

Lynchburg City Schools

# PROGRAM OF STUDIES

2025-26

Every Child, By Name and By Need, to Graduation and Beyond.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

*School Board Approved: 1/14/25*



Dear Lynchburg City Schools Students and Parents:

Our mission in Lynchburg City Schools (LCS) is Every Child, By Name and By Need, to Graduation and Beyond. We are committed to helping every student reach his or her full potential by offering courses and programs that provide choice allowing them full access to future post-secondary opportunities.

The High School Program of Studies provides academic information that helps plan the course of study for each student. The information ranges from course selection options at the different academic levels, academic and post-secondary career planning, specialized LCS programs such as Early College, Central Virginia Governor's School, National Collegiate Athletic Association (NCAA) eligibility requirements, CTE Academy, and the STEM Academy. Virginia Standards of Learning (SOL) information is included as well as graduation requirements, promotion and retention guidelines, and grade point average calculation criteria. Please work collaboratively with your school counselor to develop an academic plan for graduation and career development.

Some of the changes in the 2025-26 Program of Studies include the opportunity to take Criminal Justice I & II and Emergency Medical Telecommunications as dual enrollment courses. Also, Advanced Placement (AP) Seminar English 10 is available as an English option for 10th grade students and Pre-AP Algebra I is new for students in 8th grade.

Through these course offerings and our partnership with families, each student will be on the path to achieve future hopes and dreams.

Sincerely,

Ben W. Copeland, Ed.D.  
Interim Superintendent

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## LYNCHBURG CITY SCHOOL BOARD

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*Interim Superintendent of Schools*

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*District 1*

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*District 1*

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*District 3*

Dr. Mark Tinsley  
*District 2*

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## HIGH SCHOOLS OF LYNCHBURG CITY SCHOOLS

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**E. C. Glass High School**  
2111 Memorial Avenue  
Lynchburg, VA 24501  
Phone: (434) 515-5370  
Dr. Dani Rule,  
Principal

**Heritage High School**  
3020 Wards Ferry Road  
Lynchburg, VA 24502  
Phone: (434) 515-5400  
Mr. Timothy Beatty,  
Principal

**Fort Hill Community School**  
1350 Liggates Road  
Lynchburg, VA 24502  
Phone: (434) 515-5150  
Dr. Chris Glover,  
Principal

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## MIDDLE SCHOOLS OF LYNCHBURG CITY SCHOOLS

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**Linkhorne Middle School**  
2525 Linkhorne Drive  
Lynchburg, VA 24503  
Phone: (434) 515-5330

**Paul Laurence Dunbar Middle School  
for Innovation**  
1200-1208 Polk Street  
Lynchburg, VA 24504  
Phone: (434) 515-5310

**Sandusky Middle School**  
805 Chinook Place  
Lynchburg, VA 24502  
Phone: (434) 515-5350

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# I. GENERAL INFORMATION

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## Grading Scale

The following grading scale is used in grade levels 6-12 for all students. However, for Grade Point Average (GPA) calculation purposes, the ten-point scale for the grade (not considering plus and minus) is used.

A+ 99-100	B+ 88-89	C+ 78-79	D+ 68-69	F 0-59
A 93-98	B 83-87	C 73-77	D 63-67	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

**Differences between Grade Level, Advanced, Advanced Placement, and Dual-Enrollment Courses** – Courses are offered at different levels of difficulty beyond the grade level content in order to provide students opportunities for challenging their learning and growing at a more rapid pace. The following provide general differences between the course types. In some cases, additional information is provided in the specific course descriptions:

**Grade Level or Regular Course** – Course content is at the level of rigor of the Standards of Learning or the defined curriculum (for courses that are not included in the Virginia Standards of Learning). More individualized support is often provided.

**Advanced Course** – Course content includes the rigor of SOLs, or other standards while also requiring additional content and deeper application of the content. Assignments may include additional work that may also require more self-direction by the student.

**Advanced Placement Course** – Course content is rapidly paced with additional depth that can require student research and analysis on independent assignments. Lessons are often more complex, abstract, and open-ended than lessons in other courses. The course content aligns with the prescribed content by the College Board, which develops and oversees Advanced Placement curriculum.

**Dual-Enrollment Course** – Dual-enrollment courses align with college course curriculum for local colleges and universities.

## Grade Point Average (GPA) Calculations and Class Rank

*The information below pertains to high school level courses. There are only a few high school level courses offered in middle school, but this information is provided as students begin to take and plan for courses that will impact graduation and beyond.*

The Grade Point Average (GPA) calculation is a way to quantify the overall academic achievement of a student in a single number. The GPA calculation is used for ranking graduating students and determining if the student achieves Summa Cum Laude honors. The GPA is often requested on applications for awards, recognitions, for certain memberships or positions, and on college applications. This value is determined by the grades a student earns and by the level of difficulty of the courses taken.

In the Lynchburg City Schools, there are three levels of courses, and each allocates a different number of quality points for a given grade. For most classes, an “A” is worth 4 points, a “B” is worth 3 points, a “C” is worth 2 points, a “D” is worth 1 point, and an “F” is worth zero points. If a student takes an advanced level course, an additional 0.5 points is added to any grade earned above an “F”. If a student takes an Advanced Placement (AP) course and AP exam (or identified Dual Enrollment courses or CVGS courses), an additional full point is added to any grade earned above an “F”. For GPA purposes, the + and – of a grade letter do not factor in.

## Quality Points Per Full Year Credit

Advanced Placement, CVGS, and Dual Enrollment Courses	Advanced Courses	All Other Courses
A – 5	A – 4.5	A – 4
B – 4	B – 3.5	B – 3
C – 3	C – 2.5	C – 2
D – 2	D – 1.5	D – 1
F – 0	F – 0	F – 0

The GPA for a year is calculated by averaging the quality points for courses taken that year and dividing that by the number of courses taken that year. The cumulative GPA is calculated by averaging the quality points for high school courses taken for that year and all prior years (including high school level courses that a student may have taken in middle school and in approved summer courses) and dividing that by the total number of those courses.

Students are ranked based on their overall earned GPA. Students are considered for the distinction of Summa Cum Laude, based on their cumulative GPA. Summa Cum Laude is considered the highest level of academic performance and this distinction will be noted on the academic transcript. The thresholds for Summa Cum Laude are noted below for the end of each grade level:

- 9th grade – 4.3
- 10th grade – 4.3
- 11th grade – 4.4
- 12th grade – 4.5 or higher

## Online Courses

### LCS Virtual Academy

Lynchburg City Schools' students have the opportunity to take courses through the LCS Virtual Academy in partnership with Virtual Virginia, a program of the Virginia Department of Education, and a virtual platform aligned to the Virginia Standards of Learning. The Virtual Virginia program offers online core academic and elective courses, world languages and Advanced Placement (AP) courses to students. Students may participate in the LCS Virtual Academy's online learning courses if they were previously enrolled in the LCS Virtual Academy program during the 2023-24 school year, have been given approval through the Superintendent's Office and meet all prerequisite and eligibility criteria.

## Online Courses at Zoned Schools

### Virtual Virginia Courses - <http://www.virtualvirginia.org>

Lynchburg City Schools' students have the opportunity to take courses through Virtual Virginia, a program of the Virginia Department of Education. The Virtual Virginia program offers online Advanced Placement (AP), world language, core academic, and elective courses to students. **Students may participate in these online learning courses if they meet all prerequisite and eligibility criteria, including prior approval by the high school counselor and principal.**

Students who are most successful in online courses are those who can work independently with minimal supervision, have good time management skills, and possess a strong desire to learn. A successful online student can stay on task and maintain a regular schedule of logging on and keeping up with the readings, course assignments, homework, and other expectations. Interested students should contact their counselor for more information.

If students are enrolled in AP Virtual Virginia courses, then students must take the associated exams in the spring. Virtual Virginia courses are teacher directed and not self-paced. These virtual AP courses are graded and weighted at a 5.0 for an A (just as other AP courses are), and they are equivalent in rigor and workload to on-site AP courses.

### Criteria for Participation

1. Typically, it is mostly juniors or seniors that choose to be scheduled into Virtual Virginia courses. Students below the junior grade level may enroll in a Virtual Virginia course, including AP courses, with written permission from the school counselor and principal, in consultation with the Chief Academic & Student Services Officer. Permission for students below the junior grade level to take these courses usually only applies to students who have been vertically accelerated in specific content areas as a gifted service option or for students who have transferred in and have completed other prerequisite courses offered.
2. Only students who have completed any and all prerequisites listed for the course in the Lynchburg City Schools High School Program of Studies will be scheduled into a Virtual Virginia course.
3. Students will be scheduled into Virtual Virginia courses (particularly AP courses) for which a section of that same course is not being offered in the high school that year or if there are unavoidable scheduling conflicts. Exceptions can be made by the principal for students with extenuating circumstances.
4. Students will be scheduled into only one Virtual Virginia course during a period.
5. Students will be scheduled into Virtual AP courses during the seven defined periods during the regular school day.
6. Students will not be scheduled into any Virtual AP courses if it would cause them to then have more than seven courses in a given year.
7. Students who enroll in Virtual Virginia courses and wish to withdraw after 21 calendar days may only do so according to the Virtual Virginia guidelines. Students may request to enroll in a Virtual Virginia course no later than June 30th.

The counselor at each school will provide the parents/guardians of students being scheduled into a virtual course with all the information noted in this section. In addition, both the student and the parent/guardian will be required to sign a form indicating that they understand the rigor of the courses, the nature of the instruction, the need for the student to be self-motivated and self-monitoring, and the specifics of the "drop/withdrawal" period. Please note that a "D," indicating distance learning, will be at the end of each of the Virtual Virginia course numbers. In some cases this will be the only difference between the on-site course number and the Virtual Virginia course number.

If you have any questions about non-weighted or advanced placement courses available through Virtual Virginia, please visit the Virtual Virginia website: <http://www.virtualvirginia.org>. For questions regarding eligibility requirements, please contact your counselor.

## **Edmentum and Other Online Courses Through LCS**

Lynchburg City Schools also offers courses through outside vendors, such as Edmentum. Typically, these are courses taken to make up a credit or in a course for which enrollment is too low to be offered in LCS. Enrollment in such a course is only available with written permission of the principal.

## **MIDDLE SCHOOL OVERVIEW**

The purpose and intent of our Middle School Program of Studies is to help students, along with their parents/guardians, to:

- Learn about courses and programs offered in our middle schools
- Successfully make the academic and personal-social transition from elementary school
- Make informed decisions concerning courses and receive answers to commonly asked questions
- Better prepare for and understand Virginia's graduation requirements
- Gain understanding of the importance of school performance and how it relates to an individual's goals for further education and career choices
- Help plan and develop academic and career plans to meet educational and career goals

The middle school provides instruction in core content knowledge and skills as well as elective and exploratory experiences appropriate to the developmental needs of early adolescents. In bridging the gap between elementary school and high school, the middle school moves the student from the smaller environment of the elementary school to the departmentalized, diversified, and comprehensive instructional program available in the high school. Students are encouraged to explore and challenge themselves through a variety of subject areas and activities. The city's three middle schools offer a unified body of instruction based on the Standards of Learning for the Commonwealth of Virginia. All middle school students are enrolled in the four core academic areas: English, math, science, and social studies. Descriptions for these core academic courses are found in the core curriculum section of this document.

In addition to the core academic courses, all students participate in a physical education and health course along with the opportunity for exploratory classes and/or electives. In addition, some students are scheduled into Mascot Block to receive additional academic support.

## **Keys to Middle School Success**

Middle school can be a rewarding experience for every student. We have found that students who experience success in school have identified the following as keys to their success:

- Attending school regularly
- Applying consistent effort
- Participating in class
- Completing all assignments
- Asking for assistance if information is not understood
- Being organized (keeping an agenda)
- Setting time aside daily to study and review material
- Engaging in extracurricular activities according to special interests

## **Middle School Course Selection Decisions**

The selection of courses for a student in middle school should be a decision that will provide instructional rigor and challenge students in every subject area.

Courses are offered at different levels of difficulty beyond the grade level content in order to provide students opportunities for challenging their learning and growing at a more rapid pace. The following provide general differences between the course types. In some cases, additional information is provided in the specific course descriptions.

### **Grade Level or Regular Course**

Course content is at the level of rigor of the Standards of Learning or the defined curriculum (for courses that are not included in the Virginia Standards of Learning). More individualized support is often provided.

### **Advanced Course**

Course content includes the rigor of SOLs while also requiring additional content and/or deeper application of the content. Assignments may include additional work that may also require more self-direction by the student.

### **High School Credit Course**

Several courses are offered for high school credit, typically beginning in 8th grade. Courses for high school credit are offered in math, science, social studies, world language, and some elective options.

In determining the right level of a course for a student, there are three pathways for enrolling in an advanced level course:

1. Achievement score - The student scores at or above a certain score on an achievement test (usually an SOL).
2. Teacher recommendation - The teacher recommends the student for a more rigorous course based on the student's achievement in the course and self-direction in learning. A teacher recommendation adds opportunities for students; it does not take opportunities away.
3. Parent request - A parent may request that the student take an advanced course instead of a regular level course. The request is typically honored unless prior achievement suggests the student may experience a high degree of difficulty in that course. If this is the case, the school may establish a plan with the student and parent for staying on track in the advanced course.

Lynchburg City Schools urges students to pursue the most rigorous classes of which they are capable. The courses selected during middle school can impact which courses students can take during high school.

## **Registering for Classes at Middle School**

The registration process for rising 6th graders and current 6th, 7th, and 8th graders generally begins early in the spring semester. School counselors initiate the process and involve teachers in making recommendations for the upcoming school year concerning course placement.

- The school counselor meets with students to explain course options, recommendations, and requirements. Course selections are based on the student's current academic progress and interests, teacher recommendations, and parent/guardian input.
- The student is required to share these initial course selections with parents/guardians for feedback and approval and then return the signed course selection sheet to the designated teacher. Parents are encouraged to schedule a meeting with the school counselor for questions and/or concerns regarding course selection and registration.
- The parent/guardian may request that a student be enrolled in an advanced level course even if that is not recommended by the teacher. Please contact the school counselor for more information.

## **Academic and Career Plans**

All middle school students will transition to the high school with a comprehensive Academic and Career Plan (ACP) that will be developed each year during middle school by using various learning and career inventories to help establish each student's academic and career interests. This is normally started in the beginning of their 7th grade year and completed by the spring of their 8th grade year.

The components of the ACP shall include, but are not limited to middle and high school course selections, career interests, and diploma requirements. This is a working document that is reviewed each year and amended based on the changing desires and needs of the individual student. The goal is to maximize student achievement by remaining focused on what is required to obtain his/her personal postsecondary and career readiness through a personal learning plan.

## **Remediation**

Students in middle school are expected to pass all courses. Report cards are issued at the end of each grading period. Students who are earning any grade below a C may also receive an interim report in the middle of the grading period to have signed by the parent/guardian. A proactive approach will be in place to minimize the possibility a student may fail a course by its conclusion. Various supports and options for remediation are available to students who are struggling academically.

Examples of options for remediation may include the following:

- Remediation courses in math and English
- After school tutoring sessions
- In class differentiation
- Saturday School
- Summer School

## **Withdrawal from a High School Credit Course Taken in Middle School**

All requests for a student to be withdrawn from a high school credit course shall be made in writing, signed by a parent/guardian, and turned in to the school counselor by the 5th school day of the course. Any course from which a student is withdrawn within that time period will not be recorded on the student's report card or transcript. In rare cases, extenuating circumstances may justify a withdrawal from a course after the 5th day. In such a case, the student's report card will reflect the course and a grade of withdrawal passing (WP) or withdrawal failing (WF) for the course. These designations (WP and WF) will not be reflected on the student's transcript as the course will be expunged at the end of the school year. A Request to Expunge Grade form must be completed and submitted to the school counseling office in order for the course to be expunged from the student's transcript. The Request to Expunge Grade form may be found on page in Appendix A. For additional procedures, please refer to Lynchburg City School Board Policies and Administrative Regulations IKC-RZ.

## **Process for Expunging Grades of High School Courses Taken in Middle School**

In accordance with the current Regulations Establishing Standards for Accrediting Public Schools in Virginia, parents/guardians of a middle school student enrolled in a high school credit course may request that the grade earned in that course be expunged, or deleted, from their child's transcript. Under these guidelines, the grades earned in such classes are not included in the high school GPA, nor will the student receive a credit



toward graduation for this course. This process for expunging grades is only applicable for a high school credit course taken in middle school. Students who attend a middle school outside of LCS must have that school expunge the high school course.

The school counseling department will send home an expunge form with the final report card. At that time, to have the course removed from the transcript, a completed form will need to be returned for each course to be removed. The form must be returned to the middle school counseling department by June 30th or to the school counseling department of the high school the student will attend (rising 9th graders) on or before August 1st of the year in which the student completes the 8th grade.

Please be aware that when a middle school student receives a grade of “F” in a high school credit-bearing course, that grade and course will automatically be expunged from their transcript. Students who elect to expunge the grades from their high school records must understand that to receive high school credit for the course, he/she will need to repeat that course in the future in order to receive credit toward meeting state diploma requirements.

If a student is struggling in the first semester of a course, the parent/guardian may instead request for the student to be switched out of a high school credit class prior to the end of the first semester. The course the student switched out of will be on the student’s report card but no credit will be given to the student for the course. In this instance, there is no need to expunge the grade.

When a student remains in the course for most of the school year, that student will take any associated state Standards of Learning test, and that test score will be maintained in the student’s scholastic record. If a passing score is earned, this SOL will count towards high school graduation requirements.

Should you have any questions regarding the expunging grades process, please do not hesitate to contact your middle school Counseling Department. A copy of the expunge form can be found in Appendix A of this program of studies.

## HIGH SCHOOL OVERVIEW

### Advanced Placement (AP) Courses Offered Through LCS

As mentioned previously, due to the rigor and workload, all of these Advanced Placement (AP) courses are weighted at 5.0 quality points for an “A” (with completion of the AP exam). All students completing AP courses must take the associated AP exams in May. **If a student is unable to participate fully in the AP exam for a course, that course will be recognized on the student’s transcript as an advanced level course (weighted at 4.5 rather than 5.0 quality points) and the student must sit for the corresponding course final exam.** In the case of extreme extenuating circumstances, appeals to this practice may be submitted to the Chief Academic & Student Services Officer. Any AP course must be taken through an instructor at the high school unless approved by the principal in writing.

