

Amherst Education Center

2019-2020 Handbook



219 Trojan Lane
Madison Heights, Va. 24572



Amherst County Public Schools

Our Vision, Our Mission

Vision Statement

The Amherst County Public School Division will cultivate excellence in every child, every day.

Mission Statement

Amherst County Public Schools will create a culture that inspires excellence in academics, career readiness and citizenship in every child.

Amherst County Public Schools does not discriminate on the basis of race, color, national origin, sex or disability in its programs, activities or employment practices, as required by Title VI, Title VII, Title IX, and Section 504. Mr. Jim Gallagher, Director of Human Resources, is designated as the Compliance Officer responsible for assurances of non-discrimination. He may be reached at the following address: P.O. Box 1257, Amherst, VA 24521, and telephone number [\(434\) 946-9376](tel:(434)946-9376). Dr. William Wells, Assistant Superintendent, is responsible for the fair and equitable implementation of the Division's discipline policies. He can be reached at the following address: P.O. Box 1257, Amherst, VA 24521, and telephone number [\(434\) 946-9386](tel:(434)946-9386)

AMHERST EDUCATION CENTER

Please take the time to read over this handbook to explore the many programs and academic courses which are offered at Amherst Education Center. Amherst Education Center has the following objectives: (1) to meet the needs of at-risk students of Amherst County Public Schools in grades eight through twelve; (2) to reduce the disciplinary referrals of the students; (3) to improve school attendance; and (4) to increase the overall academic performance of the student body.

Program Design

The school year at the alternative school is congruent with the official Amherst County Public School calendar and transportation is provided for all students. Core subjects that are aligned with the Virginia Standards of Learning are provided at a pace that meets the needs of the students. The program also allows seniors to graduate with their class at the graduation ceremony for the high school.

Another option for students who are at least 16 years old is to participate in an Individualized Student Alternative Education Program (ISAE). This program includes career guidance counseling, enrollment in a GED program, counseling on the economic impact of failing to complete high school, procedures for re-enrolling in regular high school program, and an occupational training component. These options, along with community support, should positively influence students to complete a course of study at Amherst Education Center instead of dropping out of the high school.

Expectations of Students

- We expect students to follow the Standards of Student Conduct as set forth by the Amherst County School Board.
- We expect students to respect themselves, their peers, school property, and staff at all times.
- We expect students to attend school every day and work to the best of their ability.
- We expect students to work with the staff in providing a safe and conducive educational environment.

Sincerely,

Mr. Ernest L. Penn II

AEC School Administrator

***“YOU MUST HAVE LONG-RANGE GOALS
TO KEEP YOU FROM BEING FRUSTRATED
BY SHORT-RANGE FAILURES.”***

Amherst Education Center Staff

The heart of any alternative school program is the staff; they are the most important factor in the success of the students. The student must recognize that someone at their school cares about them and that a caring and safe atmosphere is provided. The alternative school staff is certified by the State Department of Education to teach in the Commonwealth of Virginia. The staff has experience in working with extraordinary adolescents, is practiced in patience, and can stimulate students to think and make good choices for themselves. Amherst Education Center staff will provide educational experiences and opportunities for students to be successful regardless of how or why they have entered our program.

Staff Directory

Ernest L. Penn II, School Administrator
Cheryl Martin, Administrative Assistant

Jordan Cindrick, School Resource Officer
Amanda Stanbery, School Counselor
Hollie Jennings, ACPS Supervisor of Discipline and Compliance
Lisa Mays, School Custodian
Jeff Williams, ACPS School Psychologist

Kenneth Baker, Secondary Social Studies Teacher
Kristen Braswell, Secondary Business Teacher
Lydia Crews, Lancer Academy 2 & GED Teacher
Jasmine Glaize, Secondary Science Teacher
Kerri Key, Special Education Teacher
Marcy Lane, Special Education Teacher
Michele Stenman, Secondary Math Teacher
Autumn Wohlford, Secondary English Teacher

Robert Adams, Alternative Suspension Center (ASC) Coordinator Teacher
Melvine Alexander, Instructional Assistant
Bruce Turner, Student Time-Out Program (STOP) Coordinator

Day Treatment Personnel

Together **E**veryone **A**chieves **M**ore

Amherst Education Center Uniform Dress Code Policy

Research has demonstrated that school uniforms increase school safety by minimizing disruptive behavior, decreasing violence, assisting with the prevention of gang activity, and helping maintain the focus on learning. This fact, along with the understanding that a student's behavior is influenced by the way he/she is dressed, shows that no student should dress in a manner that is disruptive to the school environment and the goals it is trying to achieve. To attain this disciplined environment, Amherst Education Center will enforce a mandatory school uniform policy.

