (per semester)

Students continue to explore careers in the education and training career cluster and related pathways. This course provides hands-on opportunities for students to examine careers in education, observe professional practice, and apply professional standards and educational theory. In an authentic practicum experience, students will be able to teach lessons,

manage classrooms, create learning opportunities, and build their professional portfolio in the process. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Veterinary Science I (8088)**

Grade Level: 10-12

Grade Scale: 4.0

Credits: 1

Veterinary Science I prepares students for postsecondary education and/or careers in veterinary medicine or related fields. Major topics include characteristics and care of common companion and livestock animals, safety practices, anatomy and physiology, nutrition, medical terminology, sanitation, and clinical exams. Course content also includes communication, facility operations, office functions, and professional etiquette in the workplace. Opportunities to handle live animals may occur. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Veterinary Science II (8089)**

*Prerequisite: Veterinary Science I (8088)*

Grade Level: 11-12

Grade Scale: 4.0

Credits: 1

Students expand their knowledge of animal science and the care of animals, including animal structure and function, microbes and disease prevention, parasitology, and genetics and breeding. Students develop more advanced skills and techniques for assisting the veterinarian/technician in the following areas: performing first aid and surgery, applying aseptic techniques, performing technical functions,

administering medication, handling death and dying, working with wildlife, and performing office functions. On-the-job clinical instruction coordinated by the instructor may be included in veterinary offices or animal clinics.

### **Work Study (9030)**

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 3

This is a one-year, supervised on-the-job work experience program for students with an identified disability. Students entering the program must have completed a minimum of one year of instruction in one of the occupational preparation programs.

## **ELECTIVE COURSES**

### **Art**

#### **Art I (9120)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Art I emphasizes the development of attitudes and appreciations concerning art. Basic skills in and an understanding of techniques with various media are stressed. Students develop concepts of design which are demonstrated through class assignments. Art I students will develop skills in a variety of media—both two and three-dimensional, as well as an awareness of their own capabilities and limitations. A responsibility toward materials, equipment, and works of art is stressed as a by-product of the various art activities.

#### **Art II (9130)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Art II further emphasizes the application of techniques and skills necessary for the completion of finished works of art. The students further develop and apply concepts of design and color which are exercised through class projects. Art II students refine skills in a variety of media. Students are made aware of career possibilities in art-related fields in conjunction with their abilities in art.

**Art III, IV, and V (9140, 9145, 9147)**

Grade Levels: 11-12

Grade Scale: 4.0

Credits: 1

The advanced art student is required to work independently in many phases of art. The student, in consultation with the teacher, establishes an appropriate schedule of the required study areas each nine weeks. Area of greatest strength or interest may be studied in depth through independent studies by each student. The students apply various concepts of design and color in developing all works of art. The finished works of art which are suitable for exhibition are matted by the advanced students. Students also learn to constructively critique other works of art as well as their own.

**3-D Art I (9150)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

3-D Art I is an art class where students will explore and create functional and decorative works of art in a wide range of materials with an emphasis on design skills and craftsmanship. Metal, fiber, clay, paper, glass, jewelry, and assemblage are some of the areas that will be explored. Students will also be introduced to the basic techniques needed to create sculptures and ceramics in a studio environment. The study of three-dimensional design, as seen through history and world cultures, will be included.


**3-D Art II, III, IV (9155, 9197, 9198)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

3-D Art II-IV is an advanced study of three-dimensional art. Students will create three-dimensional art using techniques and methods learned in 3-D Art I. Styles, techniques, and equipment in ceramics and sculpture will continue to be explored and compared in their historical and cultural context. Students will develop and maintain an individual portfolio of their artwork.

**AP Studio Art (9149)** 

Grade Levels: 12

Grade Scale: 5.0

Credits: 1

AP Studio Art is designed for students who are seriously interested in the practical experience of art. AP Studio is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios: 2-D Design, 3-D Design, and Drawing – corresponding to common college foundation courses. Students will choose one of these portfolios to work in.

Each AP Studio Portfolio contains three sections: Breadth, Concentration, and Quality. The Breadth section (range of approaches) will contain a variety of works that demonstrate understanding of Drawing, 2-D Design, or 3-D Design issues. The Concentration section (sustained investigation) will contain works describing an in-depth exploration of a particular Drawing, 2-D Design, or 3-D Design concern. The Quality section will contain works that represent the student's best understanding of Concept, Composition, and Execution, as these evaluating criteria relate to Drawing, 2-D Design, or 3-D Design. Students are required to take the AP exam.

**Computer Art Graphics (9180)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

This course teaches the basics of digital photography, picture composition, and use of camera settings and editing techniques. Students use digital tools as the medium for artistic expression. Students will develop basic skills in the use of computer art programs and devices and create unique, expressive works of art.

**Music (Band & Choir)****Concert Band (9234)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

While concert band is an elective course, placement in concert band is by audition and/or discretion of the instructor (Auditions are generally held early in the

second semester to accommodate earlier scheduling.). The instrumentation makeup of this class will be discretion of the instructor based on the needs of the students and the program. Students will develop the skills necessary to perform a variety of music. The students will perform concerts at school and community functions. When appropriate, participation in District Concert Assessment is encouraged, but is at the discretion of the instructor. The curriculum is based on Virginia's SOLs for Instrumental Music. This class may be repeated for elective credit.

### **Advanced Band (05101)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Advanced Band is a performing group composed of instrumental students. Membership in this group is open to all students who have at least two (2) years of instrumental experience or the recommendation of their middle school director. Music will range widely in style from classics and serious concert band literature to modern popular music and marching music. Additional materials and topics such as minor scales, transposition, and additional music theory may be included as appropriate. Performances include several concerts each school year, various competitions, football games, parades, and other activities deemed necessary by the director. The student is required to attend scheduled rehearsals and concert performances. Extra rehearsals and individual practice is required.

### **Guitar (05108)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

This course is for beginning guitar students. No prior experience is required. The course covers basic music reading, chords, musical terms and symbols.

### **Piano I (05107)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

This is a beginning level course which will provide students the opportunity to learn piano technique and

music reading. Students will acquire knowledge of elements of music as used in music reading and piano technique. Understanding of piano keyboard to acquire a positive attitude and continuing interest in music throughout high school and adult years will be stressed. Class size is limited by the number of available instruments.

### **Small Instrument Ensemble (05106)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Students enrolled in this class will be considered a member of the Symphonic Band and will be required to participate in all concerts and activities scheduled for Symphonic Band. Additionally, students will be required to participate in scheduled performances for percussion ensemble. The focus of this class will be on percussion techniques and performance.

### **Symphonic Band (9237)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

While band is an elective course, placement in symphonic band is by audition and/or discretion of the instructor (auditions are generally held early in the second semester to accommodate earlier scheduling.). Students develop the skills necessary to perform a variety of music. These skills include proper playing positions, controlled tone quality, tempo changes, major scales, intonation and sight reading. Advanced students begin to interpret music and develop precision in scale movement. The refined musical skills include a variety of articulations, complex meters and rhythmic patterns, major and chromatic scales, identification of key signatures, and accurate melodic and harmonic intonation. Students are required to perform at school and community functions. Participation in the District Concert Assessment is strongly encouraged, but is at the discretion of the instructor. The curriculum is based on [Virginia's SOLs for Instrumental Music](#). This class may be repeated for elective credit.

**Advanced Symphonic Band (9238)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

While advanced symphonic band is an elective course, placement in the band is by audition and/or discretion of the instructor (auditions are generally held early in the second semester to accommodate earlier scheduling). Students will study the major elements that make up the art of music. These concepts will include a more in-depth look at music history and the five major time periods spanning from renaissance to the contemporary time era. Music Theory including form, scales, triads and intervals will be studied. An emphasis will be placed on more advanced listening skills: identifying intervals and chord structure both melodically and harmonically as well as melodic and rhythmic dictation. Students will study the solo literature available for their instruments and will be given masterclass and solo opportunities to improve their individual musicianship. Students will continue to refine musical skills including major and minor scales, arpeggios, articulations, complex time signatures and rhythmic patterns. Students will be given the opportunity to explore different music performance idioms including the Roanoke Symphony, Opera Roanoke, and other professional organizations. Due to the nature of this course, District Concert Assessment is expected as a meaningful experience for students in their musical development; however, participation in this event is at the discretion of the instructor. The curriculum is based on Virginia's SOLs for Instrumental Music. This class may be repeated for elective credit.

**Chorus (9285)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

This course is designed to assist beginning level students in developing the basic skills needed to sing properly. Students will develop vocal technique, music literacy, and critical assessment through a variety of experiences throughout this class. The students will be exposed to a variety of genres in choral music, including but not limited to secular, sacred, folk, and popular. Prior experience is not required for this course, and this course may be repeated for elective credit. The curriculum is based on the Virginia SOLs

for Beginning to Intermediate level for Choral Music Education and the National Standards for Music Education.