**The College Board sets AP testing dates one year in advance. Any AP student not testing on those pre-determined dates will be charged a late/unused test fee of up to \$45 unless he/she cannot test due to extreme circumstances beyond his/her control. There is a \$40 fee for taking each AP exam. Reduced fees are available due to family financial needs.**

- Advanced Placement Language/Composition
- Advanced Placement Literature
- Advanced Placement American History
- Advanced Placement World History
- Advanced Placement European History
- Advanced Placement Micro and Macro Economics
- Advanced Placement Calculus AB
- Advanced Placement Calculus BC
- Advanced Placement Statistics
- Advanced Placement Latin (Vergil)
- Advanced Placement Spanish Language V
- Advanced Placement French Language V
- Advanced Placement German Language V
- Advanced Placement American Government
- Advanced Placement Comparative Government
- Advanced Placement Human Geography
- Advanced Placement Chemistry
- Advanced Placement Physics I & II
- Advanced Placement Biology
- Advanced Placement Art History
- Advanced Placement Portfolio Art
- Advanced Placement Music Theory
- Advanced Placement Psychology
- Advanced Placement Computer Science
- Advanced Placement Environmental Science
- Advanced Placement Seminar
- Advanced Placement Research
- Advanced Placement African American Studies
- Other courses as noted in the current Virtual Virginia On-Line Program brochure

### Dual Enrollment Courses (Overview)

The Dual Enrollment (DE) program with local and area colleges and universities provides highly motivated students the opportunity to experience college-level work while in high school and receive both high school and college credit. Students are encouraged to consider this opportunity while also being aware that the demands of these courses are at the college level.

Dual enrollment courses in the core content areas are weighted at 5.0 quality points. Governor’s School courses are Dual Enrollment and count as 5.0 weighted courses. The College Success Skills course is weighted at 4.0 quality points.

Students enrolled in these courses may earn college credit from Central Virginia Community College (CVCC), University of Lynchburg, and other local colleges and universities by fulfilling course requirements. Regardless of the course grade, the course will appear on the student's permanent record at the college or university. If a student receives a D or F, it does have the potential to affect college financial aid eligibility and/or guaranteed admissions agreements with four-year colleges and universities. Students enrolled in DE courses need to abide by the policies and procedures of CVCC and University of Lynchburg as well as LCS. Students must qualify for enrollment for CVCC courses by taking, and passing the Virginia Placement Test (VPT) prior to enrollment. Additional application and eligibility information is available. Please see your counselor for more information.

The costs for tuition and the required textbooks for dual enrollment courses taught at the high school, Central Virginia Governor's School, and the Governor's STEM Academy will remain the responsibility of the school division. However, there is a \$75 fee for a course withdrawal if the CVCC drop date has passed. This payment is due to the school division within two weeks of dropping the class. Checks should be made payable to LCS and sent to the curriculum and instruction department. Please be aware that timelines for withdrawing from a course are different for DE courses. See Section III for more information on dual enrollment options.

The Early College Program is an opportunity for students to earn a high school diploma and an Associate's Degree at the same time. Eligible students are selected by a committee at CVCC. The cost of the Early College Program books is covered by LCS but the tuition is the responsibility of each family. There are some opportunities for financial assistance to families with financial hardship. Counselors have the financial hardship forms.

Any student seeking to take courses on the CVCC campus on their own and not a part of any LCS approved program must seek prior approval and all costs for books and tuition are the responsibility of the family.

## Advanced Courses Offered Through LCS

The following courses are at an advanced level and are weighted at 4.5 quality points for an "A."

- Advanced World Literature & Composition I
- Advanced World Literature & Composition II
- Advanced American & World Literature & Composition
- Advanced English Literature & Composition
- Advanced Algebra in the 8th grade
- Advanced Earth Science in the 8th grade
- Advanced Algebra II
- Advanced Geometry with Trigonometry
- Advanced Math Analysis
- Advanced Chemistry
- Advanced Biology
- Advanced Physics
- Advanced World History & Geography I (to 1500 AD)
- Advanced World History & Geography II (1500 AD to Present)
- Advanced World Geography
- Advanced American History
- Advanced U.S. Government
- Advanced French IV
- Advanced Spanish IV
- Advanced German IV
- Advanced Latin Literature
- Advanced Studio Art
- Advanced Portfolio Art

## Summer Courses (Online)

Courses taken during the summer do not count toward the maximum course load during the fall and spring semesters. Any course taken during the summer that is online must be completed by the summer deadline as prescribed by the school division. More information on the summer course offerings and enrollment procedures will be communicated in late spring.

The following online courses are planned to be offered through LCS for summer 2024.

Each course is available for a fee of \$225.

- Online Economics & Personal Finance (10-12th)
- Online Health/PE 9

## Other Courses

### Independent Study Courses

Independent study courses provide an opportunity for conscientious and mature students to schedule a course which they otherwise would not be able to take. These courses are scheduled individually, and they require the participation of a certified instructor and the prior written approval of the principal. The student must complete all work and tests assigned. **All independent study courses are graded pass/fail.** The student will receive credit for the course, and the course will appear on the student's transcript, but the course will be graded Pass/Fail and will not count in the cumulative GPA.

### Courses Offered Outside LCS

Any student wishing to take a course, either online or in-person, outside of LCS for credit must gain prior written permission from the principal unless it is offered through an approved program with LCS to which the student has already been admitted (e.g. Governor's School, Early College,

and STEM Academy). Failure to obtain prior permission may result in the course not transferring into LCS. Courses should only be those found within this LCS Program of Studies. **Any associated cost and transportation would be the responsibility of the student/family.**

## Withdrawal from a Course Taken in High School

All requests for a student to be withdrawn from a course shall be made in writing, signed by a parent/guardian, and turned in to the counselor by the end of the 5th school day of the course. Any course from which a student is withdrawn within that time period will not be recorded on the student's report card or transcript. In rare cases, extenuating circumstances may justify a withdrawal from a course after the 5th day. In such a case, the student's transcript will reflect the course and a grade of withdrawal passing (WP) or withdrawal failing (WF) for the course. These designations (WP and WF) are not considered in Grade Point Average calculations. A parent/guardian must file a written request for such consideration with the building principal, and that request must clearly indicate the extenuating circumstances to justify a withdrawal. If the request is to change the level of a course rather than withdraw from a course, that request must be made no later than five days after the first report card has been distributed. In some cases there may not be an alternative level to the same course. For additional procedures, please refer to Lynchburg City School Board Policies and Administrative Regulations IKC-RZ.

## Course Load

Students in grades 9-11 must carry the equivalent of seven credit-bearing courses and may elect to carry another approved course. Approval of an additional elective course is based on the student's current standing and the course enrollment numbers. All students in grade twelve (senior students) must carry the equivalent of four credit-bearing courses (athletes must carry five courses). Unless prior written permission by the principal is provided, senior students must also carry other approved courses or repeat courses in the other three periods. When scheduling courses that involve travel between different schools, students should be aware of the travel time and the fact that it may reduce the number of courses that could be taken. A senior desiring to carry more or less than seven credit-bearing courses must receive written permission to do so from the school's principal.

## Promotion

According to Lynchburg City School Board Policies and Administrative Regulations *Policy IGBEZ Promotion and Retention* high school credit requirements for promotion are as follows. These credits indicated the cumulative amount that must be earned as that point in order to be promoted to the next grade level.

- 9th to 10th Grade (4 credits)
- 10th to 11th Grade (9 credits)
- 11th to 12th Grade (15 credits)

## Verified Credit

A verified credit means the student has passed the state required Standards of Learning (SOL) test in addition to the course. Students shall not be required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation, unless such test is necessary in order for the school to meet federal accountability requirements. Verified credits may be earned in the following courses:

English	Math	Science	Social Studies
Reading	Algebra I	Biology	World History I
Writing	Algebra II	Chemistry	World History II
	Geometry	Earth Science	VA & US History
			World Geography

## Locally Awarded Verified Credit Option

A verified credit is received when a student passes a high school credit course and the associated Standards of Learning (SOL) end-of-course state test. A locally awarded verified credit is an option available for some students who pass a class but do not pass the associated SOL end-of-course test and do not have enough verified credits to graduate. Locally awarded verified credits apply only to the standard diploma for students who entered 9th grade for the first time prior to 2018-19. For students who entered 9th grade for the first time in 2018-19 or after, one locally awarded verified credit in any subject can be awarded and can count toward any diploma.

**To be eligible to earn a local verified credit, a student must:**

- pass the high school course but not pass the associated state SOL end-of-course test,
- score at least 375 on any administration of the SOL test having taken the test at least twice, and
- demonstrate achievement in the academic content through a local appeal process.

**The appeal process in Lynchburg includes the following:**

- A school-based panel will review grades of students eligible for a local verified credit. A local verified credit will be awarded if a student has achieved a final grade of "C" or better for the course.
- Students eligible for a local verified credit who receive a "D" in the course will receive a local verified credit if they receive a grade of "C" or higher on the exam.
- Student not meeting one of the above criteria may review course content and complete a cumulative assessment. Once they receive a passing score on the assessment, they are eligible for a locally verified credit.
- The school-based panel has final authority in determining whether to (a) award the verified credit, (b) deny the verified credit, or (c) suggest participation in a remedial program followed by retesting. Any appeals regarding locally awarded verified credits should be directed to the Chief Academic Officer.

**NOTE:** Students with disabilities who qualify for credit accommodations may be awarded local verified credits in any subject area if they meet the criteria above.

## **Applied Studies Diploma**

The Applied Studies Diploma is a diploma option available to students identified as having a disability who complete the requirements of their individualized education programs (IEPs) and meet certain requirements prescribed by the Board of Education pursuant to regulations, but do not meet the requirements for any named diploma.

## **Certificate of Program Completion**

Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates by local school boards if the students do not qualify for diplomas. This is NOT a high school diploma.

## Standard Diploma Course Requirements for Students Entering Ninth Grade for the First Time in 2018-19 and Beyond (8 VAC 20-131-51)

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	<b>All students must take the SOL Reading and Writing (or equivalent) tests in high school.</b>
Mathematics	3	1	<p>Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II, or other mathematics courses approved by the board to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</p> <p><b>All students must take a SOL math test in high school.</b></p>
Laboratory Science	3	1	<p>Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p> <p><b>All students must take the SOL Biology test in high school.</b></p>
History & Social Sciences	3	1	<p>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p> <p><b>All students who do not earn a history verified credit in middle school must take a SOL history test in high school.</b></p>
Health & Physical Ed.	2	0	N/A
World Language, Fine Arts or Career Tech	2	0	Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.
Economics & Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
<b>Total</b>	<b>22</b>	<b>5</b>	N/A



#### Additional Requirements for Graduation

- **Advanced Placement, Honors, Dual Enrollment, or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or dual enrollment course, or (ii) 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 standard 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 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. The LCS Economics and Personal Finance course has an online component that fulfills this requirement.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of 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 five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.
- If taken, the Algebra, Functions, and Data Analysis course must be taken before Algebra II.
- **See your counselor for specifics on Substitute Tests, Locally Awarded Verified Credits and Credit Accommodations in lieu of passing SOL scores.**

## Advanced Studies Diploma Course Requirements for Students Entering Ninth Grade for the First Time in 2018-19 and Beyond (8 VAC 20-131-51)

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	All students must take the SOL Reading and Writing (or equivalent) test in high school.
Mathematics	4	1	Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.  All students must take a SOL math test in high school.
Laboratory Science	4	1	Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.  All students must take the SOL Biology test in high school.
History & Social Sciences	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.  All students who do not earn a history verified credit in middle school must take a SOL history test in high school.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health & Physical Ed	2	0	N/A
Fine Arts or Career Tech	1	0	Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	N/A
Electives	3	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
<b>Total Credits</b>	<b>26</b>	<b>5</b>	N/A

### Additional Requirements for Graduation

- **Advanced Placement, Honors, Dual Enrollment, or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or dual enrollment course or (ii) 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 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. The LCS Economics and Personal Finance course has an online component that fulfills this requirement.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of 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 five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.
- If taken, the Algebra, Functions, and Data Analysis course must be taken before Algebra II.
- See your counselor for specifics on Substitute Tests, Locally Awarded Verified Credits and Credit Accommodations in lieu of passing SOL scores.



## **Awards for Exemplary Performance**

### **Diploma Seals**

#### **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 Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.

#### **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.

#### **Board of Education's Career & 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. See The Path to Industry Certification for the current approved licenses and examinations.

#### **Board of Education's Advanced Mathematics & Technology Seal**

The Board of Education's Advanced Mathematics & Technology Seal is awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and either

- pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association
- OR acquire a professional license in a career and technical education field from the Commonwealth of Virginia
- OR pass an examination approved by the board that confers college-level credit in a technology or computer science area.



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

### **Board of Education's Excellence in Civics Education Seal**

The Board of Education's Excellence in Civics Education Seal is awarded to students who meet each of the following four criteria:

- Satisfy the requirement to earn a Modified Standard Diploma, a Standard Diploma or an Advanced Studies Diploma
- Complete Virginia & United States History and Virginia & United States Government courses with a grade of "B" or higher
- 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; and 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.
- Have good attendance and no disciplinary infractions as determined by local school board policies.

### **Board of Education's Seal of Biliteracy**

The Board of Education's 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.

### **Board of Education's Seal for Excellence in Science and the Environment**

The Board of Education's 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.

### **Board of Education's Diploma Seal for Science, Technology, Engineering, and Mathematics (STEM)**

The Board of Education's 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 Administrative Planning 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

### **Advanced Studies Diploma with Lynchburg Honors Seal (All Students)**

Students who wish to earn the Advanced Studies Diploma with Lynchburg Honors Seal must meet all the course and verified credit requirements for the Advanced Studies Diploma. In addition, they must meet the following additional criteria:

1. English must include a minimum of three yearlong courses (the equivalent of six semesters) in courses designed for students with above average skills in reading and writing. Two yearlong courses (the equivalent of four semesters) must be taken during the junior and senior years. Dual enrollment courses are on a semester basis.
2. The four math credits must include Algebra I and three credits above the level of Algebra I. The minimum must include progress through trigonometry/functions.
3. Science credits must include Biology 1 and three course choices from Earth Science, Earth Science II: Astronomy, Biology I, Biology II: Anatomy and Physiology, Biology II: Ecology, Chemistry, Physics, AP Chemistry, AP Physics, AP Biology, AP Environmental, and Dual Enrollment Biology, Dual Enrollment Physics, and Dual Enrollment Chemistry.
4. Social studies credits must include choices from Advanced World History and Geography I (to 1500 AD), Advanced World History and Geography II (1500 AD to Present) or AP World History, Advanced World Geography, AP Human Geography, Advanced American History, AP American History, Advanced U.S. Government or AP Government, AP European History, and AP Microeconomics and Macroeconomics, AP Psychology, Dual Enrollment Political Science and Dual Enrollment US History.

Students must take and pass at least two advanced placement or dual enrollment courses (or one of each) in different content areas during the senior year. These courses may be in English, Math, Science, or Social Studies.

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## II. MIDDLE SCHOOL COURSE OFFERINGS

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### ENGLISH

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#### ENGLISH 6

Course: 961XY

This course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. Students will take the 6th grade Reading Standards of Learning (SOL) test.

#### ENGLISH 6A

Course: 961AY

This advanced-level class is designed to meet the needs of 6th grade students with well-developed reading and writing skills. Vocabulary, literature, language, and writing instruction are taught, and instruction moves at a faster pace than in a non-advanced course. In addition, students in the advanced-level class will have wider reading and writing experiences than those required by the 6th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 5th grade SOL test, teacher recommendation, and/or other data. Students will take the 6th grade Reading SOL test.

#### ENGLISH 7

Course: 971XY

This course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. Students will take the 7th grade Reading SOL test.

#### ENGLISH 7A

Course: 971AY

This advanced-level class is designed to meet the needs of 7th grade students with well-developed reading and writing skills. Vocabulary, literature, language, and writing instruction are taught, and instruction moves at a faster pace than in the English 7 format. In addition, students in the advanced-level class will have wider reading and writing experiences than those required by the 7th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 6th grade SOL test, teacher recommendation and/or other data. Students will take the 7th grade Reading SOL test.

#### ENGLISH 8

Course: 981XY

This course provides instruction in vocabulary, reading comprehension, and literature, as well as in oral communication skills. Reading instruction integrated with the domains of writing (composing/written expression and usage/mechanics) to produce multi-paragraph narratives, descriptions, explanations, and persuasive writings will be the focus of this course. Students will take the 8th grade Reading and 8th grade Writing SOL tests.

#### ENGLISH 8A

Course: 981AY

This advanced-level class is designed to meet the needs of 8th grade students with well-developed reading and writing skills. Vocabulary, literature, language, and writing instruction are taught, and instruction must move at a faster pace than in the non-advanced course. In addition, students in the advanced-level class will have wider reading and writing experiences than those required by the 8th grade English SOL. Selection factors for considering placement of students into this advanced-level class include success on the 7th grade SOL test, teacher recommendation and other standardized tests scores. Students will take the 8th grade Reading and 8th grade Writing SOL tests.

### MATHEMATICS

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#### MATH 6

Course: 962XY

This course covers the 6th grade math Standards of Learning curriculum. The development of problem solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. A wide range of skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability, statistics, patterns, and algebra. Students will take the 6th grade math SOL test.

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**MATH 6A****Course: 962AY**

This advanced course covers the 7th grade math SOL. Students will be required to identify applications of the mathematical principles that can be applied to science and other disciplines. Appropriate technologies such as calculators, videos, and computers will be utilized. There are selection factors for considering placement of students into this advanced-level class which can be found in the recommended instructional sequences section. Students will take the 7th grade math SOL test.

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**PETAL MATH BLOCK 6/6A (Promoting Excellence Through Accelerated Learning)****Course: 962AYP**

This is a special program offered to selected students in a two-period course. The program is a division initiative to address the achievement gap while encouraging underrepresented populations of students to access more rigorous courses. Students in this course complete 6th grade math Standards of Learning curriculum and part of 7th grade math Standards of Learning curriculum. Appropriate technologies such as calculators, videos, and computers will also be utilized. Rising 6th grade students who were in the on-grade level math course in 5th grade are invited to participate in this program based on factors which include the following: math achievement in fifth grade, elementary math SOL test scores, scores on assessments in math, teacher recommendations, and previous participation in the PETAL summer math program. Students will take the 6th grade SOL test.

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**MATH 7****Course: 972XY**

This course covers 7th grade math Standards of Learning curriculum. The development of problem solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. A wide range of skills and strategies will be developed in the following areas: number and number sense, computation and estimation, measurement, geometry, probability, statistics, patterns, and algebra. Students will take the 7th grade math SOL test.

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**PETAL MATH BLOCK 7/7A (Promoting Excellence Through Accelerated Learning)****Course: 972AYP**

This two-period course covers the second half of 7th grade math Standards of Learning curriculum and all of the 8th grade Standards of Learning curriculum including the properties and basic operations of rational numbers including algebraic and graphical representation, linear equations and inequalities, and solving of these equations. The program is a division initiative to address the achievement gap while encouraging underrepresented populations of students to access more rigorous courses. The development of problem solving skills will be a major goal. Students will use appropriate technologies such as calculators and computers. Students will take the 8th grade math SOL test.