The purpose of a uniform dress code is to provide a safe environment that is conducive to learning, promotes respect for self and others, builds school community spirit, improves student behavior, and promotes high academic excellence. Students will be expected to arrive at school fully uniformed and remain in uniform throughout the school day. Amherst Education Center will strive to encourage full compliance through positive reinforcement and interventions.

The school administrator will make the final decision as to whether a student's appearance conflicts with the uniform dress code.

The following disciplinary procedures will be established to address incidents of noncompliance to Amherst Education Center Dress Code Policy:

1st Violation: The student will be informed of the dress code violation and given the opportunity to change into acceptable clothing. If the student complies with the school expectations he/she will return to class.

2nd Violation: The student will be informed of the dress code violation and given the opportunity to change into acceptable clothing. If the student complies with the school expectations he/she will return to class.

3rd Violation: The student will be informed of the dress code violation, removed from the classroom, and assigned to STOP/ISD for the day.

Any further violations may result in the student receiving additional discipline.

It will be the responsibility of the school administrator and/or designee to communicate the information contained in this policy so that students and parents/guardians are able to comply with the school uniform dress code requirements.

Amherst Education Center Uniform Dress Code

All students are required to purchase their school uniforms

AEC School Uniforms:

Polo style solid black long or short sleeve shirts (shirts may not have labels, words, or pictures)

Khaki pants or shorts (shorts should extend past the fingertips when standing)

Solid black or brown belt with a plain belt buckle that is not oversized.

All shoes must be enclosed and fastened/tied properly. Bedroom shoes of any kind are not allowed.

- Uniforms must be worn and belted at the natural waist.
- All shirts must be tucked in and belts must be worn at all times.
- Pants must not have graphics and/or embroidery on them.
- Undergarments may not be visible at any time. Black or White T-shirts are permissible.
- Clothing must be appropriately sized. No baggy or sagging pants or shorts are allowed.
- Coats, hoodies, or jackets may not be worn inside the school building during the school day. (The school administrator may make an exception if the building/classroom is unusually cold)
- Hats, caps, visors, stocking caps, picks, do-rags, or any other head gear shall not be worn inside the school building.
- No necklaces/chains are to be worn outside of the school uniform.
- Personal belongings, including bandanas, which can/may imply gang activity, are prohibited.
- Sunglasses are not to be worn at any time inside the building.
- The school administrator may make exceptions to the dress code policy for special events such as picture day, field trips, spirit week, or other school activities.
- Students transferring to AEC will have two weeks to purchase uniforms, before compliance becomes mandatory. Before purchasing uniforms, the student will wear personal clothing and dress appropriately for an educational environment.
- The school administrator/designee will communicate with parents/guardians information concerning AEC dress code guidelines.
- The school administration may modify the Amherst Education Center Uniform Dress Policy as deemed appropriate.

AEC ACADEMIC PROGRAMS

Middle School Program (8th grade only)

Middle School Program (12 slots)

(Monday – Friday; 8:00 am – 2:20 pm)

The purpose is to meet the needs of middle school students who experience extreme difficulties in adjusting to the regular school environment due to behavioral, social, and/or academic concerns. Direct teaching in the core subjects will be utilized. The goal of the program is to employ intervention strategies to assist in reshaping the student's behavior in order to successfully return them to their regular school environment. The duration of the program is one academic school year.

Four slots are available for students with disabilities and a current **Individualized Education Plan (IEP)** who experience extreme difficulties in adjusting to their regular school environment and display significant behavioral, social, and/or academic challenges that may or may not be directly related to their identified disabilities.

High School Programs (9th-12th grade)

Standard Diploma Program (48 slots)

(Monday – Friday; 8:00 am – 2:20 pm)

Direct teaching will be utilized to help students earn standard units of credits towards their high school diploma. Core subjects are offered in a co-taught or inclusive class for students in grade levels 9-12. Verified units of credit may be earned when the student has passed the SOL test associated with the course. The duration of the program is for one full academic school year. The goal of the program is to prepare students academically and socially in order to return them back to Amherst County High School.