**Advanced Chorus (9289)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Advanced Chorus is designed for the student who has developed foundational skills needed to sing properly. The students will be exposed to a variety of genres in choral music, including but not limited to secular, sacred, folk, and popular. Students will demonstrate an increasing understanding of vocal technique, music literacy and critical assessment with each successive year of participation. Students will be required to perform at school and community functions. Prior experience is not required for this course, and this course may be repeated for elective credit. The curriculum is based on Virginia's SOLs for Intermediate to Advanced level for Choral Music Education and the National Standards for Music Education.

**Chamber Ensemble (9292)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Chamber ensemble is an advanced choral performing ensemble. Students will perform various styles of music, broadening their already well-rounded repertoire. Students will be expected to perform several times throughout the year to express themselves artistically and assess their musical growth. While prior choral experience is helpful, it is not required for members of this ensemble. The curriculum is based on Virginia's Advanced to Artist level Choral Music Standards of Learning and National Standards for Music Education.

**Music Theory (05113)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

The Music Theory course is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Throughout the course of the year

students will study basic notation, scales, key signatures, intervals, triads, cadences, non-chord tones, form, part-writing, and analysis of a score. Aural dictation and ear training are also an integral part of the course and will be taught throughout the year. Individual creativity is nurtured through both rhythmic and melodic composition. This course is highly recommended for students in a musical ensemble and is a prerequisite for AP Music Theory.

### AP Music Theory (9223)

Grade Levels: 10-12

Grade Scale: 5.0

Credits: 1

AP Music Theory is a class designed to teach the mechanics of music. An in-depth look at how music is structured will be taken with special attention given to the following areas: musical terminology, music notation, the grand staff, time signatures, key signatures, modes, melodic dictation, rhythmic dictation, triads, chord analysis, chord inversion, voice leading, harmonic progression, and figured bass notation. This class is primarily for those students who plan to major or minor in music at the college level, and should require the instructor's permission to enroll. Students are required to take the AP exam.

## Theatre & Dance

NOTE: Dance classes can be used for Lifetime Activity credit (PE) or for fine arts credit, but not for both at the same time.

### Dance Technique: Dance 1 (0500101)

Grade Levels: 8-12

Grade Scale: 4.0

Credits: 1

The standards for Dance I provide students with a survey of the dance arts. Emphasis is placed on physical and creative skill development, and opportunities to experience and appreciate dance performance are provided. Historical and cultural studies expand students' understanding of dance as a vital contribution to society while helping them develop cognitive foundations from which to evaluate dance. Students become familiar with the various dance-related professions and the ways in which they function together to create dance productions.

### Dance Technique: Dance 2 (0500102)

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

The standards for Dance II help students integrate and build upon the concepts learned and skills acquired in Dance I. Students develop additional performance and production skills while increasing their range of physical skills through disciplined study of dance technique. Dance improvisation and composition studies expand students' creativity and choreographic craftsmanship. Students develop communicative, interpretive, and evaluative skills by responding to and analyzing a variety of dance experiences. Through historical and cultural studies, students expand their appreciation of the dance arts as a richly expressive, vital contribution to society. While differentiating between aesthetics and criticism, students begin to understand the role of personal experience in the development of artistic choices. Students have the opportunity to explore a career within the dance profession and develop an understanding of the education, preparation, and professional etiquette required of that career. Prerequisite: Dance 1 (0500101)

### Advanced Dance (05049)

*Prerequisite: Dance II or outside dance experience with permission of the instructor.*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

For the advanced dance student due to the high level of difficulty students will be expected to perform at a high level of technical expertise and quality of movement. Students will study jazz, tap, ballet, kinesiology, ideokinesis, improvisation, composition and learn about career opportunities. Requires purchase of supplies. Performance is required.

**Dance Company (9325)**

*Prerequisite: Audition and current enrollment in Dance I/II.*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Advanced Dance, or dance technique courses outside of school. This is the performing dance company of Liberty High School. Students will be required to quickly learn and perform challenging pieces as well as create their own works. They may also be required to purchase supplies. Performance is required. Students in the dance company must take an additional dance class as the dance company class focuses on repertory and not technique.

**Theatrical Production I, II, III, IV (1430, 1440, 1450, 1460)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Theatrical Production I, an elective course, begins with an introduction to the theatre. Theatre history and technical production are stressed through improvisations, skits, set design theory, costuming, and makeup. Activities may include play production, study of important dramatic works, costuming, makeup, and dialect study. Theatrical Production II, III and IV are elective courses designed for the student who desires an additional, in-depth study of play production.

**Technical Theatre Stage Craft I (1435)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Technical Theatre, an elective course, focuses on the non-performance areas of theatre such as makeup, costume, prop, light, and set design and construction. Experience may also be given in graphic design and publicity. Technical Theatre students will have the opportunity to design shows and be the technical crew for performances given during the school year. This class may be repeated for elective credit.

**Technical Theatre Stage Craft II (5056)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Technical Theatre StageCraft II is designed to be a natural extension of Technical Theatre StageCraft I. It will concentrate primarily on scenic construction techniques (constructing and dismantling stage sets), with an emphasis on instruction in lighting, sound, and props. Students will explore the basic concepts of set design.

**Internships / Work Experience****Buildings and Grounds Internship (9826)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Students will be assigned to a work-experience program assisting the custodial staff. The course emphasizes the development of good work attitudes and ethics as well as skill in the maintenance and cleaning of buildings and grounds. This program may be offered at the base high school.

**Career Internship (9828)**

Grade Levels: 12

Grade Scale: 4.0

Credits: 1

Career Internship combines a weekly internship at a local business/industry aligned with students' career interests and classroom instruction designed to equip them with skills critical for success in the workplace. This course provides senior students an opportunity to practically apply their academics and further develop workplace skills in preparation for successful transition into postsecondary and career experiences. This course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia.

**Independent Study**

Students may enroll in an independent study as part of their schedule. Independent study is non-credit bearing. It must be tied to another course, project, or sponsor and may not be offered as a stand-alone section in the student schedule.

**Leadership (2822)**

Grade Levels: 9-12  
Grade Scale: 4.0  
Credits: 1

This course is designed to promote leadership skills and to provide a time for students to engage in school service projects. The major objectives are for students to develop communication skills, improve their organizational skills, develop team-building strategies, and promote responsibility in all school activities. The course is primarily hands-on but also includes supplementary readings, guest speakers, projects, and role-playing. To better meet students' needs, students are provided the opportunity to select many of the class goals and projects as the year progresses. Participation in class discussion is extremely important, and points are assigned for various projects done weekly as well as monthly. Participation in the class provides students with an opportunity to be creative, serve their school and community, and grow as leaders.

**Library Internship (1600)**

Grade Levels: 11-12  
Grade Scale: 4.0  
Credits: 1

Students may apply to assist the librarians at their base school in the day-to-day functions of the library. Duties will include general clerical work, keyboarding, shelving books, maintaining the library collection, and assistance to the staff and students using the library. This course requires approval from the librarian through an application process. Contact the librarian or guidance counselor for more information about the application process.

**Late Arrival (8901) / Early Release (8909)**

Grade Levels: 12

Seniors who have met graduation requirements may be granted early release or late arrival from school with permission from the principal. To be eligible, a student must be a senior enrolled in at least four classes or a junior in an approved BCPS program. They also may not be signed up for double classes in the same subject; two English classes or 2 math classes in the same year. They must have earned all required credits for their diploma type. Finally, they must be able to drive or have a parent/guardian

provide transportation to or from school. Depending on another student for a ride is not an acceptable option. During the school year, the student must remain in good standing as determined by the principal.

**Science Internship (9829)**

Grade Levels: 11-12  
Grade Scale: 4.0  
Credits: 1

This course is designed to be a self-directed class with minimum input from the teacher. Students should be able to work on their own and anticipate classroom needs. When setting up a lab, they should be able to read and interpret the lab, assemble necessary equipment, and prepare all solutions. Students will have to adhere to all safety standards, manage the chemical stockroom, maintain inventory, test and repair equipment, and properly clean and dispose of all chemicals. A strong science background and teacher recommendations are required. Contact a science teacher or guidance counselor for more information about the application process.

**SOL Support (0110)**

Grade Levels: 9-12  
Grade Scale: 4.0  
Credits: 1

This course is designed to help students who need additional time and skill reinforcement to achieve passing scores on the Standards of Learning end-of-course tests. An elective credit can be earned by successfully completing the course.