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**PRE-ALGEBRA 7A****Course: 972AY**

This course covers the 8th grade math Standards of Learning curriculum, including content that reviews and extends the concepts and skills learned in previous grades and new content that prepares students for more abstract concepts in algebra. Appropriate technologies such as calculators, videos, and computers will also be utilized. There are selection factors for considering placement of students into this advanced-level class which can be found in the recommended instructional sequences section. Students will take the 8th grade math SOL test.

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**FOUNDATIONS OF ALGEBRA 8****Course: 982XY**

This course covers the 8th grade math Standards of Learning curriculum and some of the Algebra I Standards of Learning curriculum. This course provides introductory instruction in the properties and basic operations of rational numbers including algebraic and graphical representation, linear equations and inequalities, and solving of these equations. Appropriate technologies such as calculators, videos, and computers will also be utilized. Students will take the 8th grade math SOL test unless that SOL was completed in 7th grade.

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**PRE-AP ALGEBRA I****Course: 2587Y****High School Credit (1.0 credit). Prerequisite: Teacher recommendation and/or Pre-Algebra 7A**

This course is weighted as a 4.5 quality point course in terms of high school GPA. Students gain a thorough understanding of the Virginia Standards of Learning by the study of linear relationships, focusing on patterns of change, various representations of functions and equations, and applying functions to model real-world situations. They also learn methods for solving and representing equations and inequalities. Together, these concepts equip students with valuable mathematical tools to better understand and interpret the world around them by making connections among multiple representations, authentic applications and modeling, and participating in mathematical reasoning. Students will take the Algebra I SOL test.

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**ADVANCED ALGEBRA II****Course: 2397Y****High School Credit (1.0 credit). Prerequisite: Pre-AP Algebra I.**

This advanced course is weighted as a 4.5 quality point course in terms of high school GPA. The first semester includes the study of equations, inequalities, relations, functions, systems of equations, polynomials, irrational numbers, complex numbers, and conic sections. The second

semester of this course includes the study of higher degree polynomials, rational and exponential functions, and statistics and probability. Appropriate technologies such as calculators, videos, and computers will also be utilized. Students will take the Algebra II SOL test.

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## SCIENCE

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### LIFE SCIENCE 6

Course: 963XY

This course emphasizes a complex understanding of changes, cycles, patterns, and relationships in the living world. Students use the inquiry approach to manipulate variables in experimentation, organize and analyze mathematical data, and summarize conclusions. Students study both the general science 6th grade SOL and the life science SOL.

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### LIFE SCIENCE 6A

Course: 963AY

This advanced-level course covers the same science SOL as the regular life science course but moves at a faster pace to allow time for additional opportunities for enrichment. Students complete alternative assessments to demonstrate their understanding and application of the course content.

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### PHYSICAL SCIENCE 7

Course: 973XY

This course provides an in-depth understanding of matter and energy. Students use experiments, technology, and literature reviews to build upon their investigation skills. Students in this course study the physical science SOL.

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### PHYSICAL SCIENCE 7A

Course: 973AY

This advanced-level course covers the same science SOL as the regular physical science course but moves at a faster pace to allow time for enrichment of the curriculum and a solid review of previous science SOL. Students will take the 8th grade Science SOL test.

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### PRINCIPLES OF SCIENCE 8

Course: 983XY

This course enables students to complete an extended study of general, life, and physical science courses. The living world, matter, energy, and scientific experimentation are explored in depth. Students completing this course take the 8th grade Science SOL test.

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### ADVANCED EARTH SCIENCE 8

Course: 3387Y

**High School Credit (1.0 Credit). Prerequisite: Advanced Physical Science.**

This advanced course is weighted as a 4.5 quality point course in terms of high school GPA. The major topics studied in this course are oceanography, meteorology, geology, and astronomy, each with accompanying laboratory activities. Students take the Earth Science SOL test.

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## SOCIAL STUDIES

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### UNITED STATES HISTORY II

Course: 964XY

This course covers the history of the United States from 1865 to the present. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Political, economic, and social challenges facing the nation reunited are examined as students develop an understanding of how the American experience shaped the world's political and economic landscapes. Responsible citizenship is also an emphasis of this course. Students complete performance assessments to demonstrate their understanding and application of the course content.

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### ADVANCED UNITED STATES HISTORY II

Course: 964AY

This advanced-level course covers the same SOL as the regular US History II course but moves at a faster pace to allow time for enrichment of the curriculum. Students complete performance assessments to demonstrate their understanding and application of the course content.

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### CIVICS AND ECONOMICS

Course: 974XY

This course covers the Constitutions of the United States and Virginia, as well as the structure and functions of government institutions at the national, state, and local levels. Students also study the basic principles, structure, and operation of the American economy. Standards for this course examine the roles citizens play in the political, governmental, and economic systems in the United States. Responsible citizenship is also an emphasis of this course.

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**ADVANCED CIVICS AND ECONOMICS 7****Course: 974AY**

This advanced-level course covers the same content as the regular civics/economics course but moves at a faster pace to allow time for enrichment of the curriculum.

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**WORLD GEOGRAPHY****Course: 4680Y****High School Credit (1.0 Credit).**

The focus of this class is the study of the world's peoples, places, and environments, with an emphasis on world regions. Students will take the Geography SOL test.

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**ADVANCED WORLD GEOGRAPHY****Course: 4687Y****High School Credit (1.0 credit). Prerequisite: Teacher recommendation and/or Advanced Civics and Economics**

This advanced course is weighted as a 4.5 quality point course in terms of high school GPA. The focus of this class is the study of the world's peoples, places, and environments, with an emphasis on world regions. In this advanced-level class students must complete in-depth projects and writing assignments, as well as additional reading assignments and research. Students will take the Geography SOL test.

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**PHYSICAL EDUCATION**

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**PE/HEALTH 6****Course: 966X**

The 6th grade physical education curriculum introduces students to physical activities which promote personal wellness, physical fitness, body management, and a basic knowledge of sports for leisure-time pursuits. Through the health curriculum, students develop more sophistication in understanding health issues and practicing health skills. They apply physical, emotional, social, and environmental health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Students also learn injury-prevention behaviors at school and elsewhere. Sixth grade family life deals with the physical, social, emotional, and psychological changes that occur at the time of puberty, reproduction basics, sexually transmitted diseases, substance abuse, and identifying abusive behaviors.

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**PE/HEALTH 7****Course: 976X**

The physical education curriculum in the 7th grade focuses on the development of proficiency in specific areas of physical fitness through instruction and participation in team, individual, and dual sports. Emphasis is placed on skill development, playing strategies and rules of the game, and an appreciation for the aesthetic value of body management as it relates to dance and gymnastics.

Through the health curriculum, students learn to generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health. Family life topics include family roles, saying no to premarital sex and abusive relationships, types of sexually transmitted diseases, consequences of premarital sex and pregnancy, importance of family planning, healthy dating and peer relationships, internet safety, and recognizing and appreciating differences.

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**PE/HEALTH 8****Course: 986X**

This course emphasizes the further development of flexibility, agility, cardiovascular endurance, balance, coordination, time, and speed. Students continue to develop skills in physical coordination and movement through the performance of dance and gymnastics routines. The history of team, individual, and dual sports is introduced, and specific rules and knowledge of playing strategies are reinforced. Through the health curriculum, students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information. Family life topics include family roles, saying no to premarital sex and abusive relationships, types of sexually transmitted diseases (including HIV), consequences of premarital sex and pregnancy, importance of family planning, healthy dating and peer relationships, internet safety, and the importance of positive decision making.

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**MASCOT BLOCK**

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*Spartan Block, Jaguar Block, Poet Block and ALL In - These courses provide an opportunity to build foundational skills in order to be successful and enrichment opportunities. These are offered in 6th, 7th, and 8th grades in math and English. These courses focus on those skills that prove to be challenging for students and to help them become more proficient in their abilities to read, write, and be critical thinkers and problem solvers. Additionally, Mascot Block can also include opportunities for enrichment activities.*

## EXPLORATORY, ELECTIVES AND CAREER & TECHNICAL EDUCATION



### Middle School Exploratory and Electives

Lynchburg City Schools offers middle school exploratory, elective and enrichment courses in the areas of world language, cultural arts, and career and technical education. Specialized electives and enrichment opportunities provide students with differentiated instruction and curriculum to address students' unique intellectual interests. Elective and enrichment offerings are subject to change based on interest inventories, scheduling, and staffing availability. School specific offerings are available through your school counseling office.

### Middle School Career and Technical Education

Career and Technical Education (CTE) courses are offered at each middle school. A full list of CTE courses are available through the school counseling department. Examples of middle school CTE courses include:

- Career Investigations
- Business and Information Technology
- Family and Consumer Sciences
- Technology Education

### Cultural Arts

Cultural Arts courses are offered at each middle school. A full list of Cultural Arts courses are available through the school counseling department. Examples of middle school Cultural Arts courses include:

- Art
- Chorus
- Theatre
- Band
- Orchestra

### World Languages

World Languages exploratory courses are offered at each middle school. A full list of World Language exploratory courses are available through the school counseling department. Examples of middle school World Language exploratory courses may include:

- Spanish
- French
- Latin
- German

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## HIGH SCHOOL CREDIT COURSES OFFERED AT THE MIDDLE SCHOOL LEVEL

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### WORLD LANGUAGES

Spanish I (1880Y) High School Credit (1.0 credit): See page 31 for course description.

French I (1580Y) High School Credit (1.0 credit): See page 28 for course description.

Latin I (1780Y) High School Credit (1.0 credit): See page 30 for course description.

German I (1680Y) High School Credit (1.0 credit): See page 29 for course description.

### VISUAL AND PERFORMING ARTS

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#### INTRODUCTION TO THEATRE

Course: 5610Y

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**High School Credit, Grade 8 (1.0 credit). Prerequisite: Teacher Recommendation.**

This course is a basic introduction to acting and other theatre skills. Course content includes units in Theatre Games, Improvisation, Stagecraft, Theatre Vocabulary and Terminology, and Theatre History. The availability of this course is based upon minimum enrollment numbers at each school.

### MATHEMATICS

Pre-AP Algebra I (TBD) High School Credit (1.0 credit): See page 17 for course description.

Advanced Algebra II (2397Y) High School Credit (1.0 credit): See page 17 for course description.

### SCIENCE

Advanced Earth Science 8 (3387Y) High School Credit (1.0 credit): See page 18 for course description.

### SOCIAL STUDIES

World Geography (4680Y) High School Credit (1.0 credit): See page 19 for course description.

Advanced World Geography (4687Y) High School Credit (1.0 credit): See page 19 for course description.

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## III. HIGH SCHOOL COURSE OFFERINGS

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The following pages contain the school division's graduation requirements and a listing of all courses in the high school curriculum. This listing contains course titles, course numbers, grade(s) in which students may select a particular course, whether it is a year or semester course, course credit value, prerequisites, and a brief description of each course. Except for several career-technical courses and courses for which there is not sufficient enrollment, most courses are available in both schools. All students who have successfully completed high school courses in middle school receive credit toward graduation as well as credit toward satisfying particular subject area requirements. The courses most typically falling into this category in Lynchburg City Schools are advanced Algebra I, advanced earth science, and the world languages. These courses, as well as any other traditional high school courses that may be taken for credit in middle school, are included in a student's high school Grade Point Average (GPA). For any questions about prerequisites for a course, please see an assigned school counselor. Additional procedures and practices may be determined at the individual high school. Counselors will make every attempt to honor course requests. There are instances that, due to low enrollment, staffing or budget changes, some courses are not offered or sections of those courses might be collapsed. Certain courses may not be offered every year. In order to fulfill our mission of "Every Child, By Name and By Need, to Graduation and Beyond," students may utilize components of Virtual Virginia, Edmentum, and other approved MOPS (Multi Division Online Provider Program) to complete their schedules. These courses may include Advanced Placement (AP®), world language, core academic, and elective courses to students that may not be available in group settings. Students may participate in these courses if courses meet VDOE requirements, they meet all prerequisite and eligibility criteria, including prior approval by counselors and principals.

### Academic Support

*(These courses can be taken repeatedly for elective credit)*

- 1930A/1930B ELL Support
- 1192Y Accelerating – Reading I
- 1130Y Accelerating – Reading II
- 7660Y Foundational Study Skills
- 7620Y Study Skills for Success in Classes

### Architecture & Construction

- 8601Y Carpentry I
- 8602Y Carpentry II
- 8603Y Carpentry III
- 6740Y Drafting I
- 6750Y Drafting: Mechanical
- 6760Y Drafting: Architectural
- 8427Y Advanced Drafting

### Art

- 5510Y Art I
- 5520Y Art II: Drawing and Painting
- 5530Y Art II: Three Dimensional
- 5560Y Photography
- 5580Y Commercial Art
- 5517Y Advanced Studio Art

- 5527Y Advanced Portfolio Art
- 5519Y Advanced Placement (AP) Portfolio Art
- 5529Y Advanced Placement (AP) Art History

### Business Management and Administration

- 6160Y Accounting
- 6170Y Advanced Accounting
- 6150Y Business Law
- 6140Y Business Management
- 6340Y Computer Information Systems
- 6260Y Design, Multimedia & Web Technologies
- 3740Y Digital Applications
- 6640Y Programming
- 6641Y Advanced Programming

### Computer Science

- 3730Y Foundations of Computer Science
- 3760Y Advanced Placement (AP) Computer Science Principles
- 3729Y Advanced Placement (AP) Computer Science

### Drama/Theatre Arts

- 5610Y Introduction to Theatre
- 5670Y Introduction to Film Studies
- 5611Y Musical Theatre Dance
- 5620Y Acting I
- 5630Y Acting II
- 5622A Playwriting
- 5623B Directing
- 5640Y Applied Technical Theatre I
- 5641A Technical Theatre I Design
- 5642B Technical Theatre I Production
- 5651Y Technical Theatre II

### Education & Training

- 6530Y Introduction to Teachers for Tomorrow
- 6550Y Teachers for Tomorrow I (DE)
- 6551Y Teachers for Tomorrow II (DE)

### English/Speech

- 1190Y World Literature & Composition I
- 1297Y Advanced World Literature & Composition
- 1100Y World Literature & Composition II
- 1207Y Advanced World Literature & Composition II
- TBD Advanced Placement (AP) Seminar English 10
- 1110Y American Lit & Comp
- 1217Y Advanced American & World Literature & Composition
- 1319Y Advanced Placement (AP) Language & Composition
- 1120Y English Literature & Composition
- 1227Y Advanced English Literature & Composition
- 1328A/1328B Advanced College Comp (DE)
- 1329Y Advanced Placement (AP) Lit & Comp
- 1310Y Creative Writing
- 1730Y Exploring Language & Culture through Hip Hop
- 1732Y Exploring Language & Culture through Hip Hop II
- 1429Y Advanced Placement (AP) Seminar
- 1439Y Advanced Placement (AP) Research
- 4749Y Advanced Placement (AP) African American Studies
- 5850Y Public Speaking I



## Finance

- 6151Y Economics & Personal Finance
- 6151YS Economics & Personal Finance (summer online)
- 6151YC Economics and Personal Finance – Longwood Univ.
- 4439A/4449B AP Microeconomics & AP Macroeconomics

## Health

- 5240A/5240B Driver Education & Personal Health & Social Development

## Health Sciences

- 8302Y Introduction to Health and Medical Science
- 6810Y Dental Careers I
- 6820Y Dental Careers II
- 8360Y Nurse Aide I
- 8362Y Nurse Aide II
- 5260Y Sports Medicine I
- 5261Y Sports Medicine II

## Hospitality & Tourism

- 6444Y Introduction to Culinary Arts
- 6441Y Culinary Arts I
- 6442Y Culinary Arts II
- 6443Y Culinary Arts Specialization

## Human Services

- 8340Y Cosmetology I
- 8350Y Cosmetology II
- 8370Y Cosmetology III

## Information Technology

- 8540Y Computer Systems Tech I
- 8550Y Computer Systems Tech II
- 8628Y Cybersecurity Technology Systems
- 8629Y Advanced Cybersecurity Technology Systems

## Law, Public Safety, Corrections & Security

- 8702Y Criminal Justice I
- 8703Y Criminal Justice II
- 8337Y Emergency Medical Telecommunications

## Leadership

- 7770Y Leadership Training

## Manufacturing

- 8450Y Precision Machine Tech I
- 8460Y Precision Machine Tech II

## Marketing

- 6120Y Entrepreneurship
- 6951Y Marketing
- 6960Y Advanced Marketing
- 6115Y Principles of Business & Marketing
- 6942Y Sports & Entertainment Marketing

## Mathematics

- 2090Y Algebra I, Part 1
- 2100Y Algebra I, Part 2
- 2290Y Algebra I
- 2110Y Algebra, Functions & Data Analysis
- 2200Y Algebra II
- 2397Y Advanced Algebra II
- 2290AP/2397BP Algebra I/Advanced Algebra II (PETAL)

- 2210Y Geometry
- 2307Y Advanced Geometry with Trigonometry
- 2220Y Trigonometry/Functions
- 2317Y Advanced Math Analysis
- 2328AC/2338BC Advanced College Pre-Calc. I/Advanced Pre-Calc. II
- 2429Y Advanced Placement (AP) Statistics
- 2329Y Advanced Placement (AP) Calculus (AB)
- 2339Y Advanced Placement (AP) Calculus (BC)

## Music

- 5440Y General Music
- 5340Y Concert Band I
- 5450Y Symphonic Orchestra
- 5360Y Jazz Ensemble
- 5370Y Wind Ensemble
- 5380Y Percussion Techniques
- 5460Y Chorus I
- 5470Y Chorus II - Concert Choir
- 5480Y Chorus III - Ensemble
- 5410Y Orchestra I
- 5420Y Orchestra II
- 5430Y Beginning Midi & Computer Applications in Music
- 5439Y Advanced Placement (AP) Music Theory

## Newspaper & Yearbook

- 7410Y Newspaper
- 7420Y Yearbook
- 7430Y Journalism

## Physical Education

- 5140A/5140B Physical Education Drill
- 5991Y PE 9 and Health & Family Living 9
- 5901Y PE 10 and Driver Education
- 5191A/5191B Physical Ed 10
- 5151A/5151B Weight Training I
- 5152A/5152B Weight Training II
- 5161Y Fitness for Life
- 5931YS Foundations of Personal Fitness and Wellness (online)

## Reserve Officer Training Corps (ROTC)

- 5750Y Air Force JROTC I
- 5760Y Air Force JROTC II
- 5770Y Air Force JROTC III
- 5780Y AirForce JROTC IV
- 5710Y Marine Corps JROTC I
- 5720Y Marine Corps JROTC II
- 5730Y Marine Corps JROTC III
- 5740Y Marine Corps JROTC IV

## Science

- 3387Y Advanced Earth Science (Grade 8)
- 3230Y Environmental Science
- 3200Y Biology I
- 3397Y Advanced Biology I
- 3210Y Biology II Anatomy & Phys.
- 3211Y Biology II Ecology
- 3292Y Earth Science II: Astronomy
- 3290Y Earth Science
- 3220Y Chemistry
- 3307Y Advanced Chemistry
- 3328AC/3328BC Advanced College Biology (DE)