Sixteen slots are available for students with disabilities and a current **Individualized Education Plan (IEP)** who experience extreme difficulties in adjusting to their regular school environment and display significant behavioral, social, and/or academic challenges that may or may not be directly related to their identified disabilities.

Lancer Academy 2

Students may be placed in **LA2** using an eLearning curriculum that blends the online course with teacher support. This resource may be utilized when students require credit recovery for graduation or choosing to expedite the earning of verified or standard units of credit. Students must be granted authorization from the school administrator or school counselor.

General Educational Development (GED®) Programs

ISAEF Program (12 slots)

(Monday – Thursday; 8:00 am – 2:20 pm)

The Individual Student Alternative Education Plan (ISAEF) Program prepares students to take the Tests of General Educational Development (GED) while developing career and technical education skills.

The ISAEF program is beneficial to students who are between 16-18 years of age and at risk of dropping out of public high school. The ISAEF Program fulfills compulsory attendance requirements for students.

An ISAEF will be developed for each student and include the following:

- completion and/or enrollment in a VDOE certification course and Economics & Personal Finance class
- career guidance counseling
- enrollment in an GED preparatory program
- counseling on the economic impact of failing to complete high school
- procedures for re-enrolling in the regular high school program
- Career and Technical Education (CTE)

To be eligible for this program, students must meet the required academic scores for enrollment:

- 7.5 grade equivalent or higher in reading on the TABE test
- Minimum score of 125 on GED Ready tests
- Vocational Assessment

Students are required to attain a minimum score of 150 or higher on each of the four GED Ready practice test sections before being allowed to take the GED tests.

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Student Support Programs

Counseling Program

The School Counseling Program has a multidisciplinary team approach, requiring the collaboration and teamwork of students, parents, teachers, administrators, and members of the community. The School Counselor assists students with a variety of educational, social, and personal needs. The School Counselor can provide assessments, individual and group counseling, student class scheduling, as well as many other services as needed.

The School Counseling Program encourages questions, comments, and input from parents and guardians, and/or anyone interested or involved in the educational and personal development of the students.

Please feel free to contact the School Counselor, Amanda Stanbery.

Day Treatment Program

The Day Treatment program offers eligible students the opportunity to receive behavioral support throughout the school day. An on-site therapist will provide intensive services to improve student behavior, to assist in crisis counseling as well as individual and group counseling.

Students are recommended to this program by the Child Study Committee.

H.U.G.S. Mentor Program

Help, Understand, Guide, and Support Mentor Program provides consistent support and guidance to students throughout the school year. Students involved in the mentoring program may be going through a difficult and/or challenging situation, a period of life in which they need extra support in school. The goal of **H.U.G.S.** is to help students involved in the mentoring program to gain the skills and confidence necessary to be successful students.

"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove ... But the world might be a better place because I was important in the life of a child" - Author Unknown

Effective School-wide Discipline

Effective School-wide Discipline is a program designed to reward students for positive behaviors. The intent of ESD is to encourage students to develop life-skills, social skills, respect, and responsibility. Students have the opportunity to earn points based on academic and behavioral accomplishments. Points can be used as personal and class rewards, such as gift cards, treats, and bonus points towards classroom assignments.

Exploratory Learning Program

The staff at Amherst Education Center believes that all students can learn and that the "curriculum" is more than the content and skills covered in core academic courses. Rather, it is the sum of all parts of a school's total educational program.

Our Exploratory Learning Program actively engages students in decision making, critical thinking skills, creativity, as well as, encouraging teamwork and fostering positive peer and teacher-student relationships.

Participation in this program gives Amherst Education Center students the opportunity to explore many different areas/skills. The following is an example of our exploratory learning offerings:

Exploratory Offerings:

1. Student Council Association
2. Creation Station
3. Chess Club
4. Other Offerings: Music Club, Exercise Club, Getting Into Volunteering Everyday (G.I.V.E.), The Scoop!, and AEC News Production ...

AEC's Exploratory Learning Program will meet every 1st Friday and 3rd Friday or once a month on the last Friday. This schedule may change throughout the school year.