**World Languages****American Sign Language II (5995)- Virtual Virginia**

*Prerequisite: American Sign Language I*

Online Only

Grade Levels: 10-12  
Grade Scale: 4.0  
Credits: 1

The American Sign Language course will provide students with cross-cultural experiences, enable interactions with the Deaf community, including deaf students in public schools, and provide career opportunities that require such competency (e.g., education, counseling, interpreting). Inclusion of



American Sign Language in the continuum of courses in languages other than English may enable some students to attain knowledge of another language and culture who may not have been otherwise able to do so with offerings from the traditional modern and classical languages.

**American Sign Language III (24854) -Virtual Virginia only**

Grade Levels: 11-12  
Grade Scale: 4.0  
Credits: 1

In this course students will build upon the skills that were taught in American Sign Language I and continue to increase their ability to comprehend and respond with increasing accuracy to expressive American Sign Language (ASL). ASL II provides basic instruction in production and comprehension, vocabulary, and grammar, and eventually leads to increased communicative and cultural proficiency in ASL. Emphasis is placed on the progressive development of expressive and receptive skills. The culture, history, current events, and traditions of the deaf community are introduced on the appropriate level through selected readings, visual recordings, and other authentic materials. Students will be able to converse with another student or individuals within the deaf community with emphasis on appropriate language used in common communication settings.

**English as a Second Language I (5710)**

Grade Levels: 9-12  
Grade Scale: 4.0  
Credits: 1

This course provides intensive instruction at the beginning level. It includes listening comprehension, pronunciation and oral production of basic grammatical structure; reading and vocabulary development; and introduction to the writing process. Students may be admitted to the course only if it is included in the student's ELL/ESL plan. Credit for a single ESL course may be given in the area of world language, English, or electives. If a student receives world language credit for an ESL course, then he or she may not receive credit for the same course in the area of English or electives.

**English as a Second Language II (5720)**

Grade Levels: 10-12  
Grade Scale: 4.0  
Credits: 1

This course provides intensive instruction at the beginning level. It includes listening comprehension, pronunciation and oral production of basic grammatical structure; reading and vocabulary development; and introduction to the writing process. Students may be admitted to the course only if it is included in the student's ELL/ESL plan.

**English as a Second Language III (5730)**

Grade Levels: 11-12  
Grade Scale: 4.0  
Credits: 1

This course provides intensive instruction at the beginning level. It includes listening comprehension, pronunciation and oral production of basic grammatical structure; reading and vocabulary development; and introduction to the writing process. Students may be admitted to the course only if it is included in the student's ELL/ESL plan.

**English as a Second Language IV (5731)**

Grade Level(s): 12  
Credit: 1 unit

This course provides intensive instruction at the beginning level. Includes listening comprehension, pronunciation and oral production of basic grammatical structure; reading and vocabulary development; and introduction to the writing process. Students may be admitted to the course only if it is included in the student's ELL/ESL plan.

**French I (5110)**

Grade Levels: 9-12  
Grade Scale: 4.0  
Credits: 1

This course provides beginning students with basic skills in listening, speaking, reading, and writing. Vocabulary and basic grammar are stressed, and emphasis is placed on enabling students to communicate in daily life situations. Students also incorporate geographical, historical, cultural, and map skills in their studies of the locations where French is spoken.

**French II (5120)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

French II provides students with a solid foundation of grammar and vocabulary. Students should also gain a heightened awareness and understanding of the French speaking world. Upon successful completion of the class, students should be capable of basic comprehension and conversational skills.

**French III (5130)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

French III provides an intensive review of basic grammar and vocabulary taught primarily in the target language. Reading selections, oral presentations, and critical writing assignments promote the student's ability to communicate their ideas in French.

**Honors French (5160)**

Grade Levels: 10-12

Grade Scale: 4.5

Credits: 1

This course continues the intensive review and application of grammar and syntactic structures with the dual goals of producing French-speaking students as well as helping students succeed in standardized test settings. Literary analysis provides the foundation for cross-curricular investigations, as well as grammar study, discussion, and written analysis. The class is conducted primarily in the target language.

**AP French Language and Culture (5170)** 

Grade Levels: 12

Grade Scale: 5.0

Credits: 1

This course is the culmination of intensive preparation in the content areas of communication. Extended reading, writing, speaking and listening tasks are emphasized in order to provide as much practice as possible for the AP exam in May. Students are expected to communicate exclusively in

the target language. Students are required to take the AP exam.

**Latin I (5310)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Latin I introduces the student to the language of the ancient Romans. This includes sufficient study of grammar and vocabulary to translate and read for comprehension simple Latin to English and translate English to Latin. In addition, the student becomes familiar with stories and legends of Rome's founding and growth and some of her achievements which have become part of our heritage.

**Latin II (5320)**

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Latin II continues the study of language structure and vocabulary, giving the student the ability to read and write more advanced material both from Latin to English and from English to Latin. Background emphasis is on Rome's expansion from the city-state to the power of the Italian peninsula and Mediterranean area, stressing Caesar's life and contributions to his and later times.

**Latin III (5330)**

Grade Levels: 10-12

Grade Scale: 4.0

Credits: 1

Latin III takes the student beyond the basic level of reading and understanding Latin literature. The writings of Cicero and other authors of the later republic and early empire are introduced. This study enables the student to compare and contrast the political and social problems of that period with the present. The student is given an opportunity to read some of the world's greatest literature.

**Latin IV (5340)**

Grade Levels: 11-12  
Grade Scale: 4.0  
Credits: 1

Latin IV is centered around the study of the poet Virgil, his life, times, works, and worldwide influence. His *Aeneid* gives students the opportunity to become familiar with poetic uses and forms as they read the national epic of a great people at an important period of history.

**Latin V (5350)**

Grade Levels: 12  
Grade Scale: 4.0  
Credits: 1

Latin V is designed for the student who has successfully completed Latin I, II, III, and IV. The course is an in-depth study of the literature of ancient Rome with concentration on poetry and plays. Further in-depth study is given to the *Aeneid* by Virgil and other major literary works or sources.

**Spanish I (5510)**

Grade Levels: 9-12  
Grade Scale: 4.0  
Credits: 1

This course provides beginning students with basic skills in listening, speaking, reading, and writing. Vocabulary and basic grammar are stressed, and emphasis is placed on enabling students to communicate in daily life situations. Students also incorporate geographical, historical, cultural, and map skills in their studies of the locations where Spanish is spoken.

**Spanish II (5520)**

Grade Levels: 9-12  
Grade Scale: 4.0  
Credits: 1

Spanish II provides students with a solid foundation of grammar and vocabulary. Students should also gain a heightened awareness and understanding of the Spanish speaking world. Upon successful completion of the class, students should be capable of basic comprehension and conversational skills.

**Spanish III (5530)**

Grade Levels: 10-12  
Grade Scale: 4.0  
Credits: 1

Spanish III provides a review of basic grammar and vocabulary taught primarily in the target language. Reading selections, oral presentations, and critical writing assignments will promote the student's ability to communicate their ideas in Spanish.

**Honors Spanish III (5531)**

Grade Levels: 10-12  
Grade Scale: 4.5  
Credits: 1

Advanced Spanish III is designed for those students who plan to enroll in Pre AP Spanish and then AP Spanish in their Junior and Senior years of high school. The foci of this course are intensive grammar review, vocabulary acquisition, and oral and written communication.

**Honors Spanish IV (5541)**

Grade Levels: 10-12  
Grade Scale: 4.5  
Credits: 1

This course continues the intensive review and application of grammar and syntactic structures with the dual goals of producing Spanish-speaking students as well as helping students succeed in standardized test settings. Literary analysis provides the foundation for cross-curricular investigations, as well as grammar study, discussion, and written analysis. The class is conducted primarily in the target language.

**AP Spanish Language and Culture (5570)**

Grade Levels: 11-12  
Grade Scale: 5.0  
Credits: 1

This course is the culmination of intensive preparation in the content areas of communication. Extended reading, writing, speaking, and listening tasks are emphasized in order to provide as much practice as possible for the AP exam in May. Students are expected to communicate exclusively in Spanish. Students are required to take the AP exam.

**AP Spanish Literature and Culture (5580)** 

Grade Levels: 9-12

Grade Scale: 5.0

Credits: 1

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons along with exploration of various media (e.g., art, film, articles, literary criticism). Students are required to take the AP exam.

## INDIVIDUALIZED EDUCATION PROGRAM (IEP) HIGH SCHOOL COURSES

**Functional Reading (8000, 8001, 8002, 8003)**

*Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

This course is a specialized course designed to equip high school students with practical reading skills necessary for success in their everyday lives. This course focuses on the development of reading proficiency in real-world contexts, helping students become effective readers who can navigate written materials essential for personal, academic, and professional purposes.