- 3317Y Advanced Physics
- 3449Y Advanced Placement (AP) Biology
- 3459Y Advanced Placement (AP) Chemistry
- 3469Y Advanced Placement (AP) Physics I
- 3479Y Advanced Placement (AP) Physics II
- 3429Y Advanced Placement (AP) Environmental Science
- 3240Y Forensic Science

### **Social Studies**

- 4290Y World History & Geography I
- 4397Y Advanced World History & Geography I
- 4200Y World History & Geography II
- 4307Y Advanced World History & Geography II
- 4469Y Advanced Placement (AP) World History
- 4210Y American History
- 4317Y Advanced American History
- 4419Y Advanced Placement (AP) American History
- 4220Y U.S. Government
- 4327Y Advanced U.S. Government
- 4429A/4429B Advanced Placement (AP) American Government Politics & Comparative Government Politics
- 4740Y African American History
- 4459Y Advanced Placement (AP) Human Geography
- 4470Y Psychology
- 4479Y Advanced Placement (AP) Psychology

### **Special Programs**

- Early College – Courses on Page 65
- Central VA Governor’s School – Courses on Page 71
- CTE Academy – Courses on Page 69
- Governor’s STEM Academy – Courses on Page 66
- Special Education – Courses on Page 64

### **Student Intern Programs**

- 7130Y Elementary/Middle Student Intern
- 7131Y General Student Intern
- 7110A/7110B Teacher/Office Intern

### **Technology Education & Engineering**

- 8415Y Communications Systems
- 7450Y Video & Media Technology
- 6731Y Game Design and Development
- 6732Y Advanced Game Design and Development

### **Transportation, Distribution & Logistics**

- 8131Y Automotive Technology I
- 8142Y Automotive Technology II
- 8153Y Automotive Technology III

### **World Languages**

- 1590Y French I
- 1500Y French II
- 1510Y French III
- 1527Y Advanced French IV
- 1529Y Advanced Placement (AP) French V
- 1690Y German I
- 1600Y German II
- 1610Y German III
- 1627Y Advanced German IV
- 1629Y Advanced Placement (AP) German V
- 1790Y Latin I
- 1700Y Latin II
- 1710Y Latin III
- 1737Y Advanced Latin Literature
- 1729Y Advanced Placement (AP) Latin (Vergil)
- 1749AD Elementary Latin I with Medical Terminology (DE)
- 1749BD Elementary Latin II with Medical Terminology (DE)
- 1890Y Spanish I
- 1800Y Spanish II
- 1810Y Spanish III
- 1827Y Advanced Spanish IV
- 1829Y Advanced Placement (AP) Spanish

## ENGLISH

*The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn 4 standard units of credit in English in order to earn any type of high school diploma. Students should earn 1 credit in English per year in grades 9-12. Any requests to enroll in any number of English courses for new credit other than one per year must be approved by the principal. Students are required to take a SOL test in writing (Grade 10) and reading (Grade 11).*

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### WORLD LITERATURE & COMPOSITION I

Course: 1190Y

#### Grade 9. Full Credit Year Course.

These classes emphasize reading comprehension, vocabulary, study skills, oral communication, and composition skills, including grammar, usage, and mechanics, through the study of world literature. Students will read widely and think, speak, and write about what they have read. Emphasis is on enabling students to develop strategies for future academic success.

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### ADVANCED WORLD LITERATURE & COMPOSITION I

Course: 1297Y

#### Grade 9. Full Credit Year Course.

Designed for students in the advanced diploma program, these classes emphasize reading, thinking, oral communication, and composition skills, including grammar, usage, and mechanics, through the study of world literature. Students must read and write extensively and participate in in-depth literature study. Vocabulary development, study and test-taking skills, and organization skills necessary to meet the demands of the advanced program are integral parts of these classes.

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### WORLD LITERATURE & COMPOSITION II

Course: 1100Y

#### Grade 10. Full Credit Year Course.

With world literature as the vehicle, these classes will follow an integrated approach to language arts, combining reading, grammar, and vocabulary study with an emphasis on writing. Experiences in the classes will reflect the needs of literate adults in the community and stress the processes for writing, speaking, and reading effectively and correctly. Students will take the End-of-Course Standards of Learning (SOL) Writing test. A passing score or equivalent will verify this English credit to meet graduation requirements.

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### ADVANCED WORLD LITERATURE & COMPOSITION II

Course: 1207Y

#### Grade 10. Full Credit Year Course.

First semester emphasizes writing instruction through a thematic approach to expository and creative composition genres. Through the study of models and extensive opportunities to write, students improve their writing styles and ability to write different types of compositions. Literature study is used as inspiration for many writing activities. During second semester while continuing to improve writing skills, students engage in an in-depth study of literary works organized in thematic units. Vocabulary development, grammar, usage, and mechanics are stressed in both semesters. Students will take the End-of-Course Standards of Learning (SOL) Writing test. A passing score or equivalent will verify this English credit to meet graduation requirements.

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### ADVANCED PLACEMENT (AP) SEMINAR ENGLISH 10

Course: 1429Y

#### Grades 10. Full Credit Year Course. Prerequisite: None.

English 10 AP Seminar is an English class taught in AP Seminar style, with English 10 Virginia Standards of Learning integrated into the content. This is a foundational course that engages students in cross-curricular conversations that explore 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, literary, 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 research-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.

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### AMERICAN LITERATURE & COMPOSITION

Course: 1110Y

#### Grade 11. Full Credit Year Course.

These classes combine a study of the development of American literature with instruction in communication skills. Vocabulary study, oral reporting, and frequent writing assignments are based on representative selections from each literary period. Students will take the End-of-Course Standards of Learning (SOL) Reading test. A passing score or equivalent will verify this English credit to meet graduation requirements.

**Grade 11. Full Credit Year Course.**

During the first semester students analyze pieces of literature considered landmarks of American literature while in the second semester the emphasis shifts to landmarks in world literature (e.g. Arthur Miller's *The Crucible*, F. Scott Fitzgerald's *The Great Gatsby*, Mark Twain's *Huckleberry Finn*, and excerpts from Native American, African American authors as well as modern authors and poets). In both semesters students do independent research, read and write extensively, and make oral reports on what they have read and researched. Students will take the End-of-Course Standards of Learning (SOL) Reading test. A passing score or equivalent will verify this English credit to meet graduation requirements.



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**ADVANCED PLACEMENT (AP) LANGUAGE & COMPOSITION****Grade 11. Full Credit Year Course.**

These classes prepare students to take the College Entrance Examination Board Advanced Placement Language and Composition Test. Emphases of the classes are rhetoric and the structure of language as they relate to effective composition. Students will also cover the 11th grade Virginia Standards of Learning in preparation for the required End-of-Course Standards of Learning tests in reading administered near the end of the school year. Students will take the End-of-Course Standards of Learning (SOL) Reading test. A passing score or equivalent will verify this English credit to meet graduation requirements. Students enrolling should be competent in composition and able to work independently on a variety of writing assignments and projects. All students are required to take the AP examination in May.

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**ENGLISH LITERATURE & COMPOSITION****Grade 12. Full Credit Year Course.**

These classes combine a study of English literature, culture, and language development with instruction in communication skills. Instruction in writing a variety of multi-paragraph themes is provided along with the usual activities involving vocabulary study, sentence structure, paragraph development, oral reporting, and research.

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**ADVANCED ENGLISH LITERATURE & COMPOSITION****Course: 1227Y**

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**Grade 12. Full Credit Year Course.**

These classes are an in-depth study of major authors in all literary periods of English literature. Instruction in formal organizational patterns in writing and advanced research skills is integral. Students must do independent research, parallel reading, and oral reporting as well as frequent writing assignments and a research paper. The emphasis during second semester is on error-free writing.

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**ADVANCED COLLEGE COMPOSITION****Course: 1328A & 1328B**

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**Grade 12. One-half Credit Per Semester.**

These classes offer students the opportunity to earn six hours of college credit through the dual enrollment program with Central Virginia Community College. A comprehensive survey of major authors in English literature, these classes emphasize the development of writing skills and writing as process, including instruction in formal organizational patterns and style. Students work toward error-free writing and receive instruction in advanced research skills. If taken in grade 11 as a part of the Early College Program, Students will take the End-of-Course Standards of Learning (SOL) Reading test. A passing score or equivalent will verify this English credit to meet graduation requirements. Students should achieve a C or better 1st semester to be placed in the 2nd semester course. Students who have passed the course will receive six semester hours of credit from CVCC for English 111 and 112. Students should work to earn a grade of C or better to ensure these college credits will transfer or count toward a degree.

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**ADVANCED PLACEMENT (AP) LITERATURE & COMPOSITION****Course: 1329Y**

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**Grade 12. Full Credit Year Course.**

These classes prepare students to take the College Entrance Examination Board Advanced Placement Literature and Composition Test. Emphases are the analytic reading of fiction and poetry and the writing of critical essays. Students enrolling should be competent in composition, experienced in literary interpretation, and able to think abstractly. Students must also be able to work independently on a variety of reading and writing projects. All students are required to take the advanced placement examination in May.

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**ENGLISH ELECTIVES**

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**CREATIVE WRITING****Course: 1310Y**

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**Grades 9-12. Full Credit Year Course.**

This elective course will expose students to many aspects of the writing process, including generating ideas, writing and revising drafts, and editing. Students will write extensively and participate in helpful critiques of their own work and that of their peers. This course will be designed to allow teachers to work individually with students during conferences. Through frequent writing exercises, students will study voice, imagery, characterization, dialogue, and narration. Students will work in free verse poetry, prose poetry, fiction, and creative nonfiction.

**Sequential option:** Playwriting

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**EXPLORING LANGUAGE AND CULTURE THROUGH HIP HOP****Course: 1730Y**

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**Grades 10-12. Full Credit Year Course.**

This elective course will expose students to all five pillars of Hip Hop, with an emphasis on Knowledge. The phrase "Hip Hop" loosely translates to "intelligent movement", and in its early culture, the movement of Hip Hop was founded upon five pillars: MCing (oral), DJing (aural), Graffiti (visual), B-Boying (physical), and Knowledge (Mental). Students will study literary figures that inspired the makers of Hip Hop such as Ralph Ellison, Richard Wright, Chinua Achebe, Toni Morrison, Maya Angelou, Langston Hughes, Nikki Giovanni, and many others. In addition, students will be immersed in the other pillars through a hands-on experience in music production as they create their own instrumental tracks and lyrics, starting from scratch. They will also have the chance to work with local artists who are professionals in the music, dance, and fashion industries to further expand their knowledge.

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**EXPLORING LANGUAGE AND CULTURE THROUGH HIP HOP II****Course: 1732Y**

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**Grades 11-12. Full Credit Year Course.**

Exploring Hip Hop II expands upon performance, songwriting, and music production skills learned in Exploring Hip Hop I. Students will learn to work on a Digital Audio Workstation (FL Studio) and use recording tools such as microphones, MIDI keyboards, drum machines and acoustic instruments to learn the skills necessary to create music and work in the Music Industry. This course also covers the basics of digital DJing. In addition, students will learn about live performance and should be prepared to perform in class as a singer, rapper, DJ or instrumentalist. In order to take Exploring Hip Hop 2, students must have already taken Exploring Hip Hop 1 and must demonstrate high interest in subject matter, the ability to work independently, and basic knowledge of songwriting and music production. This course requires prior approval from the instructor.

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**ADVANCED PLACEMENT (AP) SEMINAR****Course: 1429Y**

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**Grades 11-12. Full Credit Year Course. Prerequisite: None.**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore 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, literary, 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 research-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

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**ADVANCED PLACEMENT (AP) RESEARCH****Course: 1439Y**

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**Grades 11-12. Full Credit Year Course. Prerequisite: AP Seminar.**

The second course in the AP Capstone program, AP Seminar is prerequisite for AP Research. If you earn scores of 3 or higher in both AP Seminar and AP Research as well as on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of core academic and research skills. Alternatively, if you earn scores of 3 or higher on the AP Seminar and AP Research Exams only, you will receive the AP Seminar and Research Certificate signifying your attainment of college-level academic and research skills. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. This course is the final course in the AP Capstone program. All students must take the AP Research examination in May.

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**ADVANCED PLACEMENT (AP) AFRICAN AMERICAN STUDIES****Course: 4749Y**

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**Grades 10-12. Full Credit Year Course.**

African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. These strands should not be taught in isolation but woven together in an integrated study that helps students understand the world in which we live. This course should provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content. The historical content of this course should be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students. All students must take the AP African American Studies examination in May.

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**SPEECH**

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**PUBLIC SPEAKING I****Course: 5850Y**

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**Grades 9-12. Full Credit Year Course.**

Content in this elective course allows students to include instruction and practice in clarity of oral expression, logical reasoning, and proper organization of material. The student will learn to prepare speeches to inform, convince, persuade, demonstrate and entertain.

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**WORLD LANGUAGES**

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*The secondary schools offer a sequential program in French, Spanish, German, and Latin. First-year study for high school credit is available to 8th grade students in French, Spanish, and Latin at all three middle schools. Paul Laurence Dunbar Middle School for Innovation also offers German to 8th graders. Each language in the world languages offerings is designed for any student who has demonstrated a reasonable proficiency in his or her native language and wishes to develop facility in another language. To obtain full benefit of the language program, students are encouraged to begin study in the 8th or 9th grade. College-bound students are advised to investigate the specific world language requirements of colleges in which they have interest. All students should work closely with their counselors in planning their world language programs.*

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**FRENCH I****Course: 1590Y**

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**Grades 8-12. Full Credit Year Course. Prerequisite: None.**

Communicating in French is the highlight of these beginning semesters of language study. Students become involved immediately in using the language to simulate daily life situations. Activities include speaking, listening, and writing, reading, and learning about French culture. Correlated audio-visuals serve as stimuli to involve students in conversations of interest to teenagers.

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**FRENCH II****Course: 1500Y****Grades 9-12. Full Credit Year Course. Prerequisite: Successful completion of French I.**

Emphasis on the four basic skills of speaking, listening, reading, and writing is continued during second year study. Oral discussions in French based on themes of contemporary interest provide the basis for student involvement. Study of the geography and culture of French speaking countries is an integral part of the language study. Students' use of concepts and vocabulary is cumulative.

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**FRENCH III****Course: 1510Y****Grades 10-12. Full Credit Year Course. Prerequisite: Successful completion of French I and II.**

This course builds on the vocabulary and grammar bases acquired in levels I and II. Audio-lingual experiences continue to help students develop both aural and oral competency as they listen to more extensive passages and participate in more complex speaking exercises. The focus on reading and writing also increases at this level as students read excerpts from current literature and read and write about the culture of francophone countries.

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**ADVANCED FRENCH IV****Course: 1527Y****Grade 11-12. Full Credit Year Course. Prerequisite: Successful completion of French III.**

This course focuses on the use of all concepts and vocabulary from previous study in addition to new vocabulary and idioms. Culture-based readings from current events, contemporary and classic excerpts of literature periodicals and selections from literature are the basis for refining composition and reading skills and provide the topics for conversation and oral presentations. Experience in listening to extended passages develops students' comprehension skills and provides practice in using higher level thinking skills.

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**ADVANCED PLACEMENT (AP) FRENCH V****Course: 1529Y****Grade 12. Full Credit Year Course. Prerequisite: Successful completion of French IV.**

This Advanced Placement Language course is equivalent in content and skills developed to the third year college level. Students engage in intensive drills of extemporaneous speaking, grammar review, analyses of reading material and listening to many types of selections to develop a high level of listening comprehension. All students are required to take AP French examination in May.

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**GERMAN I****Course: 1690Y****Grades 9-12, Grade 8, Paul Laurence Dunbar Middle School for Innovation Only. Full Credit Year Course. Prerequisite: None.**

In this introductory course, students become involved with the German language through conversations and readings relating to school, family, leisure-time activities, travel, parties, and German speaking countries. Authentic audio-visual aids reinforce aural-oral skills while lending authentic cultural insights.

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**GERMAN II****Course: 1600Y****Grades 9-12. Full Credit Year Course. Prerequisite: Successful completion of German I.**

German II students continue to broaden their language skills through conversations and reading/writing activities. Topics first semester include vacations, school, home, shopping and sports. During second semester, students discuss health, food, reading materials, money, special occasions, and students' talents.

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**GERMAN III****Course: 1610Y****Grades 10-12. Full Credit Year Course. Prerequisite: Successful completion of German II.**

The refinement of oral and written communication skills through conversational practice and the authentic readings relating to each course topic constitute the major portion of third-year study. The topics in the course consists of strengths and weaknesses, media, environment, stereotypes, wishes, art, travel, history, volunteering, and plans for the future. During discussions, students learn about levels of language and the appropriateness of each in various situations.

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**ADVANCED GERMAN IV****Course: 1627Y****Grades 11-12. Full Credit Year Course. Prerequisite: Successful completion of German III.**

At this level of language study, students are expected to have achieved competence in the German language, which is now used in instruction, conversation, reading, and discussion. Students continue to discuss authentic readings related to course topics as well as everyday topics of conversation. In addition, frequent writing assignments enhance skills in grammar and serve to increase vocabulary.

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**ADVANCED PLACEMENT (AP) GERMAN V****Course: 1629Y**

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**Grade 12. Full Credit Year Course. Prerequisite: Successful completion of German IV.**

This Advanced Placement Language course is equivalent in content and skills developed to the third year college level. Students engage in intensive drills of extemporaneous speaking, grammar review, analyses of reading material and listening to many types of selections to develop a high level of listening comprehension. All students are required to take the advanced placement examination in May.

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**LATIN I****Course: 1790Y**

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**Grades 8-12. Full Credit Year Course. Prerequisite: None.**

The first-year Latin course provides the foundation for understanding Latin and the basis for learning any world language. Students enlarge their vocabulary, refine grammar in English, and learn about the origins of many of our traditions and institutions while reading the history, myths, and legends of the ancient Romans.

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**LATIN II****Course: 1700Y**

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**Grades 9-12. Full Credit Year Course. Prerequisite: Successful completion of Latin I.**

Latin II begins with a thorough grammar review based on readings from Roman history and continues to develop the vocabulary and reading comprehension necessary to read Latin. During the second semester, readings from Julius Caesar and other celebrated authors help students learn more about their own traditions and develop reading skills and concepts applicable to Latin or any other language.

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**LATIN III****Course: 1710Y**

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**Grades 10-12. Full Credit Year Course. Prerequisite: Successful completion of Latin II.**

Latin III is a general introduction to the politics and government of Rome. During first semester, students study the political, environmental, and economic problems of Rome in the 1st century BC through readings from Eutropius and Cicero, among others. In second semester, students read selections from Ovid, Seneca, Catullus, Tacitus, Pliny, and other writers as they explore Latin literature from the 1st century AD through the Middle Ages.