Objectives of the Exploratory Learning Program:

- To foster self-knowledge as students discover their unique abilities, talents, and interests
- To provide students with creative experiential learning
- To provide hands-on experiences that allow students to learn through engagement and interaction
- To create new interests and encourage students to explore new ideas
- To encourage students to develop positive relationships with teachers and with one another through organized team-building activities.
- To introduce students to enriching and healthy activities that they may pursue beyond the school day

MIDDLE SCHOOL PROGRAM OF STUDY

1. A student who passes all four SOL core content courses-English, math, science, and history-will be promoted.
2. A student who fails one of the four SOL core content courses must participate in SOL remediation.
3. A student who fails two or more of the four SOL core content courses will NOT be promoted.
4. Other factors to be considered in the promotion or retention of students:
 - a. Standards of learning test results
 - b. Grades
 - c. Academic progress
 - d. Attendance
 - e. Age
 - f. Previous academic records
 - g. Previous retentions
 - h. Other factors specific to the student

Note: Students who are not promoted will be referred to their home school promotions/retention committee to determine placement for the following year.

Course Offerings

8th Grade course of study:

English 8

Students will demonstrate correct use of language, spelling, and mechanics. Students will also plan, draft, revise, and edit writing. Interviewing techniques and oral presentations are also studied in this course.

Reading 8

Students will apply knowledge of word origins, derivations, inflections, analogies and figurative language. Students will also read and analyze a variety of narratives and poetic forms.

***SOL test in spring.

World History I

This course involves the study of history and geography from 1500 A.D. 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 nations. Significant 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. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized to their strong connections to contemporary issues. THIS IS A HIGH SCHOOL CREDIT COURSE.

***SOL test in spring to verify credit.

Math 8/Algebra Prep

New concepts in this course include solving two-step equations and inequalities, graphing linear equations, visualizing three-dimensional shapes, studying transformations and analyzing data. Students will apply and verify the Pythagorean Theorem. All content is derived from the Math 8 SOL and SOL Test in the spring.

***SOL test in spring.

Earth Science

Prerequisite – None

Year –One Credit

Earth Science is a foundation science that helps students understand the processes that continue to shape our planet. The Virginia Standards of Learning detail the areas of geology, astronomy, meteorology, and oceanography that are to be covered. Topics include studies of space objects, fossils, weathering, soil and cave formation, internal and surface features of earth, weather systems, plate tectonics, and the physical and biological characteristics of the oceans. The interpretation of maps, charts, and graphs is stressed. The development of logical thought process is encouraged through the performance of appropriate labs and activities in which data is collected and analyzed. THIS IS A HIGH SCHOOL CREDIT COURSE. ***SOL test in spring to verify credit.

Keyboarding

Students will develop touch-keyboarding skills with an emphasis on producing personal and business letters, outlines, and manuscripts.

HIGH SCHOOL PROGRAM OF STUDY

GENERAL INFORMATION - GRADUATION

Diploma Options

Amherst Education Center currently offers courses towards the following diplomas: Standard Diploma, Applied Studies Diploma, and Certificate of Completion. All diploma requirements are in full compliance with the Standards of Accreditation of the Virginia Department of Education.

Standard Credit and Verified Credit

For all year-long courses, a standard unit of credit is awarded for the course in which the student successfully completes 140 clock hours of instruction. For certain year-long courses in math, science, English, and history, a verified unit of credit is awarded for the course (in addition to the standard unit of credit) if the student successfully completes the course and achieves a passing score on the related end-of-course Standards of Learning assessment. In order to receive a diploma, secondary students will be required to earn verified units of credit in addition to standard units of credit.

Students shall earn the standard units of credit and verified units of credit to meet graduation requirements as follows.

Standard Diploma (Class of 2022 and Beyond)

Standard Diploma

<i>Discipline Area</i>	<i>Standard Unit of Credit</i>	<i>Verified Units of Credit</i>
English	4	2
Mathematics	3	1
Science	3	1
Social Studies	3	1
Health and PE	2	
Fine Arts, World Language or CTE	2	
Economics and Personal Finance	1	
Electives	4	
TOTAL	22	5

Course Sequence

All courses are to be taken in sequence. Students may not take sequenced courses simultaneously unless authorized by the principal or his/her designee.

Standard Grading Scale

<u>Symbol</u>	<u>Scale</u>	<u>Standard</u>
A+	98-100	4.0
A	93-97	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0

Course Offerings

ENGLISH

Students must take their English courses in sequence with only one English course per year. Exceptions may be considered provided the student can meet the credit requirements for graduation. A student may not enroll in more than two grade levels of English.

ENGLISH 9

Prerequisite: None

Year – One Credit

This course is a combined study of reading skills, literature, use of information sources, intensive word study and discussion.