**Functional Skills (8222, 8221, 8224, 8226)**

*Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

At the high school level, the curriculum is designed to incorporate functional skills, to promote generalization and transfer of those skills, and to

foster the growth of appropriate social skills. Activities are provided to stress prevocational and vocational goals and objectives. Experiences leading to increasing abilities in independent living are included daily in this course of study. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

**Fundamental Skills (7896, 7897, 7898, 7899)**

*Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

The instructional program on the secondary level includes mastery of specific goals, the improvement of educational achievement in the regular education environment, and the instruction and reinforcement of skills required for the promotion of personal/social adjustment and transition skills. Curriculum includes instruction in study skills including test taking and organizational skills, interpersonal and employment skills, career/transition planning, and personal financial planning and management. This course provides a foundation for further education or training or preparation for employment for students with disabilities. Students may be admitted to the course only if it is included in the IEP.

**Language Arts Skills (1135, 1146, 1157, 1168)**

*Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Instruction in language arts helps the student build and maintain the control of language which he/she needs in order to communicate with others. Listening, speech and language, reading, writing and spelling are closely related. Activities strengthen one or several of the areas and make use of them all, either directly or indirectly. Specific skills essential for proficiency in each area are emphasized. The instructional program integrates the student's school experiences and subject-matter areas. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

**Life Skills English (0209, 0210, 0211, 0212)**

*Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Life Skills English is a course for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP). The curriculum for this class focuses on raising students' overall competencies in the areas of reading or English found to be deficient as determined by various assessment instruments used for identification. Instruction in this course is to help maintain and strengthen listening, speech and language, reading, writing, and spelling. Students may be admitted to this course only if it is included in the Individualized Education Program (IEP).

**Adaptive Physical Education (7700, 7701, 7702, 7703)**

*Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Adaptive Physical Education is a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. This course is not intended to serve as a therapeutic treatment program. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

**Life Skills Citizenship (7866, 7865, 7867, 7868)**

*Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Life Skills Social Studies is a course for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP). This course seeks to develop social competence through practical

experiences with social studies. Activities are designed to develop traits of good citizenship, teach the student how to relate to others, and give students an opportunity to become socially and vocationally proficient. The activities are designed to develop the student's maximum competence in basic knowledge of history, government, and community. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

**Life Skills Mathematics (3009, 3010, 3011, 3012)**

*Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Life Skills Mathematics is a course designed for students who lack adequate computational skills necessary to be successful in regular mathematics. The curriculum for this class focuses on raising students' mathematics competencies in areas identified as deficient by various assessment instruments. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

**Life Skills School and Community (7869, 7872, 7870, 7871)**

*Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Within the secondary level special education programs, there are students who lack the social behavior that they need to become productive and successful in school and the community. This course is designed to teach appropriate behavioral/social skills and/or provide opportunities for students to use the skills in school and community settings. Improvements in overall behavior are achieved by developing the student's ability to use thinking and social skills to solve personal and interpersonal problems. Students may be admitted to the course only if it is included in the Individualized Education Program.

**Mathematics Skills (3122, 3123, 3124, 3125)***Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Life Skills Mathematics is a course designed for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP). The curriculum for this class focuses on raising students' overall competencies in the areas of mathematics as determined by various assessment instruments used for identification. Daily uses of math are emphasized to increase abilities for students to pursue living independently. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP)

**Personal Life Skills (7900, 7901, 7902, 7903)***Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Instruction in Personal Life Skills assists the student in developing appropriate behaviors for an educational setting. Through direct and indirect assistance, students develop skills in identifying and solving problems which interfere with successful participation in general educational programs and in making age-appropriate personal and social adjustments. Recognizing and accepting individual strengths and weaknesses, developing problem-solving skills, and setting realistic life goals are emphasized. The student develops skills essential for social adjustment by developing competencies in responding appropriately when confronted with legitimate and/or illegitimate authority figures and in interacting with others in an acceptable manner. The special education teacher monitors the student's program, initiates modifications when appropriate, and supports the student's efforts to conform to regular education expectations. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

**Resource (7800, 78001, 78002, 78003)***Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

The instructional program on the secondary level includes mastery of specific goals, the improvement of educational achievement in the regular education environment, and the instruction of skills required for the promotion of personal management. Curriculum includes instruction in study skills, including test taking and organizational skills, self-management and determination, and IEP Goal based instruction related to academic achievement. This course provides a foundation for further education for students with disabilities. Students may be admitted to the course only if it is included in the IEP or 504 plan.

**Social Studies Skills (2705, 2706, 2707, 2708)***Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Social Studies Skills is a course designed to meet the personal, social, and economic needs of the student. The activities are designed to develop the student's maximum competence in basic knowledge of history and government. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

**Life Skills Science (4126, 4127, 4128, 4129)***Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

Life Skills Science is a course designed for students who qualify for participation in the Virginia Alternative Assessment Program (VAAP). This course seeks to develop a student's overall knowledge in the areas of scientific investigations, life systems, ecosystems and earth and space systems. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

**Science Skills (4134, 4135, 4136, 4137)**

*Prerequisite: Eligibility through special education placement*

Grade Levels: 9-12

Grade Scale: 4.0

Credits: 1

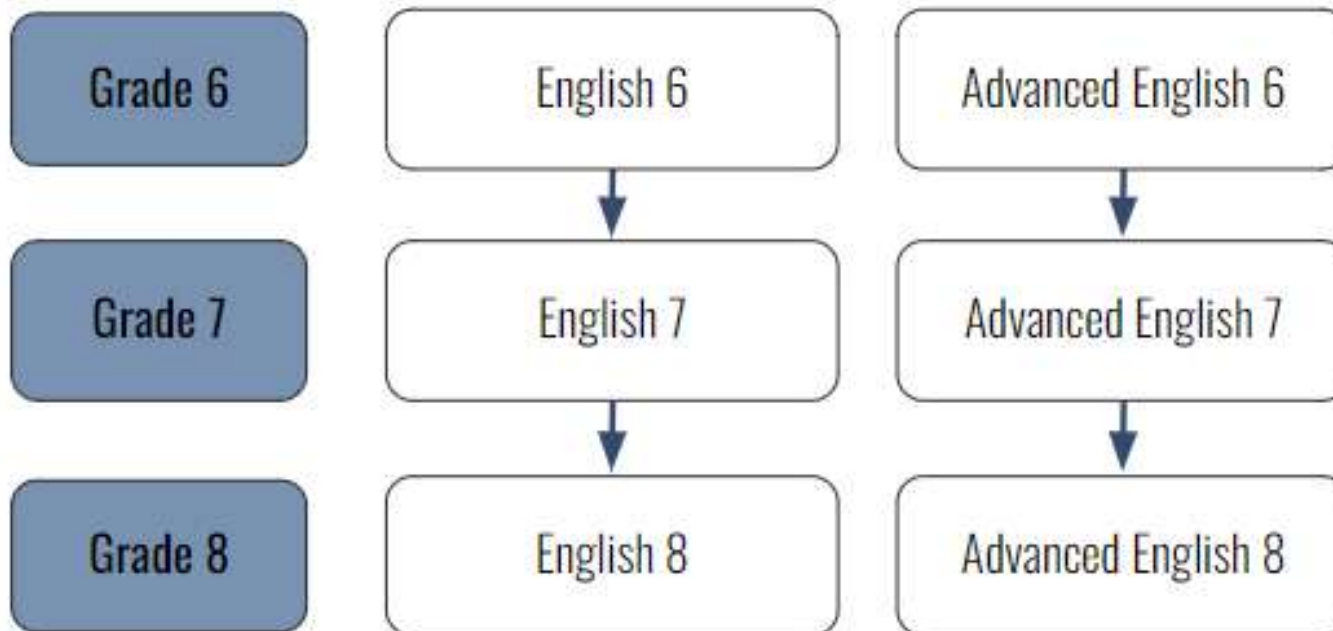
Science Skills is a course designed to meet the personal, social, and economic needs of the student. The skills contained in these areas develop the student's maximum social competence through direct experiences with the immediate environment, everyday science, health, and safety.