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**ADVANCED LATIN LITERATURE****Course: 1737Y**

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**Grades 11-12. Full Credit Year Course. Prerequisite: Successful completion of Latin III.**

Students will read and study a variety of prose and poetry selections from a wide range of Latin authors excluding Vergil. Caesar, Catullus, Ovid, Cicero, and Horace will be the subjects of study along with other writers of their eras. Advanced Latin Literature with its inclusion of both prose and poetry and its breadth of authors offers the student a broader preparation for college study and a deeper understanding of classical literature than Advanced Placement Latin Vergil alone.

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**ADVANCED PLACEMENT (AP) LATIN VERGIL****Course: 1729Y**

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**Grades 11-12. Full Credit Year Course. Prerequisite: Successful completion of Advanced Latin Literature.**

Students will read selected books and individual passages from Vergil's Aeneid and review Caesar's De Bello Gallico to learn about the epic tradition, Roman military history, the legend of the founding of Rome, and the basic precepts of literature. In addition, students will study parallel themes in Classical and English literature. All students are required to take the advanced placement examination in May.

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**ELEMENTARY LATIN WITH MEDICAL TERMINOLOGY****Course: 1749AD**

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**Grades 11-12. Full Credit Semester Course. University of Lynchburg.**

This is the first part of a two-course sequence in basic Latin. The course covers vocabulary and fundamentals of Latin grammar with simple sentence translation and composition, together with aspects of Roman culture, including history and daily life. Also included is the study of Latin as a source of medical terminology. Placement in Latin courses is determined by score range on the Latin Placement Test required of all students wishing to register for Latin at the University of Lynchburg. It is offered synchronously.

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**ELEMENTARY LATIN II WITH MEDICAL TERMINOLOGY****Course: 1749BD**

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**Grades 11-12. Full Credit Semester Course. University of Lynchburg.**

This is the second part of a two-course sequence in basic Latin. The course continues the study of vocabulary and Latin grammar from Elementary Latin I, with simple passage translation and composition, together with aspects of Roman culture and history, with emphasis on how medicine intersected with mythology, beliefs about causes and cures for disease. Also included is the study of Latin as a source of terminology in the liberal arts and sciences. Placement in this course is determined by score range on the Latin Placement Test required of all students wishing to register for Latin at the University of Lynchburg. It is offered synchronously.



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**SPANISH I****Course: 1890Y**

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**Grades 8-12. Full Credit Year Course. Prerequisite: None.**

This introductory course is an initiation into language as a means of active communication for which a reasonable proficiency in understanding, speaking, reading, and writing Spanish is the overall goal. Activities include frequent conversational activities, projects, and dramatizations involve students actively in the language. Correlated audio-visuals serve as stimuli to involve students in conversations of interest to teenagers.

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**SPANISH II****Course: 1800Y**

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**Grades 9-12. Full Credit Year Course. Prerequisite: Successful completion of Spanish I.**

All fundamental structures of the beginning course are reinforced during second-year study with an increased emphasis on the development of oral skills in active conversation. However, this course expands to encompass more comprehensive materials and structures so that by the end of the two-year sequence, students should be able to use effectively the four linguistic tools. Students continue to broaden their language skills through conversations and reading/writing activities.

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**SPANISH III****Course: 1810Y**

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**Grades 10-12. Full Credit Year Course. Prerequisite: Successful completion of Spanish II.**

At this level, the Spanish language is used in the classroom for conversational and instructional purposes. Emphasis is placed on increasing the scope of vocabulary, verb tenses, and grammatical structures relating to thematic units. During second semester topics of spontaneous interest and comparative cultures are increasingly emphasized.

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**ADVANCED SPANISH IV****Course: 1827Y**

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**Grades 11-12. Full Credit Year Course. Prerequisite: Successful completion of Spanish III.**

At this level of language study, students are expected to have achieved competence in the Spanish language, which is now used in instruction, conversation, reading, and discussion. Students discuss authentic readings from periodicals and excerpts of literature related to course topics as well as everyday topics of conversation. Continued listening assignments serve to enhance students' ability to understand audios on a variety of topics and spoken in various dialects.

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**ADVANCED PLACEMENT (AP) SPANISH V****Course: 1829Y**

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**Grade 12. Full Credit Year Course. Prerequisite: Successful completion of Spanish IV.**

This Advanced Placement Language course is equivalent (in content and skills developed) to the third year college level. Students engage in intensive drills of extemporaneous speaking, grammar review, analyses of reading material and listening to many types of selections to develop a high level of listening comprehension. All students must take the AP Spanish examination in May.

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**MATHEMATICS**

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*The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn three standard units of credit in Mathematics for a Standard Diploma and four standard units of credit for an Advanced Studies Diploma. In order to earn a Standard Diploma, students must complete at least two different courses from among Algebra I; Geometry; Algebra, Functions, and Data Analysis (AFDA); Algebra II; or other courses above the level of Algebra II. If taken, AFDA must be completed before Algebra II to meet the math courses approved by the board to satisfy this requirement. In order to earn an Advanced Studies Diploma, students must complete at least four different courses from among Algebra I, Geometry, Algebra II, or other courses above the level of Algebra II. If taken, Algebra, Functions, and Data Analysis (AFDA) must be completed before Algebra II to meet this requirement. A computer science course credit earned by students may be considered a math course credit. Students' requests to enroll in more than one math course for new credit must receive approval from the principal. SOL tests are available for Algebra I, Algebra II, and Geometry. Students should work with their counselor to determine which test(s) are needed to verify credits for graduation. The federal Every Student Succeeds Act (ESSA) requires all students to take a SOL math test while in high school.*

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**ALGEBRA I, PART I****Course: 2090Y**

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**Grade 9, Full Elective Credit Year Course. Algebra I, Part I is the prerequisite to Algebra I, Part II. Algebra I, Part I and Algebra I, Part II must be completed to receive full credit.**

Algebra I, Part I is the first course of a two-course algebra sequence covering the Algebra I curriculum. In this two-part course, students have additional time to develop algebraic skills needed for higher mathematics. Students will be involved in learning activities that help make connections among algebra, arithmetic, geometry, statistics, and probability. This course includes instruction in properties and basic operations of natural numbers, their algebraic and graphical representation, and linear equations. Hands-on activities, graphing calculators, and computer technology will be used extensively.

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**ALGEBRA I, PART II****Course: 2100Y**

**Grade 10. Full Credit Year Course. Prerequisite: Algebra I, Part I. Algebra I, Part II is the second course of a two-course algebra sequence covering the Algebra I curriculum.**

In this two-part course, students have additional time to develop algebraic skills needed for higher mathematics. Students will be involved in learning activities that help make connections among algebra, arithmetic, geometry, statistics, and probability. Number patterns, functions, applying equations, inequalities and systems of linear equations and inequalities, probability, statistics and interpreting data will be covered. Hands-on activities, graphing calculators, and computer technology will be used extensively. Algebra I, Part I is the prerequisite to Algebra I, Part II. Algebra I, Part I and Algebra I, Part II must be completed to receive full credit. Students will take the Standards of Learning (SOL) Algebra I test.

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**ALGEBRA I****Course: 2290Y**

**Grades 9-10. Full Credit Year Course. Prerequisite: Pre-Algebra and teacher recommendation or Foundations of Algebra.**

This one year algebra program includes instruction in properties and basic operations of rational numbers, their algebraic and graphical representation, linear equations, inequalities and systems of linear equations and inequalities. The course also includes the study of polynomials, radical equations, quadratic equations with real solutions, and the concept of functions. Students will take the Standards of Learning (SOL) Algebra I test.

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**ALGEBRA, FUNCTIONS AND DATA ANALYSIS****Course: 2110Y**

**Grades 10-12. Full Credit Year Course. Prerequisite: Algebra I or Algebra I, Part II.**

Students in this one year course will study functions and their behaviors, systems of inequalities, probability, data analysis and statistics, and simple experimental design. More specifically, the behavior of common function families and the connections between data tables and graphs will be used to interpret data, draw conclusions, and make predictions. In addition, students will learn to calculate basic probabilities in a real-world context and to analyze data in a normal distribution. Topics in the course will be presented with data generated from practical applications. During second semester students will design a simple survey or experiment and then collect, analyze, and present their data and conclusions.

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**ALGEBRA II****Course: 2200Y**

**Grades 9-12. Full Credit Year Course. Prerequisite: Algebra I or Algebra I, Part II and teacher recommendation.**

This course includes the study of real numbers, equations including rational and radical expressions, relations and systems and how they are used in mathematical modeling. The second semester of Algebra 2 will include the study of complex numbers, polynomials and rational functions, an introduction to statistics and probability, as well as connections with geometry, physics, chemistry, business, and consumer problems. **Students will take the Standards of Learning (SOL) Algebra II test if needed for graduation.**

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**ADVANCED ALGEBRA II****Course: 2397Y**

**Grade 9-12. Full Credit Year Course. Prerequisite: Pre-AP Algebra I.**

This course includes the study of equations, inequalities, relations, functions, systems of equations, polynomials, irrational numbers, complex numbers, and conic sections. This course also includes the study of higher degree polynomials, rational and exponential functions, and statistics and probability. **Students will take the Standards of Learning (SOL) Algebra II test.**

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**GEOMETRY****Course: 2210Y**

**Grades 9-12. Full Credit Year Course. Prerequisite: Algebra I.**

This plane geometry course includes the study of perpendicular and parallel lines, angles and their relationships, congruent triangles and parallelograms and other polygonal regions. Also included are similar figures, the Pythagorean Theorem, circles, their tangents and secants, and three-dimensional geometry and transformational geometry. **Students will take the Standards of Learning (SOL) Geometry test if needed for graduation.**

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**ADVANCED GEOMETRY WITH TRIGONOMETRY****Course: 2307Y**

**Grade 10. Full Credit Year Course. Prerequisite: Advanced Algebra II.**

This course includes the study of polynomial regions and their areas with special emphasis on right triangles. It also includes the concepts of similarity, volume, coordinate and transformational geometry and construction of plane figures. The course also includes the study of the basic trigonometric functions, the inverse trigonometric functions, trigonometric identities, analytic trigonometry, solving triangles, analytic geometry, and the trigonometry of complex numbers. Graphing calculators will supplement the classroom portion of the course. **Students will take the Standards of Learning (SOL) Geometry test if needed for graduation.**

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**TRIGONOMETRY/FUNCTIONS****Course: 2220Y****Grades 11-12. Full Credit Year Course. Prerequisite: Algebra II and Geometry.**

This course includes the study of trigonometric functions, their inverses and their graphs, solving triangles, trigonometric identities, trigonometric equations, and mathematical modeling using trigonometric functions with applications. Also included is the study of matrices, sequences and series, probability and statistics, as well as an introduction to pre-calculus.

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**ADVANCED MATH ANALYSIS****Course: 2317Y****Grades 11-12. Full Credit Year Course. Prerequisite: Advanced Geometry Trigonometry.**

This course includes the study of relations, functions, equations, inequalities, polynomial and rational functions, and a review and extension of trigonometry. Also included are vectors and parametric equations, polar coordinates and complex numbers, conic sections, exponential and logarithmic functions, sequences and series, probability and statistics. Optional topics include iteration, fractals and discrete mathematics graph theory. Graphing calculator techniques are stressed.

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**ADVANCED COLLEGE PRE-CALCULUS I AND PRE-CALCULUS II****Courses: 2328AC & 2348AS****Grades 11-12, Dual Enrollment Math Course. One-half Credit Per Semester. Prerequisite: Trigonometry/Functions or Math Analysis.**

The first semester (MTH 161 – Pre-Calculus I) presents a study of college algebra, matrices, and algebraic, exponential, and logarithmic functions. Students should achieve a C or better in order to be placed in the second semester course. The second semester (MTH 162 – Pre-Calculus II) presents trigonometry, trigonometric applications including Law of Sines and Cosines and an introduction to conics. Students should achieve a C or better first semester to be placed in the second semester course. Students who have completed and passed the course will receive 6 semester hours of credit from CVCC for Math 161 and 162. Students should work to earn a grade of C or better to ensure these college credits will transfer or count toward a degree.

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**ADVANCED PLACEMENT (AP) STATISTICS****Course: 2429Y****Grade 12. Full Credit Year Course. Prerequisite: Trigonometry/Functions or Math Analysis.**

Advanced Placement Statistics includes exploratory analysis of data using graphical and numerical techniques to study patterns and departures from patterns. Students will plan a study that will include identifying important variables related to the conjecture and ways to measure the variables. Students will also anticipate patterns using probability and simulation and work with concepts of statistical inference such as: confidence intervals, tests of significance, and special case of normally distributed data. **All students are required to take the AP Statistics examination in May.**

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**ADVANCED PLACEMENT (AP) CALCULUS AB****Course: 2329Y****Grade 12. Full Credit Year Course. Prerequisite: Math Analysis.**

This rigorous treatment of calculus will include the study of limits, continuity, derivatives, applications of the derivative and integrals. The course will emphasize integration techniques and the calculus of transcendental functions. Extensive graphing calculator techniques will be taught. Other calculus topics, including more integration techniques, arc length and surface area as well as the calculus of parametric equations, will be taught after the Advanced Placement exam. Note: With sufficient student and faculty interest, AP Calculus BC can be offered (2339Y). **All students are required to take the AP Calculus AB examination in May.**

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**ADVANCED PLACEMENT (AP) CALCULUS BC****Course: 2339Y****Grade 12. Full Credit Year Course. Prerequisite: Math Analysis.**

This is a double-period course. During the first semester students learn the AP Calculus AB content and that content is expanded upon and extended during the second semester. Counts as two courses for purposes of GPA calculation. **All students are required to take the AP Calculus BC examination in May.**

*\*The Board of Education's Guidelines on Credit Accommodations allow students with disabilities who are eligible for credit accommodations in mathematics to use each part of Algebra I, Parts I and II to earn a standard credit towards the three mathematics credits required for the Standard Diploma only. Two-part courses may also be combined with full-year courses in other Board-approved mathematics courses to meet the requirements for students with disabilities.*

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**SCIENCE**

*The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn 3 standard units of credit in Science for a Standard Diploma and 4 standard units of credit for an Advanced Studies Diploma. In order to earn a Standard Diploma, students must complete at least two different courses from at least two different science disciplines: earth sciences, biology, chemistry, or physics. Additionally, students must earn one Verified Credit. Students who complete a career and technical education sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the State may substitute the certification, competency credential,*

or license for (1) the student-selected verified credit, and (2) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. In order to earn an Advanced Studies Diploma, students must complete at least four different courses from among three different disciplines: earth sciences, biology, chemistry, or physics. A computer science course credit earned by students may be considered a science course credit. **SOL tests are available for Biology, Chemistry, and Earth Science. Students should work with their counselor to determine which test(s) are needed to verify credits for graduation. The federal Every Student Succeeds Act (ESSA) requires all high school students to take the Biology SOL test.**

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**ADVANCED EARTH SCIENCE****Course: 3387Y**

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**Grade 8. Full Credit Year Course. Prerequisite: None.**

This advanced earth science course is available only in the 8th grade. Additional topics and supplemental activities supporting the earth science SOL are included in the course. **Students will take the Earth Science Standards of Learning test.**

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**ENVIRONMENTAL SCIENCE****Course: 3230Y**

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**Grade 9-12. Full Credit Year Course. Prerequisite: None.**

The Environmental Science course is designed to continue the student investigations 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 including meaningful watershed educational experiences.

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**BIOLOGY I****Course: 3200Y**

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**Grades 9-12. Full Credit Year Course Credit. Prerequisite: None. It is preferable that students have completed Environmental Science or Earth Science.**

This course includes the study of scientific processes and problem solving, ecology, biochemistry, and cytology (structure, function and reproduction of cells). Also included are human endocrinology, reproduction, genetics, evolution, behavior and taxonomy (classification). **Students will take the Standards of Learning (SOL) Biology test.**

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**ADVANCED BIOLOGY I****Course: 3397Y**

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**Grades 9-10. Full Credit Year Course. Prerequisite: It is preferred that students have completed Earth Science or Environmental Science.**

The course content closely parallels that described in Biology I. A more quantitative approach may be utilized in dealing with specific problem areas, with additional emphasis placed on the underlying chemical principles for the biological sciences. Students will have an opportunity to conduct original research. **Students will take the Standards of Learning (SOL) Biology test.**

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**EARTH SCIENCE****Course: 3290Y**

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**Grades 10-12. Full Credit Year Course. Prerequisite: None. It is preferred that students have completed Biology I.**

This laboratory science course teaches foundation skills needed for the study and understanding of all sciences. Topics include maps and landforms, meteorology, geology, oceanography, environmental studies, and astronomy. Also included is the study of the Earth's composition, weathering, deposition, earthquakes, volcanoes, plate tectonics, and geologic time. **Students will take the Standards of Learning (SOL) Earth Science test if needed for graduation.**

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**BIOLOGY II ANATOMY AND PHYSIOLOGY****Course: 3210Y**

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**Grades 10-12. Full Credit Year Course. Prerequisite: Biology I.**

This year-long course follows Biology I and is a study of human anatomy and physiology.

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**BIOLOGY II ECOLOGY****Course: 3211Y**

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**Grades 10-12. Full Credit Year Course. Prerequisite: Biology I.**

This year-long course follows Biology I and is a study of the environment and man's impact on it.

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**CHEMISTRY****Course: 3220Y**

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**Grades 10-12. Full Credit Year Course. Prerequisite: Biology, Algebra I and Algebra II completed, currently taking Algebra II, or with principal permission.**

This course provides an introduction to basic chemical principles and their application. Topics include atomic structure, the periodic table, bonding, chemical equations and reactions, stoichiometry, states of matter, and thermochemistry. A solid knowledge of algebra is necessary for the calculations in this class. **Students will take the Standards of Learning (SOL) Chemistry test if needed for graduation.**

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**ADVANCED CHEMISTRY****Course: 3307Y**

**Grades 10-12. Full Credit Year Course. Prerequisite: Biology, Algebra I and Algebra II completed, currently taking Algebra II, or with principal permission.**

The course content is closely aligned with that of Chemistry. However, a more rigorous quantitative approach requires students to investigate, analyze, and summarize chemical reactions, molecular behaviors, and uses of substances. Hands-on experiments with high level math and thinking skills are included. Students will have an opportunity to conduct original research. Students will take the Chemistry Standards of Learning test. However, a more in-depth and rigorous conceptual and quantitative approach requires students to investigate, analyze, and summarize the various topics covered. High level math and thinking skills are essential for success. Hands-on lab work is a critical component designed to connect the abstract to real world experiences. **Students will take the Standards of Learning (SOL) Chemistry test if needed for graduation.**

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**ADVANCED PLACEMENT (AP) CHEMISTRY****Course: 3459Y**

**Grades 11-12. Full Credit Year Course. Prerequisite: Biology; Chemistry.**

This course is the equivalent of a first-year college general chemistry course. Topics include the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and the basic concepts of thermodynamics. The summer before provides a brief overview of chemical foundations, kinds of particles, and stoichiometry. Topics throughout the year include detailed studies of types of reactions and solution stoichiometry, the three phases of matter, thermochemistry, atomic structure and periodicity, bonding, properties of solutions, chemical kinetics, chemical equilibrium, acids and bases, solubility, spontaneity, entropy, free energy, and electrochemistry. Students will spend considerable time in individual study and in laboratory work. **All students are required to take the AP Chemistry examination in May.**

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**ASTRONOMY EARTH SCIENCE II****Course: 3292Y**

**Grades 11-12. Full Credit Year Course. Prerequisite: Algebra I and Earth Science or Environmental Science Corequisite: Geometry or higher level mathematics course.**

This course introduces students to the composition and structure of the universe. Astronomy is the scientific study of the contents of the entire universe. This course provides the student with a study of the universe and the conditions, properties, and motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars.