ENGLISH 10

Prerequisite - English 9

Year – One Credit

This course is a combined study of world literature, narrative and expository composition, library, research, technical and computer skills, and grammatical usage.

ENGLISH 11

Prerequisite: English 10

Year – One Credit

This course is a combined study of American literature, impromptu speaking, expository and research composition, and grammatical usage. Students are required to pass (400 and above) SOL Assessments in Reading and Writing.

ENGLISH 12

Prerequisite - English 11

Year – One Credit

This course will study British literature and literature of other cultures. Students will focus on organizational skills, vocabulary, grammar, and verbal and non-verbal presentation skills. Students will produce technical, expository, and analytical writing as well as a documented research paper and an oral presentation.

ENGLISH 11 SOL ENRICHMENT

Prerequisite: English 11

Administration/Guidance Recommendation

Semester - ½ Credit

This course is designed for students who have successfully completed English 11, but who have not successfully completed the accompanying Standards of Learning assessment. The course focuses on reinforcing the skills needed to pass the reading and writing portion of the Virginia Standards of Learning English 11 End of Course test. Emphasis will be placed on writing, reading, literature, and research skills. The course will utilize SOL English materials. Emphasis will also be placed on familiarizing students with the end of course (EOC) test format and test-taking strategies in order to maximize their scores on the accompanying Standard of Learning assessment.

SOCIAL STUDIES

Students will not be permitted to take more than one (1) social studies course such as U.S. History and U.S. Government in the same year. Exceptions may be considered in the senior year.

WORLD AFFAIRS

Prerequisite – None

Year – One Credit

UNITED STATES & VIRGINIA HISTORY

Prerequisite – 11th grade course

Year – One Credit

This course presents in chronological sequence the political, economic, social and cultural development of life in the United States with special emphasis on life in Virginia. Units of study include the Revolutionary War, the Constitution, the Civil War, the Industrial Age, the Roaring Twenties, the Depression and Post-Depression, and America as an international power.

UNITED STATES AND VIRGINIA GOVERNMENT

Prerequisite: 12th grade status

Year – One Credit

This course examines the origins and foundations of American constitutional government, the structure and powers of government on the federal, state and local levels, and the policymaking process at all levels of government. Students will also examine the electoral process, civil rights and liberties, and comparative governments and economics with special emphasis on the free enterprise system. Attention will be given throughout the course to current issues and to the development of skills and attitudes needed for effective participation in American civic life.

SOCIAL STUDIES SOL ENRICHMENT

Prerequisite - Administration/Guidance

Recommendation

Semester – ½ Credit

This course is designed for students who have successfully completed a social studies End of Course subject but have not successfully completed the accompanying End of Course Standards of Learning Assessment. Standards of Learning objectives will be enriched, and emphasis will be placed on familiarizing students with the end of course (EOC) test format and test taking strategies in order to maximize their scores on the EOC exam.

SCIENCE

EARTH SCIENCE

Prerequisite – None

Year – One Credit

Earth Science is a foundation science that helps students understand the processes that continue to shape our planet. The Virginia Standards of Learning detail the areas of geology, astronomy, meteorology, and oceanography that are to be covered. Topics include studies of space objects, fossils, weathering, soil and cave formation, internal and surface features of earth, weather systems, plate tectonics, and the physical and biological characteristics of the oceans. The interpretation of maps, charts, and graphs is stressed. The development of logical thought process is encouraged through the performance of appropriate labs and activities in which data is collected and analyzed.

BIOLOGY

Prerequisite - Earth Science

Year – One Credit

Through laboratory work, students discover the parts and processes of living things and their interactions with each other. Representative organisms from the six kingdoms are examined and unifying concepts such as cell structure, genetics, evolution, reproduction, and life characteristics are explored. The course gives students a better understanding and appreciation of their physical selves and the world around them.

BIOLOGY II/ECOLOGY

Prerequisite – Biology

Year – One Credit

This course is the study of how organisms interact with each other and with the environment. Major topics to be investigated include terrestrial and aquatic ecosystems, matter and energy transfer, and community interactions. The effects of pollution, habitat destruction, and resource depletion on our planet and its organisms will also be studied.

SCIENCE ENRICHMENT

Prerequisite - Administration/School Counselor recommendation

Semester – ½ Credit

This course is designed for students who have successfully completed the science SOL courses but have not successfully completed the Standards of Learning (SOL) Assessment. Standards of Learning objectives will be enriched. Emphasis will also be placed on familiarizing students with the end of course (EOC) test format and test-taking strategies in order to maximize their scores on the EOC science SOL tests.