## APPENDIX A: Course Pathways



# Middle School English Course Pathways

*Bedford County Public Schools*  
2024-2025

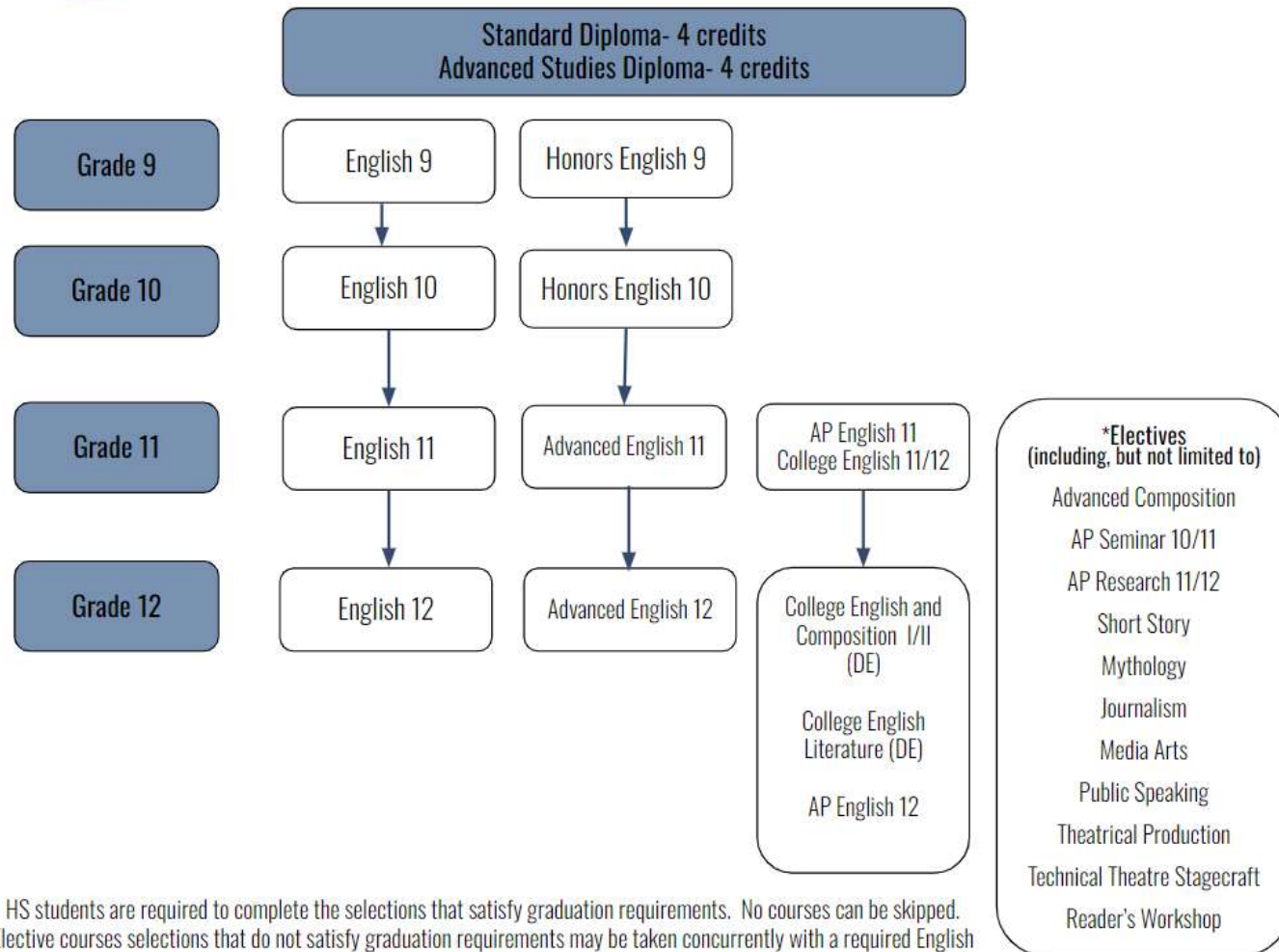






# High School English Course Pathways

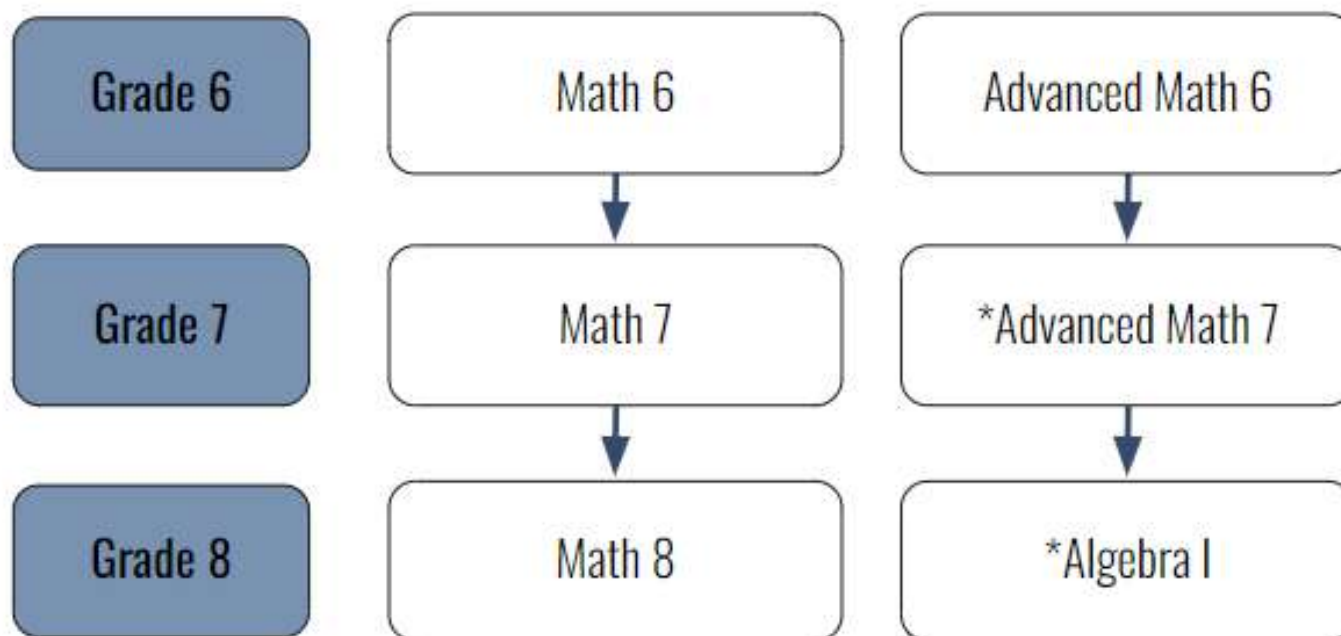
*Bedford County Public Schools*  
2024-2025





# Middle School Math Course Pathways

*Bedford County Public Schools*  
2024-2025

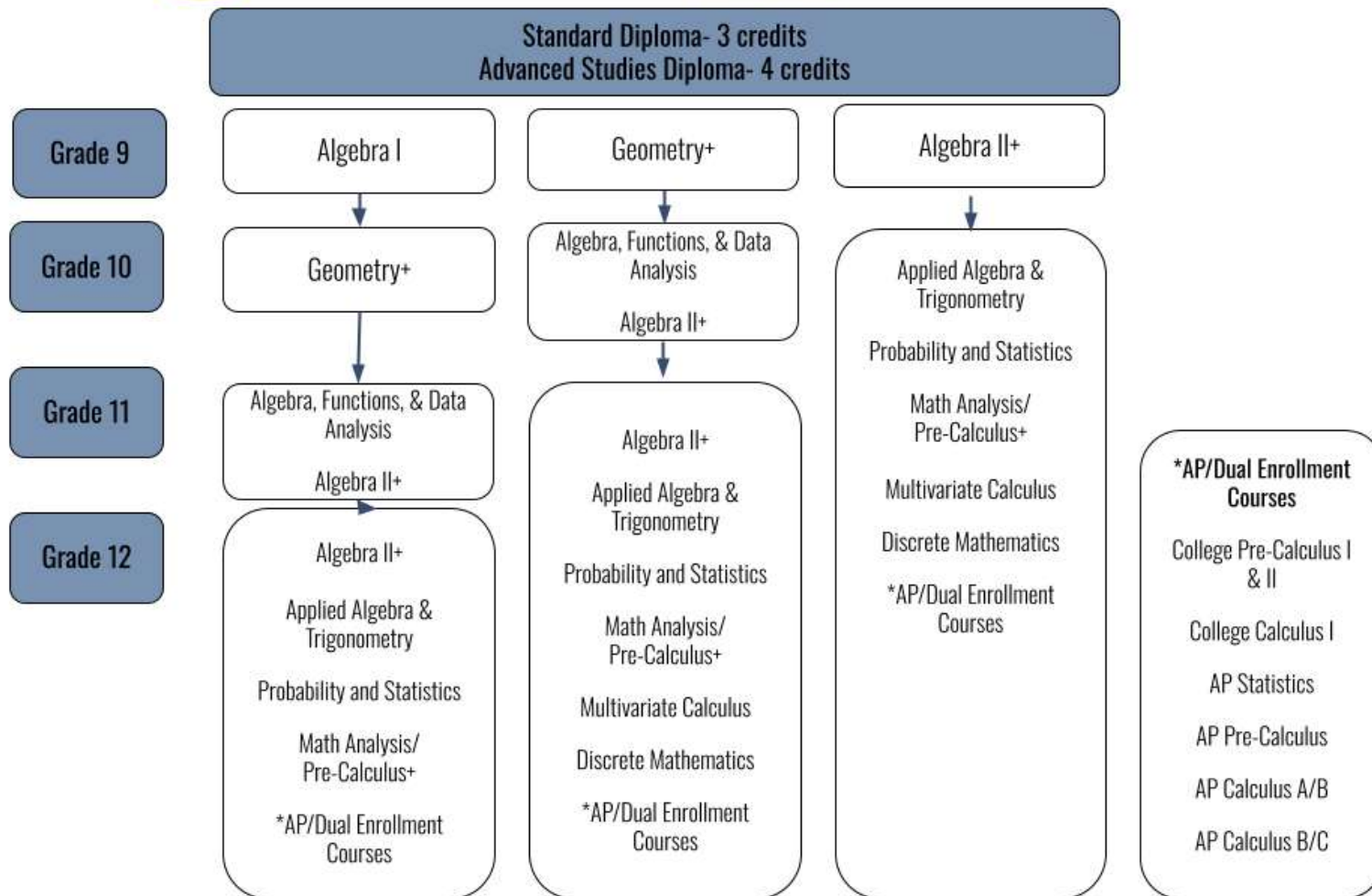


\*County procedures to demonstrate mastery of 8th grade concepts prior to Algebra I and mastery of Algebra I concepts prior to Geometry must be met to continue on pathway.