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**ADVANCED PHYSICS****Course: 3317Y**

**Grades 11-12. Full Credit Year Course. Prerequisite: Algebra I and Geometry Corequisite.**

Advanced Physics is an algebra-based, introductory physics course. This course deals with mechanics, motion, and waves with emphasis on problem solving. Also included is the study of light, electricity, magnetism, the atom and nuclear forces. 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. The standards stress the practical application of physics in other areas of science, technology, engineering, and mathematics. The effects of physics on our world are investigated through the study of critical, contemporary global topics.

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**ADVANCED PLACEMENT (AP) PHYSICS I****Course: 3469Y**

**Grades 11-12. Full Credit Year Course. Prerequisite: Geometry and be concurrently taking Algebra II or an equivalent course.**

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students should have completed Geometry and may be concurrently taking Algebra II, or equivalent course. This course requires that 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. **All students are required to take the AP Physics I examination in May.**

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**ADVANCED PLACEMENT (AP) PHYSICS II****Course: 3479Y**

**Grade 12. Full Credit Year Course. Prerequisite: AP Physics I and have taken or be concurrently taking Math Analysis or an equivalent course.**

The AP Physics II course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Students should have taken or be concurrently taking Math Analysis or Pre-Calculus. This course requires that 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. **All students are required to take the AP Physics II examination in May.**

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**ADVANCED COLLEGE BIOLOGY****Courses: 3328AC Biology 101 & 3328BC Biology 102**

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**Grade 12. Dual Enrollment. One-half Credit Per Semester. Prerequisites: Biology, Chemistry; Geometry.**

This is a double-period course. This college level course deals with the fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. Topics addressed include the organization and biochemical functions of cells, genetics, animal and plant physiology, continuity of life and ecological relationships. Appropriate applications of technology will allow for in-depth exploration of selected topics and opportunities for independent student research. Students should achieve a C or better in order to be placed in the second semester course. Students who have completed and passed the course will receive 8 semester hours of credit from CVCC for Biology 101 and 102. Students should work to earn a grade of C or better to ensure these college credits will transfer or count toward a degree. **Max. number of students per class 23.**

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**ADVANCED PLACEMENT (AP) BIOLOGY****Course: 3449Y**

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**Grades 11-12. Full Credit Year Course. Prerequisites: Advanced Biology, Advanced Chemistry; Geometry.**

This course includes the study of the structure and biochemical functions of cells and cellular components, animal and plant physiology, principles of genetics, and the interdependence of organisms in ecosystems. Students will spend considerable time in individual study and in laboratory work. **All students are required to take the Advanced Placement Biology examination in May.**

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**ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE****Course: 3429Y**

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**Grades 10-12. Full Credit Year Course.**

Prerequisite: Algebra I, Biology, Chemistry (corequisite) The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry and geography. **All students are required to take the AP Environmental Science examination in May.**

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**FORENSIC SCIENCE****Course: 3240Y**

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**Grades 10-12. Full Credit Year Course.**

This elective course would emphasize the role of interdisciplinary science topics and techniques used to analyze evidence. There would be a strong focus on problem solving, with an emphasis on writing, using experimentation, theorization, researching forensic methodologies, synthesizing information and evidence-based conclusions. Some of the topics covered include crime scene investigation and evidence collection, death investigation, entomology, fingerprint analysis, toxicology, and DNA fingerprinting.

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**COMPUTER SCIENCE**

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**FOUNDATIONS OF COMPUTER SCIENCE****Course: 3730Y**

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**Grades 10-12. Full Credit Year Course. Prerequisite: Algebra I, Algebra I A & B, or Teacher Recommendation.**

This year-long course has an emphasis on computer programming within the context of broader concepts of computer science. The standards build on concepts developed in prior grade levels. The standards provide a transition from block-based programming to a text-based programming language and familiarize the student with developing and executing computer programs. Teachers select programming languages and environments, problems, challenges, and activities that are appropriate for their students to successfully meet the objectives of the standards. Programmable computing tools will be used to facilitate design, analysis, and implementation of computer programs. Students will also explore computing systems, network and internet protocols, cybersecurity, data analysis, and programming. **This course may be used to fulfill a math, science, or CTE requirement.**

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**ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES****Course: 3760Y**

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**Grades 10-12, E. C. Glass. Full Credit Year Course. Prerequisite: Algebra I recommended.**

AP Computer Science Principles is designed to introduce students to the central ideas of computer science, to instill ideas and practices of computational thinking, and to have students engage in activities that show how computing changes the world. The course is rigorous and rich in computational content, includes computational and critical thinking skills, and engages students in the creative aspects of the field. Through both its content and pedagogy, this course aims to appeal to a broad audience. Computational thinking practices include connecting computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communications and collaborating. **All students are required to take the AP Computer Science Principles examination in May.**

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**ADVANCED PLACEMENT (AP) COMPUTER SCIENCE****Course: 3729Y**

**Grades 10-12, E. C. Glass. Full Credit Year Course. Prerequisite: Algebra I and Foundations of Computer Science, Computer Programming, or Teacher Recommendation.**

A large part of the course is built around the development of computer programs that correctly solve a given problem. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. **All students must take the AP Computer Science examination in May.**

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**SOCIAL STUDIES**

*The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn 3 standard units of credit in History and Social Sciences for a Standard Diploma and 4 standard units of credit for an Advanced Studies Diploma. In order to earn a Standard Diploma, students must complete one course in U.S. and Virginia History, one course in U.S. and Virginia Government, and one course in either world history, world geography, or both. Additionally, students must earn one Verified Credit. Students who complete a career and technical education sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the State may substitute the certification, competency credential, or license for (1) the student-selected verified credit, and (2) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. In order to earn an Advanced Studies Diploma, students must complete at least four different courses students must complete one course in U.S. and Virginia History, one course in U.S. and Virginia Government, and two courses in either world history, world geography, or both. Students' requests to enroll in more than one History or Social Science course for new credit must receive approval from the principal. SOL tests are available for Geography, World History I, World History II, and VA & U.S. History. Students should work with their counselor to determine which test(s) are needed to verify credits for graduation.*

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**WORLD HISTORY AND GEOGRAPHY I (to 1500 AD)****Course: 4290Y**

**Grade 9. Full Credit Year Course.**

These classes cover the historical development of people, places, and patterns of life from early times until about 1500 AD. Geography is emphasized in the study of each civilization. **Students will take the Standards of Learning (SOL) World History I test.**

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**ADVANCED WORLD HISTORY AND GEOGRAPHY I (to 1500 AD)****Course: 4397Y**

**Grade 9. Full Credit Year Course.**

These classes cover the historical development of people, places, and patterns of life from early times until about 1500 AD. Geographic influences on history are emphasized in the study of each civilization. In these advanced-level classes students must complete in-depth projects and writing assignments, as well as additional reading assignments and research. **Students will take the Standards of Learning (SOL) World History I test.**

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**WORLD HISTORY AND GEOGRAPHY II (1500 AD to PRESENT)****Course: 4200Y**

**Grade 9-10. Full Credit Year Course.**

These classes cover history and geography from the late Middle Ages to the present. Other points of focus are the political boundaries that developed with the evolution of nation-states; the ways in which scientific and technological revolutions produced economic, social and political change; and the people and events of the 19th and 20th centuries as they relate to contemporary issues. This course has an associated SOL test, which can be used to verify a history credit for graduation (if needed). **Students will take the Standards of Learning (SOL) World History II test if needed for graduation.**

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**ADVANCED WORLD HISTORY AND GEOGRAPHY II (1500 AD to PRESENT)****Course: 4307Y**

**Grade 10. Full Credit Year Course.**

These classes cover history and geography from the late Middle Ages to the present. Other points of focus are the political boundaries that developed with the evolution of nation-states; the ways in which scientific and technological revolutions produced economic, social and political change; and the people and events of the 19th and 20th centuries as they relate to contemporary issues. Projects, writing assignments, additional reading assignments, and research are requirements of these classes. This course has an associated SOL test, which can be used to verify a history credit for graduation (if needed). **Students will take the Standards of Learning (SOL) World History II test if needed for graduation.**

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**ADVANCED PLACEMENT (AP) WORLD HISTORY****Course: 4469Y**

**Grades 10-12. Full Credit Year Course.**

This course is designed for students with a keen interest in history and a desire to earn college credit in high school. Requiring extensive independent reading and writing assignments, this course has as its chronological frame the period from approximately 8000 B.C.E. to the present. Course work focuses on continuity and change across historical periods as students analyze the processes and causes involved in these continuities and changes. Included in the course are the major civilizations in Africa, the Americas, Asia, and Europe. All students are required to

take the advanced placement examination in May. Note: These classes may be taken at the 10th grade level for social studies credit in lieu of Advanced World History & Geography II (1500 AD to Present). Eleventh and 12th grade students may take the class for elective credit. **Students will take the Standards of Learning (SOL) World History I or II test if needed for graduation.**

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**AMERICAN HISTORY****Course: 4210Y**

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**Grade 11. Full Credit Year Course.**

These classes are a chronological study of American history from the Age of Discovery to the present. Although emphasis is placed on political and economic history, content also includes the major issues, movements, people, and events that shaped American culture. **Students will take the Standards of Learning (SOL) U.S. History test if needed for graduation.**

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**ADVANCED AMERICAN HISTORY****Course: 4317Y**

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**Grade 11. Full Credit Year Course.**

These advanced-level classes provide a comprehensive, in-depth study of American history from the Age of Discovery to the present. Although emphasis is placed on political and economic history, content also includes the major issues, movements, people, and events that shaped American culture. Independent reading and writing assignments, as well as individual research projects, are required. **Students will take the End-of-Course Standards of Learning (SOL) U.S. History test if needed for graduation.**

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**ADVANCED PLACEMENT (AP) AMERICAN HISTORY****Course: 4419Y**

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**Grade 11. Full Credit Year Course.**

These classes are geared to the student who has a keen interest in history and who wishes to receive college credit while in high school. During 1st semester, emphasis is on the American Revolution, the Jacksonian period, the Civil War, Reconstruction, and the Gilded Age. Second semester focuses on the politics of the Gilded Age, the Populist-Progressive era, World War I, the Depression and the New Deal, World War II, and domestic and foreign policy from Post World War II to the 1980s. Course requirements include basic text and supplementary readings, class lectures and discussions, and writing assignments (including open-ended and document-based questions). **Students will take the Standards of Learning (SOL) U.S. History test if needed for graduation. All students are required to take the advanced placement examination in May.**

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**UNITED STATES GOVERNMENT****Course: 4220Y**

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**Grade 12. Full Credit Year Course.**

These classes provide students with an understanding of the American and Virginia political systems. Included in this study are the United States and Virginia Constitutions; the structure and operation of the legislative, executive, and judicial departments of the U.S. and Virginia governments; the process of policy-making in economics, foreign affairs, and civil rights issues; and the influence of the public, interest groups, political parties, and the media on decision making. Other points of focus are a comparison of the U.S. political and economic systems to those of other nations and the role of the government in the economy. In addition, special emphasis is given to a unit on individual voting behavior, incorporating current elections.

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**ADVANCED UNITED STATES GOVERNMENT****Course: 4327Y**

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**Grade 12. Full Credit Year Course.**

This advanced-level government course focuses on the theory and practice of leadership and political behavior from the social scientist point of view as students study topics such as theories of government, federalism, state and local government, and decision-making at the national level. Additional units of study include the American Free Enterprise System, the law and society, and the involvement of the United States in foreign affairs. As in all advanced-level classes, students must be prepared to complete independent reading, writing, and research assignments.

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**ADVANCED PLACEMENT (AP) AMERICAN GOVERNMENT POLITICS AND COMPARATIVE GOVERNMENT POLITICS****Courses: 4429A & 4429B**

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**Grade 12, 1st & 2nd Semester. One-half Credit Per Semester**

These classes are geared to those students with a keen interest in government and the desire to earn college credit in high school. First semester gives students a critical perspective on politics and government in the United States, involving both the study of general concepts to interpret American politics and the analysis of specific case studies. In 2nd semester, students gain knowledge of the world's diverse political structures and practices as they study five specific countries and compare their key political relationships. Both 1st and 2nd semester classes require student research and analysis. **All students must take both the American Government and AP Comparative Government examinations in May.**

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**AFRICAN AMERICAN HISTORY****Course: 4740Y**

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**Grades 9-12. Full Credit Year Course.**

In this full-credit, high school elective course designed through the VDOE in partnership with Virtual Virginia, students will examine the role African Americans have played in American history. The activities and assignments in the course promote cultural awareness and critical thinking



through the lenses of power, politics, economics, and geography. Students will trace the trials, tribulations, and triumphs of race relations in the United States. The course will be taught in a blended learning environment using online modules through Virtual Virginia in conjunction to direct instruction from an LCS teacher.

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**ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY****Course: 4459Y**

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**Grades 9-12. Full Credit Year Course.**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Students will take the World Geography Standards of Learning test and the AP Human Geography examination in May. **Students will take the Standards of Learning (SOL) Geography test if needed for graduation. All students are required to take the AP Human Geography examination in May.**

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**PSYCHOLOGY****Course: 4470Y**

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**Grades 10-12. Full Credit Year Course.**

This is a general overview course focusing on the scientific study of both the behavioral and mental processes of human beings and animals. More specifically, we will be covering: history of psychology and scientific thought, biological basis of behavior, research methodology, statistics, sensation and perception, states of conscious, memory, language and intelligence, developmental psychology, personality, and learning.

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**ADVANCED PLACEMENT (AP) PSYCHOLOGY****Course: 4479Y**

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**Grades 11-12. Full Credit Year Course.**

The purpose of the course itself is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. **All students are required to take the AP Psychology examination in May.** There is no prerequisite to this course.

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**HEALTH (required for graduation)**

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*The Regulations for Establishing Standards for Accrediting Public Schools in Virginia specifies that students must earn two standard units of credit in Health and Physical Education in order to earn any type of high school diploma. The Physical Education Program offers a variety of courses designed to meet individual needs and interests; however, the underlying purpose in all courses is to promote the concept of fitness and wellness for life. All courses will include aerobic exercises and strength training in addition to skills development in the specified sports and/or recreational activities. Completing the Health and Physical Education requirements for grades 9 and 10 are required for graduation.*

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**DRIVER EDUCATION & PERSONAL HEALTH AND SOCIAL DEVELOPMENT****Courses: 5240A & 5240B**

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**Grades 9-12. 1st or 2nd Semester. One-half Credit Course. Prerequisite: None**

The Driver Education portion will provide the in-class preparation for behind-the-wheel driver training. Personal health and social development fulfills the family life education requirement for grade ten. Students should enroll in a semester-long health or physical education course only if they need a semester credit and not a full-year credit to fulfill graduation requirements. The completion of the state of Virginia's VADETS online driving course does not carry with it any high school credit.

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**PHYSICAL EDUCATION (required for graduation)**

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**PHYSICAL EDUCATION DRILL****Courses: 5140A & 5140B**

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**Grades 9-12. 1st or 2nd Semester. One-half Credit Course. Prerequisite: Enrollment in ROTC I or completion of ROTC I.**

This course is designed to develop knowledge and skills related to flexibility, strength training, personal fitness, and drill activities.

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**PHYSICAL EDUCATION 10****Course: 5191A & 5191B**

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**Grades 9-12, 1st Semester. One-half Credit Course. Prerequisite: None.**

This course is designed to develop intermediate and advanced skills in activities selected from among the following: flag football, soccer, basketball, tennis, and track and field. Students should enroll in a semester-long health or physical education course only if they need a semester credit and not a full-year credit to fulfill graduation requirements.

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**PHYSICAL EDUCATION 9 & HEALTH AND FAMILY LIVING 9****Course: 5991Y**

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**Grade 9. Full Credit Year Course. Prerequisite: None.**

This year-long course fulfills one of the two standard units of credit in Health and Physical Education required to graduate. Students will complete one semester of Physical Education, designed to develop intermediate and advanced skills in activities selected from among the following: floor or field hockey, lacrosse, softball, volleyball, and basketball. Students will complete one semester of Health, which will cover the Family Life Education requirement. Included are the studies of disease prevention, first-aid techniques (including CPR and defibrillator training), human growth and development, personal health and wellness, substance abuse, consumer health, and topics related to family living. Attitudes, morality, and responsible decision-making are discussed in relation to developing a healthy and productive lifestyle from adolescence to old age.

Virtual Academy utilizes Virtual Virginia's Health and PE 9 course. This course in Virtual Virginia does not separate out Health into a separate semester. Therefore, students are taking Health and PE concurrently.

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**PHYSICAL EDUCATION 10 AND DRIVER EDUCATION****Course: 5901Y**

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**Grade 10-12. Full Credit Year Course. Prerequisite: None.**

This year-long course fulfills one of the two standard units of credit in Health and Physical Education required to graduate. Students will complete one semester of Physical Education, designed to develop intermediate and advanced skills in activities selected from among the following: flag football, soccer, basketball, tennis, and track and field. The Driver Education portion will provide in-class preparation for behind-the-wheel driver training. Personal Health and Social Development covers 10th grade Family Life Education.

Virtual Academy utilizes Virtual Virginia Health and PE 10 (Not Driver's Ed) course. This course in Virtual Virginia does not separate out Health into a separate semester from PE. Therefore, students are taking Health and PE concurrently. For Driver's Education, students are enrolled in VADETS, an online Driver's Education course. Students are to complete the VADETS course in 4 months and it is not integrated into their Health & PE course with Virtual Virginia. Students who choose not to take Driver's Education through VADETS will need to complete it on their own.

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**PHYSICAL EDUCATION 10 AND HEALTH 10****Course: 5902Y**

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**Grade 10-12. Full Credit Year Course. Prerequisite: None.**

Virtual Academy utilizes Virtual Virginia Health and PE 10 (Not Driver's Ed) course. This course in Virtual Virginia does not separate out Health into a separate semester from PE. Therefore, students are taking Health and PE concurrently. Students taking this course are not taking Driver's Education.

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**WEIGHT TRAINING I****Courses: 5151A & 5151B**

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**Grades 11-12 (unless recommended by staff). 1st or 2nd Semester. One-half Credit Course. Prerequisite: None.**

This introductory course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Any students in Grade 9 recommended to enroll in Weight Training I must still successfully complete the semester of Health and Family Living and PE 9.