MATHEMATICS

ALGEBRA 1

Year – One Credit

Algebra I provides the foundation for the more advanced mathematics courses. It broadens and strengthens the basic concepts of arithmetic and provides an understanding of the terminology, notation, and symbolism of algebra. Content includes the basic language of Algebra, operations with real numbers, solving equations and problem solving, and the study of inequalities and related problems. The study of functions, rational and irrational expressions, and polynomials is included. Students will take the Algebra I SOL test at the end of the course.

ALGEBRA SOL ENRICHMENT

Prerequisite – Algebra I

Administration/Guidance Recommendation

Semester – ½ Credit

This course is designed for students who have successfully completed Algebra I but have not successfully completed the Algebra I End of Course Standards of Learning assessment. The course will use a hands-on approach to enhance the student's knowledge of algebraic concepts. Students will demonstrate proficiency in each Algebra I SOL. The goal of this class is that each student be able to relate algebra skills to real world applications and use these skills to solve problems. Graphing calculators and SOL resource materials will be used extensively. Emphasis also will be placed on familiarizing students with the end of course (EOC) test format and test-taking strategies in order to maximize their scores on the EOC Algebra I test.

GEOMETRY

Prerequisite – Algebra I

Year – One Credit

Geometry extends the skills and concepts developed in Algebra I through the study of concepts involved with plane and solid figures. Topics include a review of real numbers, segment and angle measurement, angle relationship, parallel and perpendicular lines, convex polygons, and congruent triangles. Also emphasized are circles, construction, coordinate geometry, area and volumes of solid figures.

ALGEBRA FUNCTIONS AND DATA

ANALYSIS Algebra (AFDA A)

Prerequisite: Algebra I

Year – One Credit

This course is designed for students who require additional instruction in the reinforcement of the Algebra I skills before proceeding to another math course. AFDA Algebra will provide remediation for students who have passed the Algebra I course, but not the Algebra I SOL. The course will be structured based on a modified version of the AFDA standards focusing on the skills required to pass the Algebra I SOL test and strengthening Algebra I skills for higher level math courses.

BUSINESS

PRINCIPLES OF BUSINESS AND MARKETING

Prerequisite - None

Semester – ½ Credit

Principles of Business and Marketing is an elective for AEC ninth grade students. It is designed to focus on business and government roles in the economy. Students will study personal budgeting, credit, loans, bank accounts, small business opportunities and personal investments.

COMPUTER APPLICATIONS

Prerequisite – None

Semester – ½ Credit

Computer Applications and the Internet explores many areas and uses the internet including history, ethics, security, browsers, research, communication, e-commerce, terminology, newsgroups networking, and making the internet work for the student. Students will learn internet fundamentals and the basics of web page design using HTML. Essential skills for word-processing, spreadsheet database, graphics, and telecommunications applications are taught and reinforced.

ECONOMICS AND PERSONAL FINANCE

Required for grade 10

Year – One Credit

The focus of this course will be to assist students with learning how to successfully manage their time, money and resources to become informed citizens in a globally interdependent society. The course centers on the development of thinking skills and analysis of real world situations. Students will also study basic economic theories and principles in order to understand how economics affects our lives. Students will also concentrate on the Virginia Workplace Readiness Skills and the Wise assessment for certification.

COMPUTER INFORMATION SYSTEMS

Prerequisite – Keyboarding

Year – One Credit

Students learn and apply business applications using spreadsheets, graphics, databases and word processing. Keyboarding speed of 25 words per minute and the successful completion of Algebra 1 is recommended.

SUCCESS AT WORK

Prerequisite – None (AEC Seniors only)

Year – One Credit

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.

HEALTH & PHYSICAL EDUCATION

HEALTH & PE - 9

Prerequisite – None

Year – One Credit

Topics include appearance, bone and muscles, food, tissue maintenance, sense organs, nervous system, heart, vessels, and blood. Activities include physical fitness, weights, basketball, volleyball, soccer, track, softball, and group games.

HEALTH & PE 10

Prerequisite – H & PE 9

Year – One Credit

Topics include behavior, emotions, mental disorder, alcohol and drug abuse, tobacco, safety, first aid, and public health. Activities include softball, tennis, volleyball, soccer, track, table tennis, and group games.

DRIVER EDUCATION is not offered at Amherst Education Center.