# High School Math Course Pathways

*Bedford County Public Schools*  
2024-2025

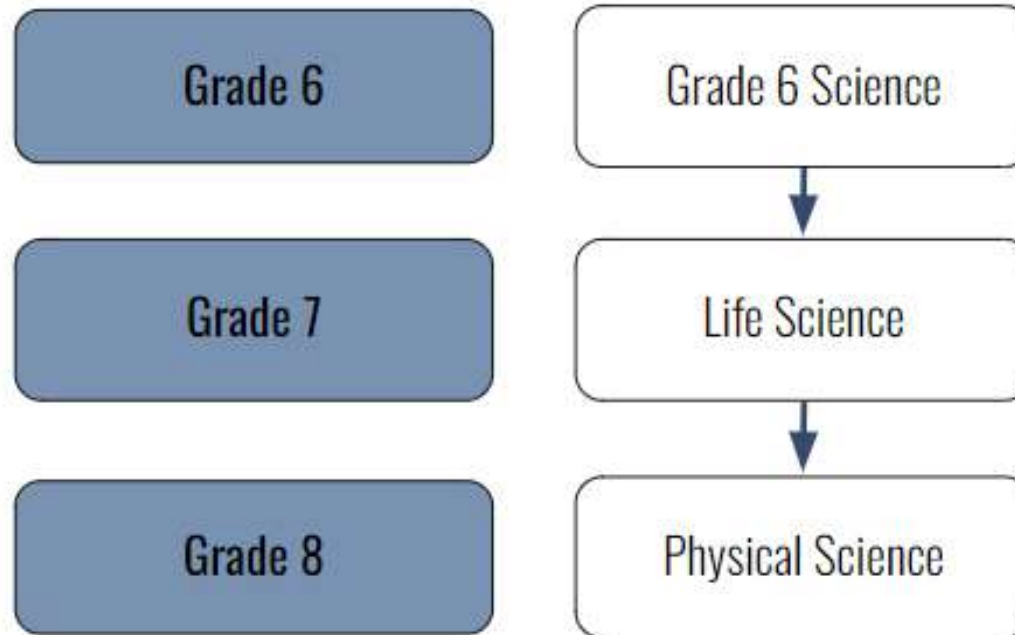


+Honors courses are offered for Geometry, Algebra II, and Math Analysis/Pre-Calculus.



# Middle School Science Course Pathways

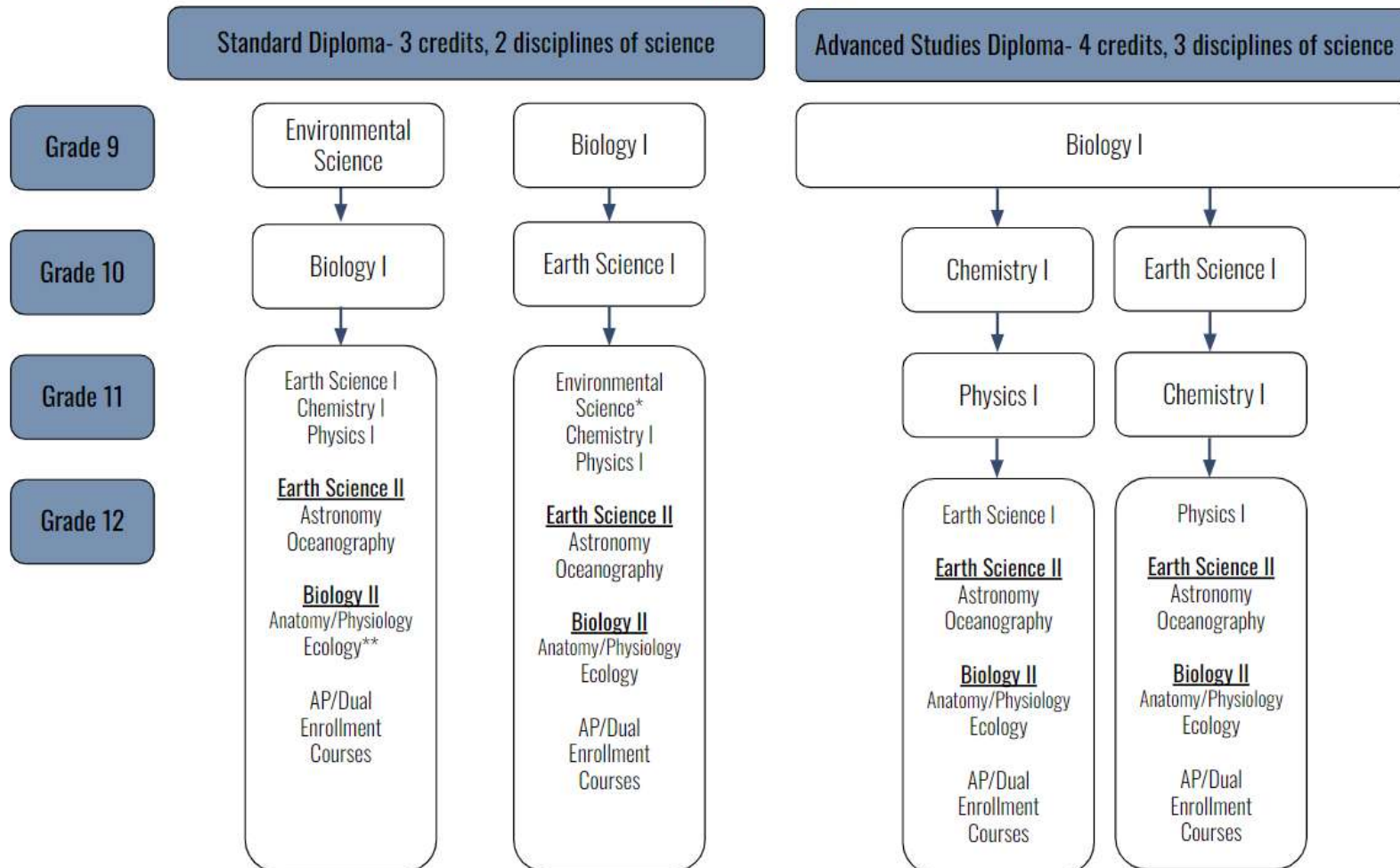
*Bedford County Public Schools*  
2024-2025





# High School Science Course Pathways

Bedford County Public Schools  
2024-2025



**These are recommended course pathways. Beginning in 10th grade, students may take multiple science courses within a given year.**

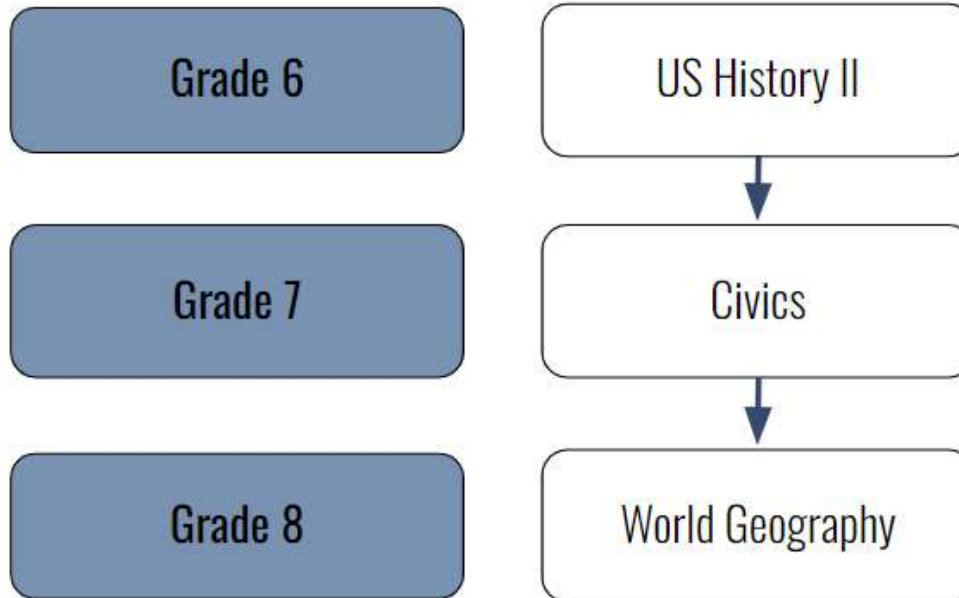
\*Environmental Science Content Guidelines were constructed to meet gaps in science content and practices.