**Sequential option:** Weight Training I and Weight Training II may satisfy the sequential elective requirement if taken after the student has earned the physical education credits required for graduation.

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**WEIGHT TRAINING II****Courses: 5152A & 5152B**

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**Grades 11-12 (unless recommended by staff). 1st or 2nd Semester. One-half Credit Course. Prerequisite: Staff Recommendation.**

This intermediate course is designed to give students who have completed Weight Training I an opportunity to become more proficient in weight and fitness training concepts and techniques. Students will continue to develop skills in weight training, strength and aerobic training, and overall conditioning. Students in grades 11-12 who are enrolled in Weight Training II may complete the course repeatedly for elective credit.

**Sequential option:** Weight Training I and Weight Training II may satisfy the sequential elective requirement if taken after the student has earned the physical education credits required for graduation. *This course may be taken repeatedly for elective credit if space is available.*

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**FITNESS FOR LIFE****Course: 5161Y**

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**Grades 11-12. Full Credit Year Course. Prerequisite: PE 9 & 10 or Weight Training I & II.**

This elective course for students who have completed the Health and Physical Education graduation requirements will enable students to obtain the knowledge and skills necessary to develop and maintain a level of fitness and to increase physical competence, self-esteem, and the motivation to pursue lifelong physical activity. Students will gain an understanding of the components of health-related fitness, training principles, and the benefits of being physically active throughout their lives. In addition to practicing basic stretching and aerobic exercises, students will practice the

basic fundamentals of walking/jogging; learn the rules and participate in team activities like basketball, volleyball, and softball; one-on-one or doubles sports like tennis and pickleball; and individual sports like Ultimate Frisbee and Frisbee golf.

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## FOUNDATIONS OF PERSONAL FITNESS AND WELLNESS

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Course: 5931YS

**Grades 9-12. Summer Only, One Credit. Prerequisite: None.**

This course fulfills one of the standard units of credit in Health and Physical Education required to graduate. Using an online approach, the course covers both health and physical education standards. The course is broken into modules that contain the learning content and activities to be completed. Students will be assigned to a licensed Lynchburg City Schools' Health/Physical Education teacher who will monitor, assist, and evaluate. For the Physical Education component, students will study and engage in applications of movement by (1) developing a personal fitness plan aimed at improving motor skills, movement patterns, strength, flexibility, and endurance and (2) completing online units of study focusing on overall wellness – their physical, mental, and emotional health and development. Units include nutrition and diet, and the functions and structures of various systems of the body, including the digestive, urinary, endocrine, and reproductive systems. Units covering the state's 9th grade Family Life Education SOLs are included. Topics include family living and community relationships; the benefits, challenges, responsibilities, and value of positive relationships for men, women, and children, and communities; abstinence education; the value of postponing sexual activity; human sexuality; human reproduction; dating violence; the characteristics of abusive relationships; steps to take to avoid sexual assault; and the availability of counseling and legal resources. Students will also study the consequences of risky behaviors and disease prevention. **There is a fee for this course.**

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## CAREER & TECHNICAL EDUCATION

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*Career and technical education (CTE) prepares students for a wide range of high-wage, high-skill, high-demand careers. CTE is an essential part of the school division's total educational program specifically designed to prepare students for post-secondary education and/or employment. These courses enhance student success by reinforcing the Standards of Learning established for English, mathematics, science, history, and social science.*

*CTE programs help students develop 21st century workforce readiness skills while guiding their career pathway by entering an advanced training program, community college, or four-year university after graduation.*

*Courses that have a maximum enrollment due to state regulations will require students to complete an application process. The rubric used for student acceptance will include attendance, grades, behavior, and career goals. An interview may be required for some courses to determine student interest. Shuttle buses are provided for students to travel between high schools. A travel period may be required for off-site courses.*

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## ARCHITECTURE & CONSTRUCTION

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*Courses in this area can prepare students for careers in designing, planning, managing, building and maintaining the built environment.*

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### CARPENTRY I

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Course: 8601Y

**Grade 10-11. Prerequisite: Approved Application. Location: Heritage. Periods: 1.**

With an emphasis on safety, students use hand and power tools, cut stock, apply construction mathematics, interpret blueprints, and understand basic rigging. Students will become proficient in identifying types of residential construction components to frame walls, floors, ceilings, roofs, doors, and windows. All students will obtain the required Construction Industry OSHA 10 safety credential. **Sequential options:** Carpentry II

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### CARPENTRY II

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Course: 8602Y

**Grade 11-12. Prerequisite: Carpentry I. Location: Heritage. Periods: 2.**

Carpentry II prepares students for a successful transition into postsecondary education or a career in carpentry or related field. Students will become proficient in assembling and installing various types of residential construction components according to industry standards, including forming foundations, framing floors, walls, ceiling, roofs, trusses, roofing materials, stairs, and exterior doors and windows. Industry credentials: NCCER Core. **Sequential options:** Carpentry I.

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### CARPENTRY III

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Course: 8603Y

**Grade 12. Prerequisite: Carpentry II. Location: Heritage. Periods: 2.**

Carpentry III is an advanced course that allows students to gain in-depth knowledge and experience in construction skills. Students explore specialized areas in carpentry, such as building decks and porches, alternative framing, interior finishes, drywall installation and finishing, as well as energy efficiency and green technology. Students explore licensure requirements and entrepreneurial opportunities.

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**DRAFTING I****Course: 6740Y****Grades 9-12. Prerequisite: Algebra I. Location: E. C. Glass. Periods: 1.**

Students gain the skills necessary to produce and complete accurate manufacturing and construction drawings based on the ideas and sketches of engineers, architects, and designers. Students will focus on performing mechanical drafting and design operations, using manual drafting techniques and Computer Aided Drafting (CAD). Students have the opportunity to compete in regional and state CAD competitions. Industry Credentials: NOCTI Drafting. **Sequential options:** Drafting Mechanical

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**DRAFTING: MECHANICAL****Course: 6750Y****Grades 10-12. Prerequisite: Drafting I. Location: E. C. Glass. Periods: 1.**

Building on competencies taught in Drafting, students master the theory and manipulative skills necessary to produce complete and accurate drawings based on the ideas and sketches of engineers, architects, and designers. Students focus on performing mechanical drafting and design operations, using manual drafting techniques and computer-aided drafting and design (CADD), and additive manufacturing (3D printing) techniques. Students explore careers in drafting, including industry certification options. 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. Industry credentials: NOCTI Drafting. This course may be taken as a dual enrollment course earning six college credits from CVCC. CVCC course numbers DRF 201 and DRF 202. **Sequential options:** Drafting I

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**DRAFTING: ARCHITECTURAL****Course: 6760Y****Grades 10-12. Prerequisite: Drafting I. Location: E. C. Glass. Periods: 1.**

Building on competencies taught in Drafting, students are taught the theory and the manipulative skills necessary to produce and complete accurate drawings based on the ideas and sketches of engineers, architects, and designers. Students focus on performing architectural drafting and design operations, using manual drafting techniques and Computer Aided Drafting and Design (CADD). Students explore careers in drafting, including industry certification options. 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. Industry credentials: NOCTI Drafting and Architectural Drafting. **Sequential options:** Drafting I

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**ADVANCED DRAFTING****Course: 8427Y****Grades 11-12. Prerequisites: Drafting Architectural or Approved Application. Location: E. C. Glass. Periods: 1.**

Building on competencies taught in Drafting, students master the theory and manipulative skills necessary to produce complete and accurate drawings based on the ideas and sketches of engineers, architects, and designers. Students focus on performing architectural drafting as well as mechanical drafting and design operations, using manual drafting, computer-aided design and drafting (CADD), and additive manufacturing (3D printing) techniques. Students explore careers in drafting, including industry certification options. 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.

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**BUSINESS MANAGEMENT & ADMINISTRATION**

*Courses in this area can prepare students for careers in Business Management and Administration, careers that encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.*

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**ACCOUNTING****Course: 6160Y****Grades 10-12. Prerequisite: Algebra I. Location: E. C. Glass and Heritage. Periods: 1.**

Accounting students study the basic principles, concepts, and practices of the accounting cycle for a service business. Topics covered include analyzing transactions, journalizing and posting entries, preparing payroll records and financial statements, managing cash control systems, business ethics, and professional conduct. Students learn fundamental accounting procedures. Industry Credentials: NOCTI Accounting.

**Sequential options:** Advanced Accounting; Business Law; Business Management; Computer Information Systems; Design, Multimedia and Web Technologies; Entrepreneurship; Principles of Business and Marketing.

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**ACCOUNTING, ADVANCED****Course: 6170Y****Grades 11-12. Prerequisite: Accounting. Location: E. C. Glass and Heritage. Periods: 1.**

Advanced Accounting students gain knowledge of advanced accounting principles, procedures, and techniques used to solve business problems and make financial decisions. Students work in a technology-integrated environment, using accounting and spreadsheet software to analyze, synthesize, evaluate, and interpret business financial data related to inventory, fixed assets, notes/accounts payable and receivable, implementation of a partnership and a corporation, and other specialized accounting systems. Industry Credentials: NOCTI Accounting.

**Sequential options:** Accounting; Business Law; Business Management; Computer Information Systems; Design, Multimedia and Web Technologies; Entrepreneurship; Principles of Business and Marketing

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**BUSINESS LAW****Course: 6150Y****Grades 11-12. Prerequisite: None. Location: E. C. Glass and Heritage. Periods: 1.**

Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens and businesses. Students gain knowledge and skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, cyber law, and careers in the legal profession. Industry Credentials: Virginia Workplace Readiness Skills

**Sequential options:** Accounting; Advanced Accounting; Business Management; Computer Information Systems; Design, Multimedia and Web Technologies; Digital Applications; Entrepreneurship; Principles of Business and Marketing

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**BUSINESS MANAGEMENT****Course: 6140Y****Grades 10-12. Prerequisite: None. Location: E. C. Glass and Heritage. Periods: 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. Industry Credentials: Virginia Workplace Readiness Skills.

**Sequential options:** Accounting; Advanced Accounting; Business Law; Computer Information Systems; Design, Multimedia and Web Technologies; Entrepreneurship; Marketing; Principles of Business and Marketing

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**COMPUTER INFORMATION SYSTEMS****Course: 6340Y****Grades 9-12. Prerequisite: Keyboarding or Digital Applications. Location: E. C. Glass and Heritage. Periods: 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, emerging technologies, and career opportunities related to the information technology field. Industry Credentials: Microsoft Office Specialist.

**Sequential options:** Accounting; Advanced Accounting; Business Law; Business Management; Design, Multimedia and Web Technologies; Digital Applications; Entrepreneurship; Principles of Business and Marketing; Programming; Advanced Programming

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**DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES****Courses: 6260y****Grades 9-12. Prerequisite: Digital Applications or Computer Information Systems. Location: E. C. Glass and Heritage. Periods: 1.**

Students apply creativity and technology to create visual design, multimedia projects, and web projects, using industry-standard software. Work-based learning experiences allow students to apply layout and design techniques in real-world situations. Students create portfolios that include a résumé, certifications earned, and projects produced during the course. Industry Credentials: Microsoft Office Specialist.

**Sequential options:** Accounting; Advanced Accounting; Business Law; Business Management; Computer Information Systems; Digital Applications; Entrepreneurship; Principles of Business and Marketing; Programming; Advanced Programming

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**DIGITAL APPLICATIONS****Course: 3740Y****Grades 9-12. Prerequisite: None. Location: E. C. Glass and Heritage. Periods: 1**

Students develop real-life, outcome-driven approach skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills utilized across the curriculum and offers preparation relevant to 21st century skills and postsecondary education. Industry Credentials: Virginia Workplace Readiness Skills.

**Sequential options:** Accounting; Advanced Accounting; Business Law; Business Management; Computer Information Systems; Design, Multimedia and Web Technologies; Entrepreneurship; Principles of Business and Marketing; Programming; Advanced Programming

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**PROGRAMMING****Course: 6640Y****Grades 9-12. Prerequisite: None. Location: E. C. Glass and Heritage. Periods: 1**

Students explore programming concepts, use algorithmic procedures, implement 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. In addition, students employ hypertext markup language (HTML) or JavaScript to create web pages.

**Sequential options:** AP Computer Science; Computer Information Systems; Design, Multimedia and Web Technologies; Digital Applications; Advanced Programming

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**PROGRAMMING, ADVANCED****Course: 6641Y****Grades 10-12. Prerequisite: Programming. Location: E. C. Glass. Periods: 1.**

Students use object-oriented programming to develop database applications, interactive multimedia applications including game applications, mobile applications, and web applications. Students continue to develop their employability skills as they research pathways for continuing education and careers in the information technology industry and engage in various career-building activities.

**Sequential options:** AP Computer Science; Computer Information Systems; Design, Multimedia and Web Technologies; Digital Applications; Programming

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**EDUCATION & TRAINING**

*Courses in this area can prepare students for careers in planning, managing and providing education and training services or related learning support services.*

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**INTRODUCTION TO TEACHERS FOR TOMORROW****COURSE: 6530Y****Grades 9-10. Prerequisite: None.**

This exploratory course fosters student interest in, understanding of, and appreciation for the teaching profession and introduces students to careers in education. Students will develop self-awareness, collaborate with peers, build positive learning environments, and discover learner differences. The curriculum is designed to help students set attainable professional goals in the education and training career cluster. This course introduces students to the high school Virginia Teachers for Tomorrow (VTFT) program. 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.

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**TEACHERS FOR TOMORROW I****Course: 6550Y****Grades 11-12. Prerequisite: Approved Application. Periods: 1.**

Virginia Teachers for Tomorrow (VTFT) fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in education and training career cluster and related pathways. Students build a foundation for teaching; learn the history, structure and governance of teaching; apply professional teaching techniques in the VTFT classroom and field experience; and reflect on their teaching experiences. 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. **Students who pass this course will receive six semester hours of credit from the University of Lynchburg.**

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**TEACHERS FOR TOMORROW II****Course: 6551Y****Grade 12. Prerequisite: Approved Application. Periods: 1.**

Students continue to explore careers in the education and training career cluster and related pathways. This course provides the hands-on opportunities for students to examine, 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. **Students who pass this course will receive six semester hours of credit from the University of Lynchburg.**

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## FINANCE

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### ECONOMICS AND PERSONAL FINANCE

Course: 6151Y

**Grades 10-12. Prerequisite: None. Location: E. C. Glass and Heritage. Periods: 1.**

Students learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. Students are required to complete the EVERFI online module to satisfy the successful completion on an online course for graduation. Students must also take the W!SE Financial Literacy exam. The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-200-03B.

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### ECONOMICS AND PERSONAL FINANCE – SUMMER SESSION

Course: 6151YS

**Rising Grades 10-12. Prerequisite: None. Location: E. C. Glass and Heritage. Periods: 1.**

This is a summer online course for students that have not taken the course during the school year. Students learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. Students are required to complete the EVERFI online module to satisfy the successful completion of an online course for graduation. Students must also take the W!SE Financial Literacy exam. The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-200-03B. **There is a fee associated with the summer course.**

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### ECONOMICS AND PERSONAL FINANCE – Longwood University – FINA150

Course: 6151YC

**Grades Rising 11-12. Prerequisite: None. Location: Online through Longwood University. Periods: 1**

Students learn how to navigate the financial decisions they must face and to make informed decisions relating to career exploration, budgeting, banking, credit, insurance, spending, financing postsecondary education, taxes, saving and investing, buying/leasing a vehicle, and living independently. Students must also take the W!SE Financial Literacy exam. The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-200-03B. Students must have a computer with both audio and video capability. Students may be required by the university to have a minimum 3.0 GPA. Students may be responsible for purchasing the required textbook and financial calculator (Texas Instrument BAII Plus recommended). Registration and tuition payment to Longwood University is required. Students could earn three college credits. This is a summer course but may be offered during the school year. Students may be responsible for all costs associated with this course.

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### ADVANCED PLACEMENT (AP) MICROECONOMICS & MACROECONOMICS

Course: 4439A/4449B

**Grades 11-12. Full Credit Year Course.**

The first semester of this course (microeconomics) aims to provide 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 second semester (macroeconomics) explores the principles of economics that apply to an economic system as a whole. Particular emphasis will be placed on the study of national income and price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. All students are required to take both AP Microeconomics and AP Macroeconomics examinations in May.

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## HEALTH SCIENCES

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*Courses in this area can prepare students for careers in planning, managing, and providing therapeutic services, diagnostic services, health information science, support services, and biotechnology research and development.*

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### INTRODUCTION TO HEALTH AND MEDICAL SCIENCES

Course: 8302Y

**Grade 9-11. Prerequisite: None. Location: E. C. Glass and Heritage. Periods: 1.**

This course introduces the student to a variety of healthcare 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 healthcare terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and emergency care. Throughout the course, instruction emphasizes safety, cleanliness, professionalism, accountability, and efficiency within the healthcare environment. Industry credentials: Virginia Workplace Readiness Skills.

**Sequential options:** Emergency Medical Telecommunications, Dental Careers I, Nurse Aide I, Sports Medicine I

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**DENTAL CAREERS I****Course: 6810Y**

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**Grade 11. Prerequisite: Approved Application. Location: E. C. Glass. Periods: 2.**

Students are introduced to careers in dentistry, including dentist (general and specialist), dental hygienist, dental assistant, dental laboratory technician, and dental receptionist. Students practice and learn many of the skills utilized in these professions while attaining the skills necessary to become entry-level dental assistants. Study includes infection control, Centers for Disease Control (CDC) guidelines and Occupational Safety and Health Administration (OSHA) standards; anatomy and physiology; tooth morphology; oral histology; preventive dentistry; applied psychology; effective communication; office administration and management; use of dental software; operative dentistry techniques; and dental materials/laboratory skills.

**Sequential options:** Dental Careers II, Introduction to Health and Medical Sciences

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**DENTAL CAREERS II****Course: 6820Y**

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**Grade 12. Prerequisite: Dental Careers I. Location: E. C. Glass. Periods: 2.**

Units of study include medical emergencies, oral pathology, dental radiology, nutrition, pharmacology, and advanced laboratory techniques. In addition to attending classes, students have the opportunity to participate in internships at local private dental offices and public health dental facilities, where they observe and/or participate in the delivery of dental care.

**Sequential options:** Dental Careers I

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**NURSE AIDE I****Course: 8360Y**

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**Grades 11. Prerequisite: Approved Application. Location: Heritage. Periods: 1.**

The course emphasizes the study of nursing occupations as related to the healthcare system. Students study growth and development across the lifespan, simple body structure and function, and medical terminology. Students receive entry-level skill training in patient relationships, recording of vital signs, infection prevention, and general patient care. Students must maintain American Heart Association's Cardiopulmonary Resuscitation (CPR) & Emergency Cardiovascular Care (ECC) training during this course.