\*\*It is not recommended that students take both Environmental Science and Biology II Ecology.



# Middle School Social Studies Course Pathways

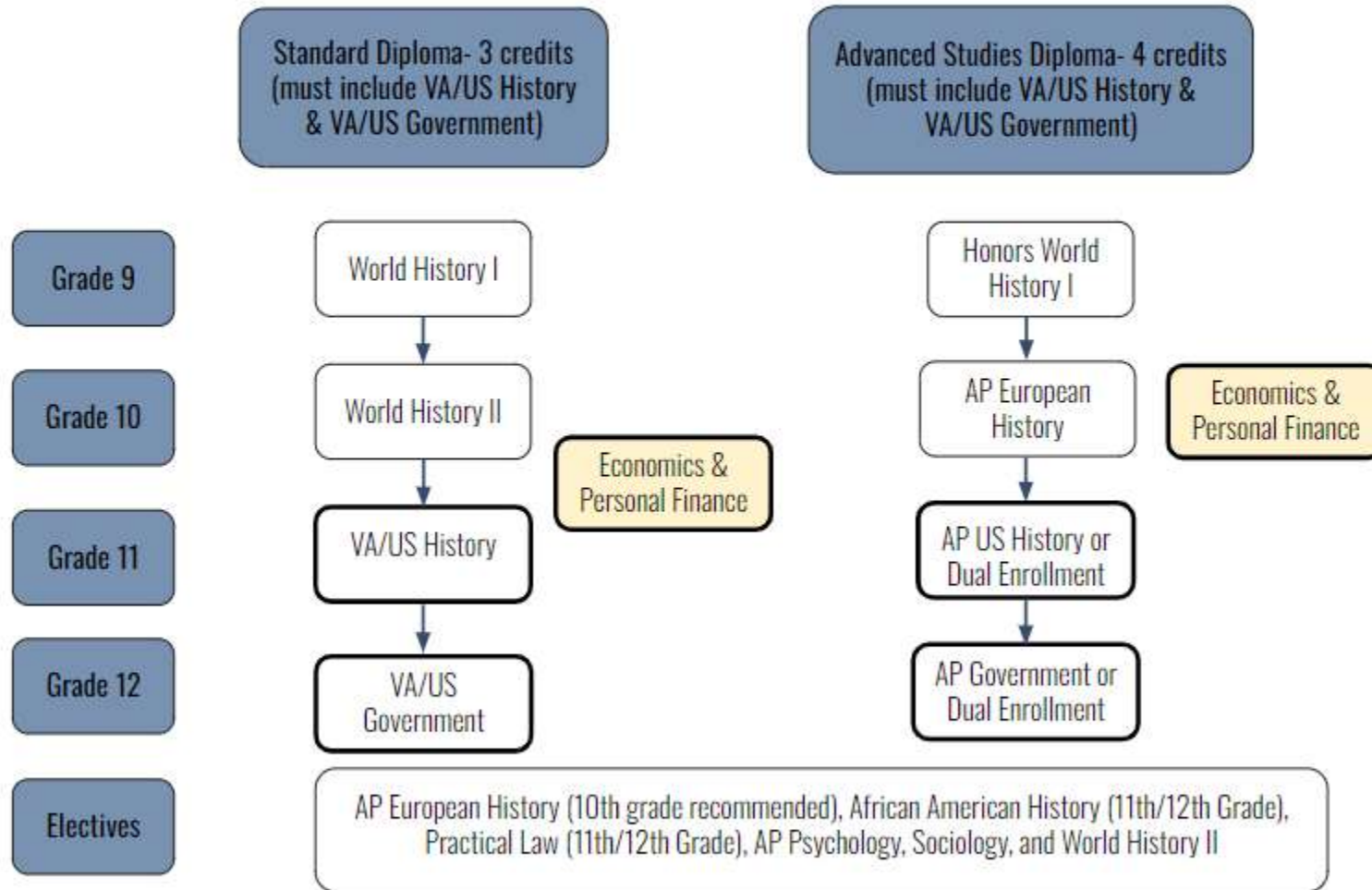
*Bedford County Public Schools*  
2024-2025





# High School Social Studies Course Pathways

*Bedford County Public Schools*  
2024-2025



\*Economics & Personal Finance can be taken at any time, but the content is more relevant to 11th & 12th graders. It is required for graduation but does not count towards social studies credits for graduation.

## APPENDIX B: Enrollment

### Enrollment in a Bedford County School

The list below includes items needed for enrollment in a Bedford County Public School. For specific enrollment questions, parents/guardians and students are encouraged to contact the school of intended enrollment. The school secretary or registrar at each school can assist with specific details of enrollment.

#### **Birth Certificate (§ 22.1-3.1 of the Code of Virginia)**

Except as provided in § 22.1-3.1 of the *Code of Virginia*, no student shall be admitted for the first time to any public school in any school division in Virginia unless the person enrolling the student shall present, upon admission, a certified copy of the student's birth record. A photocopy of the child's birth certificate will not meet this requirement. If a certified copy of the child's birth certificate cannot be obtained, the person enrolling the child must submit a sworn statement setting forth the child's age and explaining the inability to present a certified copy.

A certified copy of a birth record for a person born in Virginia may be obtained from the Virginia Department of Health, Division of Vital Records and Health Statistics. See [obtaining a certified copy of a birth record](#) for information about that process.

#### **Street Address (§ 22.1-4.1 of the Code of Virginia)**

Documentation of the street address or route number of the child's residence must be provided. If no street address or route number exists for the child's residence, a post office box number must be provided. If a child has no regular, fixed residence but resides within the school division in a temporary shelter, institution, or place not ordinarily used as a residence, the school division may determine that a street address, route number, or post office box number, cannot be provided and may accept an alternative form of address that it considers appropriate.

When a student is being registered in Bedford County Public Schools for the first time and each time there is a change of address, it is required that the parent or guardian present reasonable proof of residing in our school district. Acceptable documentation includes a copy of a mortgage, lease, or real estate tax statement of the principal residence in Bedford County. Note: A parent or guardian can be charged with a Class 4 misdemeanor for knowingly making a false statement concerning the residency of a child in a particular school division or school attendance zone if the purpose is to avoid tuition or to enroll the student in a school outside the attendance zone in which the student resides ([§ 22.1-264.1 of the Code of Virginia](#)).

Every person of school age shall be deemed to reside in a school division if living with ([§ 22.1-3 of the Code of Virginia](#)):

- Natural parent or parent by legal adoption
- An individual defined as a parent, based on a special power of attorney, relative to the guardianship of a child of a military family
- An individual, in place of the parents, because the natural parents are no longer living
- Court appointed guardian
- An individual who has legal custody of the student
- Foster parent with Bedford County Department of Social Services
- Foster parent with an out-of-county agency.
- Relative of youth providing care and/or custody
- Emancipated minor
- Homeless youth

If none of the above apply, the school can provide contact information for a district office administrator who can assist.

To determine eligibility for admission to Bedford County Public Schools on a tuition basis, please consult policy [JCE, Non-Residents](#).

#### **Admission of Non-Public Students for Full-Time Enrollment (§ 22.1-254.1 of the Code of Virginia)**

The parents of students attending private school or being homeschooled pursuant to Va. [Code § 22.1-254.1](#) who wish to enroll their students on a part-time basis in the Bedford County Schools for participation in academic and/or extracurricular/club activities shall, along with the students, comply with policy [JECD, Admission of Non-Public Students for Full-Time Enrollment](#).



**Admission**

The parents shall identify their children as private school or homeschool students who desire part-time enrollment in academic courses of study. Students admitted under this policy are designated as part-time students. At the time of applying for admission, students shall designate the academic course(s) in which they want to enroll and each extracurricular or club activity in which they wish to participate.

**Enrollment**

Students must enroll in at least one academic class (high school) or one instructional unit (elementary/middle school) more than the requested course(s) and for each extracurricular or club activity in which they choose to participate. If no activity participation is sought, the part-time student must enroll in a minimum of two classes. Students wishing to participate in an academic class shall have completed all prerequisite course work or the equivalent required of full-time public school students wishing to enroll in the course. If part-time enrollment causes total enrollment in a class or grade level to exceed the maximum allowed by state or local policy (e.g. resulting in the need to employ another teacher) admission will be denied.

Once enrolled, the student shall comply with behavioral, disciplinary, attendance and other rules applicable to all students, including rules governing the use of the division's computer systems. If a student fails to comply, the school may withhold credit and/or terminate the student's participation in addition to taking any disciplinary action that would be taken against a full-time student for similar conduct.

**Activity**

Students wishing to participate in a Virginia High School League (VHSL) governed extracurricular or club activity shall satisfy the same or equivalent criteria for such activities that full-time students must satisfy. Students admitted under this policy shall participate in any try-out or selection process required of full-time students.

**Transportation**

The parents of the children for whom part-time admission is sought are responsible for the transportation of the child to and from school, including any expenses incident thereto.

**Academic Credit**

Class ranking and grade point-average are not computed for part-time students.

**JROTC Membership for Homeschooled Students**

Membership in Junior Reserve Officer Training (JROTC) units is open to homeschooled students as provided in Policy [LBD](#) Home Instruction.

For clarification, a full-time student in BCPS must be enrolled in a minimum of four courses. If the student wishes to participate in VHSL activities, they must "satisfactorily complete the equivalent of the five courses in which he/she was enrolled in the previous semester and have continuous enrollment in five classes for the school year." For additional information, families may consult the [BCPS Athletic Brochure](#), which may be obtained upon making a request to the school's principal or athletic director.

**School Entrance Health Form (§ 22.1-270 of the Code of Virginia)**

[Section 22.1-270](#) of the *Code of Virginia* precludes the admission of a student for the first time to any public kindergarten or elementary school in a school division unless the student furnishes, prior to admission, a report of a comprehensive physical examination from a qualified licensed physician, or a licensed nurse practitioner, or licensed physician assistant acting under the supervision of a licensed physician. The examination must be of the scope prescribed by the State Health Commissioner and must have been performed within 12 months before the date the student first enters the public school. Students may also provide records showing that they furnished such a report upon admission to another school or school division and provide the information that was contained in that report. See [School Entrance Physical Exam Form](#) and [Instructions](#) (PDF) for additional information regarding the form that may be used for the examination.

Upon request, Virginia's health departments in all of its counties and cities must provide the physical examination for medically indigent children without charge.

The Comprehensive Physical Examination is not required of any child if it violates the family's religious beliefs and the child's parent or guardian states in writing that the child is free from any communicable or contagious disease and there is no visual evidence of sickness.

**Immunizations (§ 22.1-271.2 of the Code of Virginia)**

Documentation indicating that the child has received the required immunizations must be provided. See the [Virginia Department of Health School and Day Care Minimum Immunization Requirements](#) (PDF) for a list of the required immunizations as well as a list in the following section entitled Minimum School Immunization Requirements.

Any child whose immunizations are incomplete may be admitted conditionally if the parent or guardian provides documentation at the time of enrollment that the child has received at least one dose of the required immunizations and has a written schedule for completing the remaining doses within 90 days. If the student requires more than two doses of hepatitis B vaccine, the conditional enrollment period shall be 180 calendar days.

No certificate of immunization shall be required for a student's school admission if (i) the student or his parent submits an affidavit to the admitting official stating that the administration of immunizing agents conflicts with the student's religious tenets or practices; or (ii) the school has written certification from a licensed physician, licensed nurse practitioner, or a local health department that one or more of the required immunizations may be detrimental to the student's health, indicating the specific nature and probable duration of the medical condition or circumstance that contraindicates immunization.

**Social Security Number (§ 22.1-260 of the Code of Virginia)**

For purposes of § 22.1-260, each student shall present a federal social security number within 90 days of his enrollment. The Board of Education shall, after consulting with the Social Security Administration, promulgate guidelines for determining which students are eligible to obtain social security numbers. In any case in which a student is ineligible, pursuant to these guidelines, to obtain a social security number or the parent is unwilling to present such number, the superintendent or his designee may assign another identifying number to the student or waive this requirement.

**Expulsion Statement (§ 22.1-3.2 of the Code of Virginia)**

When a student is registered, the parent must provide a sworn statement about whether the child has been expelled from attending a private school or another public school in Virginia or a school in another state for an offense involving weapons, alcohol or drugs, or for willful infliction of injury to another person. In addition, the parent must provide a sworn statement or affirmation indicating whether the student has been found guilty of or adjudicated delinquent for any offense listed in subsection G of § 16.1-260 or any substantially similar offense under the laws of any state, the District of Columbia, or the United States or its territories.

**Homeless Students (§ 22.1-3 of the Code of Virginia)**

A person living in the school division is a homeless child or youth, as set forth in this subdivision, who lacks a fixed, regular, and adequate nighttime residence. Such persons shall include (i) children and youths, including unaccompanied youths who are not in the physical custody of their parents, who (a) are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations or in emergency or transitional shelters; or are abandoned in hospitals; (b) have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; or (c) are living in parked cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (ii) migratory children, as defined in the federal Elementary and Secondary Education Act of 1965, P.L. 89-10, as amended, who are deemed homeless as they are living in circumstances set forth in clause (i).

School divisions shall comply with the requirements of Subtitle VII-B of the federal McKinney-Vento Homeless Assistance Act, as amended ([42 U.S.C. § 11431 et seq.](#)), to ensure that homeless children and youths shall receive the educational services comparable to those offered to other public school students.

School divisions serving the students identified in this subdivision shall coordinate the identification and provision of services to such students with relevant local social services agencies and other agencies and programs providing services to such students and with other school divisions as may be necessary to resolve interdivisional issues.

**Students in Foster Care (§ 22.1-3.4 of the Code of Virginia)**

A student who has been placed in foster care by a local social services agency shall be immediately enrolled even if the placing social services agency is unable to produce the documents required for enrollment. In such cases, the person enrolling the student must provide a written statement including specifics required by the Code at the time of enrollment. See § 22.1-3.4 of the Code of Virginia and [Enrollment of Students in Foster Care](#) for additional information.

You may want to review §§ [22.1-1](#), [22.1-3](#), [22.1-5](#), [22.1-254](#), and [22.1-255](#) of the *Code of Virginia*. These sections provide additional information, including the definitions of “parents” and “person of school age,” regarding compulsory attendance and the requirements for residency within a school division.

References: [Bedford County Public Schools policies/regulations](#), [the Code of Virginia](#), and [Enrollment in Virginia Public Schools](#)

## APPENDIX C: Immunization Requirements

### Minimum School Immunization Requirements

Documentary proof shall be provided of adequate age-appropriate immunization with the prescribed number of doses of vaccine indicated below for attendance at a public or private elementary, middle, or secondary school; child care center; nursery school; family day care; or home or developmental center. Vaccines must be administered in accordance with the harmonized schedule of the Centers for Disease Control and Prevention, American Academy of Pediatrics, and American Academy of Family Physicians and must be administered within spacing and age requirements. Children vaccinated in accordance with either the current harmonized schedule or the harmonized catch-up schedule (including meeting all minimum age and interval requirements) are considered to be appropriately immunized for school attendance.

Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap). A minimum of 4 doses. A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis-containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective July 1, 2019, a booster dose of Tdap vaccine is required for all children entering the seventh grade.

Haemophilus Influenzae Type b (Hib) Vaccine. This vaccine is required ONLY for children up to 60 months (5 years) of age. A primary series consists of either 2 or 3 doses (depending on the manufacturer). However, the child's current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have one dose of vaccine.

Hepatitis B Vaccine. A complete series of 3 doses of hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule **ONLY** for adolescents 11-15 years of age AND **ONLY when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine** is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

Human Papillomavirus Vaccine (HPV). Effective October 1, 2008, a complete series of 3 doses of HPV vaccine is required for females. The first dose shall be administered before the child enters the 6th grade. After reviewing educational materials approved by the Board of Health, the parent or guardian, at the parent's or guardian's sole discretion, may elect for the child not to receive the HPV vaccine.

Measles, Mumps, & Rubella (MMR) Vaccine. A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). First dose must be administered at age 12 months or older. Second dose of vaccine must be administered prior to entering kindergarten but can be administered at any time after the minimal interval between doses 1 and 2.

Pneumococcal (PCV) Vaccine. This vaccine is required ONLY for children less than 60 months of age. One to four doses, dependent on age at first dose, of pneumococcal conjugate vaccine are required.

Polio Vaccine. A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday.

Varicella (Chickenpox) Vaccine. All children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

*For further information, please call the Virginia Division of Immunization at 1-800-568-1929 (in state only) or 804-864-8055.*