**Sequential options:** Nurse Aide II, Introduction to Health and Medical Sciences

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**NURSE AIDE II****Course: 8362Y**

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**Grade 12. Prerequisite: Nurse Aide I. Location: Heritage. Periods: 2.**

Nurse Aide II emphasizes body systems and diseases as related to advanced clinical care of medical-surgical patients, the chronically ill, and the elderly. Students receive skills training and hands-on clinical experiences in a healthcare setting. Work-based learning in a healthcare facility is part of the course. Students must maintain CPR and ECC training during this course. This course requires students to meet the Virginia Board of Nursing required clock hours to be eligible to take the National Nurse Aide Assessment Program (NNAAP) exam.

Healthcare facilities may require background checks, drug screening, and updated immunization records for students participating in a clinical experience.

**Sequential options:** Nurse Aide I

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**SPORTS MEDICINE I****Course: 5260Y**

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**Grades 11-12. Prerequisite: Approved Application. Location: E. C. Glass and Heritage. Periods: 1.**

The course introduces students to topics such as human anatomy and physiology, nutrition, biomechanics, medical terminology, injuries and illnesses, and legal and ethical issues in sports medicine. Students also examine prospective careers in the sports medicine field. Sports medicine covers three aspects: recognition of injuries, prevention of injuries, and rehabilitation of injuries. Lab work with athletic teams may be required.

**Sequential options:** Sports Medicine II, Introduction to Health and Medical Sciences

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**SPORTS MEDICINE II****Course: 5261Y**

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**Grade 12. Prerequisite: Sports Medicine I. Location: E. C. Glass and Heritage. Periods: 1.**

This course builds upon basic knowledge acquired in Sports Medicine I on topics such as exercise physiology, biomechanics, exercise program design, and injury prevention, assessment, treatment, and management. Lab work with athletic teams may be required.

**Sequential options:** Sports Medicine I

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## HOSPITALITY & TOURISM

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*Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.*

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### INTRODUCTION TO CULINARY ARTS

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Course: 6444Y

**Grades 9-10. Prerequisite: None. Location: E. C. Glass and Heritage. Periods: 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.

**Sequential options:** Culinary Arts I, Culinary Arts II, Culinary Arts Specialization

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### CULINARY ARTS I

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Course: 6441Y

**Grades 10-11. Prerequisite: Approved Application. Location: E. C. Glass and Heritage. Periods: 2.**

Culinary Arts I provides students with a foundational understanding of the food service industry and opportunities to build technical skills in food preparation and service. Students examine basic rules of kitchen safety and sanitation, of purchasing and receiving, and of fundamental nutrition. The curriculum incorporates math and science in culinary applications.

**Sequential options:** Introduction to Culinary Arts, Culinary Arts II, Culinary Arts Specialization

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### CULINARY ARTS II

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Course: 6442Y

**Grades 11-12. Prerequisite: Culinary Arts I. Location: E. C. Glass and Heritage. Periods: 2.**

Culinary Arts II students continue to acquire a comprehensive knowledge of the food service industry while refining their technical skills. Students apply kitchen safety and sanitation, nutritional principles, and advanced food-preparation techniques. Students complete work-based learning in venues such as the a la carte kitchen, the dining room, and catered functions.

**Sequential options:** Introduction to Culinary Arts, Culinary Arts I, Culinary Arts Specialization

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### CULINARY ARTS SPECIALIZATION

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Course: 6443Y

**Grade 12. Prerequisite: Culinary Arts I. Location: E. C. Glass and Heritage. Periods: 1.**

The Culinary Arts Specialization course provides students with skills and knowledge to pursue careers in the food service industry. In a hands-on environment, students apply nutritional principles, plan menus, use business and mathematics skills, select and maintain food service equipment, and adhere to safety and sanitation standards. Students specialize in one of the following four areas: Baking and Pastry Food-Preparation Techniques, Catering/Banquet Food-Preparation Techniques, Restaurant Operation Techniques and Quantity Food-Preparation Techniques.

**Sequential options:** Introduction to Culinary Arts, Culinary Arts I, Culinary Arts II

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## HUMAN SERVICES

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*Preparing individuals for employment in career pathways that relate to families and human needs.*

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### COSMETOLOGY I

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Course: 8340Y

**Grade 10. Prerequisite: Approved Application. Location: Heritage. Periods: 1.**

In this introductory course, students study hair, skin, nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting and classroom, using manikins for manipulative skill practice. The first-year course emphasizes personal safety, professionalism, sanitation and disinfection of equipment and facilities. Students develop skills in shampooing and conditioning hair, as well as styling and cutting hair. Students are introduced to hair coloring and chemical texture services and develop skills in manicure and pedicure procedures. 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. Industry Credentials: Cosmetology students must satisfy a minimum of 840 hours of instruction in a three-year sequence 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.

**Sequential options:** Cosmetology II, Cosmetology III



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**COSMETOLOGY II****Course: 8350Y****Grade 11. Prerequisite: Cosmetology I. Location: Heritage. Periods: 2.**

In this continuing course, students build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in hair cutting and styling on manikin/live models, with attention to professionalism, client consultation, safety, and infection control. Students are trained in safe chemical processes related to permanent waves, relaxers, lightening, and coloring hair. In addition, students learn to care for skin, hands, and feet, developing experience in providing facials, manicures, pedicures, and nail enhancements. Students are introduced to business management unit with a focus on managing a salon. 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. Industry Credentials: Cosmetology students must satisfy a minimum of 840 hours of instruction in a three-year sequence 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.

**Sequential options:** Cosmetology I, Cosmetology III

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**COSMETOLOGY III****Course: 8370Y****Grade 12. Prerequisite: Cosmetology II. Location: Heritage. Periods: 3.**

In this advanced course, students build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in hair cutting and styling on manikin/live models, with attention to professionalism, client consultation, safety, and infection control. Students are trained in safe chemical processes related to chemical texture services and advanced hair coloring techniques. They also develop artistic skills with wigs and hair additions. In addition, students learn to care for skin, hands, and feet, developing experience in providing facials, manicures, pedicures, and nail enhancements. An advanced business management unit focuses on managing the salon. Competency completion prepares the student for the Virginia State Licensing Exam. 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. Industry Credentials: Cosmetology students must satisfy a minimum of 840 hours of instruction in a three-year sequence 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.

**Sequential options:** Cosmetology I, Cosmetology II

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## INFORMATION TECHNOLOGY – NETWORKING & CYBERSECURITY

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*Courses in this area can prepare students for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.*

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### COMPUTER SYSTEMS TECHNOLOGY I

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Course: 8540Y

**Grades 9-11. Prerequisite: Approved Application. Location: Heritage. Periods: 1.**

Students enter the world of computer technology and gain practical experience in assembling a computer system. Students will install, configure, and secure various operating systems. Students will troubleshoot computers, peripherals, and use diagnostic software. Students develop skills in computer networking and resource sharing. In addition, students explore the relationships between internal and external computer components.

**Sequential options:** Computer Systems Technology II

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### COMPUTER SYSTEMS TECHNOLOGY II

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Course: 8550Y

**Grades 10-12. Prerequisite: Computer Systems Technology I. Location: Heritage. Periods: 2.**

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, and network security, standards, and protocols. Students will gain a basic understanding of emerging technologies including unified communications, mobile, cloud, and virtualization technologies.

**Sequential options:** Computer Systems Technology I

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### CYBERSECURITY TECHNOLOGY SYSTEMS

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Course: 8628Y

**Grades 9-11. Prerequisite: Approved Application. Location: Heritage. Periods: 1.**

Students enter the world of computer technology and gain practical experience in assembling a computer system. Students will install, configure, and secure various operating systems. Students will troubleshoot computers and use diagnostic software. They develop skills in computer networking and resource sharing. In addition, students explore the relationships between internal and external computer component.

**Sequential options:** Advanced Cybersecurity Technology Systems

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### CYBERSECURITY TECHNOLOGY SYSTEMS, ADVANCED

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Course: 8629Y

**Grades 10-12. Prerequisite: Approved Application. Location: Heritage. Periods: 2.**

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.

**Sequential options:** Cybersecurity Technology Systems

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## LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

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*Courses in this area prepare students for careers in planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.*

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### CRIMINAL JUSTICE I

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Course: 8702Y

**Grades 10-11. Prerequisite: Approved Application. Location: E. C. Glass. Periods: 1.**

Students are introduced to occupations within the criminal justice field and examine legal concepts in the criminal justice system. Students learn about causes and responses to crime, and the structure of court systems. Students work with equipment such as duty belts and training weapons to learn safe procedures for making traffic stops. They also utilize fingerprint kits and DNA swab kits to practice identifying, collecting, and packaging physical evidence. This course provides a foundation for career paths that include attorneys, forensics evidence examiners, and law enforcement/corrections officers. This course may be taken as a dual enrollment course earning six semester hours of credit from CVCC for ADJ100 and ADJ211. Students should receive a C or better in order to be placed in the second semester course.

**Sequential options:** Emergency Medical Telecommunications, Criminal Justice II

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**CRIMINAL JUSTICE II****Course: 8703Y**

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**Grades 11-12. Prerequisite: Criminal Justice I. Location: E. C. Glass. Periods: 2.**

Students apply knowledge and experience acquired in Criminal Justice I to practical scenarios that include responding to calls for service, crime scene investigation, criminal investigation, and crisis intervention. Students explore trends in correctional standards and in identifying and preventing terror threats. Students demonstrate techniques of crime scene investigation to include photographing, sketching, and securing physical evidence in a mock crime scene, as well as apply workplace readiness skills through participation in a mock hiring process. This course may be taken as a dual enrollment course earning six semester hours of credit from CVCC for ADJ236 and ADJ115. Students should receive a C or better in order to be placed in the second semester course.

**Sequential options:** Criminal Justice I.

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**EMERGENCY MEDICAL TELECOMMUNICATIONS****Course: 8337Y**

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**Grade 12. Prerequisite: Criminal Justice I and Approved Application. Location: E. C. Glass. Periods: 1.**

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 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 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. This course may be taken as a dual enrollment course earning six semester hours of credit from CVCC for PBS130 and PBS131. Students should receive a C or better in order to be placed in the second semester course.

**Sequential options:** Criminal Justice I, Introduction to Health and Medical Sciences

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**MANUFACTURING**

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*Courses in this area can prepare students for careers in planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.*

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**PRECISION MACHINE TECHNOLOGY I****Course: 8450Y**

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**Grade 11. Prerequisite: Approved Application. Location: E. C. Glass. Periods: 1.**

Course content includes safety awareness and the foundations of machining, including how to apply measurements, use engineering drawings and sketches, and apply metalworking theory in order to efficiently plan, manage, and perform general machine maintenance and machining jobs.

**Sequential options:** Precision Machine Technology II

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**PRECISION MACHINE TECHNOLOGY II****Course: 8460Y**

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**Grade 12. Prerequisite: Precision Machine Technology I. Location: E. C. Glass. Periods: 2.**

Course content includes metal lathe work, drilling, milling machine, and speed and feed calculations. Drill press work includes drilling and countersinking. Also included is an introduction to computerized vertical milling machine and lathe. CNC machining operations are emphasized.

**Sequential options:** Precision Machine Technology I

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**MARKETING**

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*Courses in this area can prepare students for careers in planning, managing, and performing marketing activities to reach organizational objectives.*

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**ENTREPRENEURSHIP****Course: 6120Y**

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**Grades 9-12. Prerequisite: None. Location: Heritage. Periods: 1.**

This course introduces students to the exciting world of creating, owning, and launching their own business. Students will learn concepts and techniques for planning an entrepreneurial venture, using design thinking and business model development. Students will learn about financial statements, marketing principles, sales and customer service, and basic economic principles for successful operation.

**Sequential options:** Accounting, Advanced Accounting, Business Law, Business Management, Computer Information Systems, Principles of Business and Marketing, Marketing, Advanced Marketing, Sports and Entertainment Marketing

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**MARKETING****Course: 6951Y**

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**Grades 10-12. Prerequisite: None. Location: Heritage. Periods: 1.**

Students examine activities in marketing and business important for success in marketing employment and postsecondary education. Students will learn how products are developed, branded, and sold to businesses and consumers. Students will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas. Topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and the impact of technology on the marketplace.

**Sequential options:** Business Management, Principles of Business and Marketing, Marketing, Advanced Marketing, Sports and Entertainment Marketing, Entrepreneurship

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**MARKETING, ADVANCED****Course: 6960Y**

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**Grade 10-12. Prerequisite: Marketing. Location: Heritage. Periods: 1.**

Students build on knowledge gained in a prior Marketing course. Students participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, and emerging technologies. Students will prepare for advancement in marketing careers and postsecondary education.

**Sequential options:** Marketing, Principles of Business and Marketing, Marketing, Sports and Entertainment Marketing, Entrepreneurship

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**PRINCIPLES OF BUSINESS AND MARKETING****Courses: 6115Y**

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**Grades 9-12. Prerequisite: None. Location: Heritage. Periods: 1.**

Students explore the role of business and marketing in the free enterprise system and the global economy. They study how the American economy operates as they prepare to make decisions as consumers, wage earners, and citizens. Industry Credentials: Virginia Workplace Readiness Skills.

**Sequential options:** Accounting; Advanced Accounting; Business Law; Business Management; Computer Information Systems; Digital Applications; Design, Multimedia and Web Technologies; Marketing; Advanced Marketing; Sports and Entertainment Marketing; Entrepreneurship

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**SPORTS AND ENTERTAINMENT MARKETING****Course: 6942Y**

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**Grades 10-12. Prerequisite: None. Location: Heritage. Periods: 1.**

This course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of customer service, branding, product development, pricing and distribution, business structures, sales processes, digital media, sponsorships and endorsements, as well as promotion needed for sports and entertainment events.

**Sequential options:** Marketing, Advanced Marketing, Principles of Business and Marketing, Entrepreneurship

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**TECHNOLOGY EDUCATION & ENGINEERING**

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*Courses in this area can prepare students for careers in planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, and engineering) including laboratory and testing services, and research and development services.*

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**COMMUNICATIONS SYSTEMS****Course: 8415Y**

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**Grades 9-12. Prerequisite: None. Location: E. C. Glass. Periods: 1.**

This Technology Education course 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. Industry credentials: Virginia Workplace Readiness Skills.

**Sequential options:** Video and Media Technology

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**VIDEO AND MEDIA TECHNOLOGY****Course: 7450Y**

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**Grades 10-12. Prerequisite: None. Location: E. C. Glass and Heritage. Periods: 1.**

This course offers students a hands-on opportunity to study all aspects of video and media production. Students will conceptualize, plan, and contribute through all production phases: preproduction, production, and postproduction. In addition, students will practice various methods of gathering and recording information and creating novel content to create a variety of video and media productions while operating studio editing software and video and audio equipment. Industry credentials: Virginia Workplace Readiness Skills.

**Sequential options:** Communications Systems

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**GAME DESIGN AND DEVELOPMENT****Course: 6731Y****Grades 9-12. Prerequisite: None.**

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.

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**ADVANCED GAME DESIGN AND DEVELOPMENT****Course: 6732Y****Grades 10-12. Prerequisite: Game Design and Development.**

Students will work collaboratively in teams to refine their game design skills as they apply graphic design, animation, audio and writing skills to create innovative games for education and entertainment. This project-based course enhances problem solving, project management, and communication skills through the analysis, design, construction, and critique of interactive games. Students will learn about career opportunities in game design and development and investigate the training and certification requirements. 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.

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**TRANSPORTATION, DISTRIBUTION & LOGISTICS**

*Courses in this area can prepare students for careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.*

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**AUTOMOTIVE TECHNOLOGY I****Course: 8131Y****Grades 9-10. Prerequisite: None. Location: E. C. Glass. Periods: 1.**

Students explore, handle, and perform basic functions in engine repair, automatic transmission and transaxle, manual drive train and axles, suspension and steering systems, and brakes. Students who successfully complete the Automotive Technology program may be eligible to take the Automotive Service Excellence (ASE) Student Certification examination.

**Sequential options:** Automotive Technology II

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**AUTOMOTIVE TECHNOLOGY II****Course: 8142Y****Grades 10-11. Prerequisite: Automotive Technology I. Location: E. C. Glass. Periods: 2.**

Students build upon their basic knowledge of automotive technology, exploring advanced tasks in engine repair, transmissions, suspension, steering systems and brakes. They also learn about electrical and HVAC systems. Upon successful completion of the course, students may be eligible to take the Automotive Service Excellence (ASE) Student Certification examination.

**Sequential options:** Automotive Technology I

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**AUTOMOTIVE TECHNOLOGY III****Course: 8153Y****Grades 11-12. Prerequisite: Automotive Technology II. Location: E. C. Glass. Periods: 2.**

This course prepares students to perform automotive diagnosis and repairs in the following areas: engine repair, cooling systems, transmission and transaxle, manual drive trains and axles, suspension and steering, wheel and tire, brakes, electrical/electronic systems, HVAC, and engine performance. Students are provided with more advanced instruction in all systems as they prepare for the Automotive Service Excellence (ASE) certification examinations.

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## JUNIOR RESERVE OFFICER TRAINING PROGRAMS

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### Air Force Junior ROTC Program - E. C. Glass High School

*The mission of Air Force Junior ROTC is to "Develop citizens of character dedicated to serving their nation and community." The program achieves this through classroom education in air and space fundamentals and hands on learning opportunities. AFJROTC is a citizenship training program designed to educate and train high school cadets in citizenship, promote community service, instill personal responsibility, character, and self-discipline. It teaches orderliness, patriotism, personal honor, and self-reliance. Coursework includes the social and physical sciences. Academic instruction topics range from aircraft design, aerospace propulsion systems, and the history of flight. There is no future obligation to the military services or college level senior ROTC programs. Uniforms are worn one day per week and during special functions.*

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#### AIR FORCE JROTC I

Courses: 5750Y

**Grades 9-12. Prerequisite: None. Location: E. C. Glass.**

The introductory Air Force JROTC course focuses on aerospace science, including aviation history, principles of aircraft flight and navigation, development of aerospace power, aerospace vehicles, rocketry, space and technology programs, and the aerospace industry. Students explore Air Force traditions, customs, character, and the foundations of U.S citizenship. Leadership education develops leadership skills, acquaints students with the practical applications of life skills, and includes a drill and ceremonies component.

**Sequential option:** Air Force JROTC II

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#### AIR FORCE JROTC II

Courses: 5760Y

**Grades 10-12. Prerequisite: Air Force JROTC I. Location: E. C. Glass.**

Students explore the Air Force JROTC program with instruction focusing on aerospace science including flight conditions affecting flight, flight's effects on the human body, analyses of flight navigation, and purposes of aerial navigation aids. The course focuses on Air Force traditions, customs, effective communication skills, and the influences of varying global cultures, religions, and ethnicities in the development of nations. Leadership education develops leadership skills, acquaints students with the practical applications of life skills and includes a drill and ceremonies component.

**Sequential option:** Air Force JROTC I

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#### AIR FORCE JROTC III

Courses: 5770Y

**Grades 10-12. Prerequisite: Air Force JROTC II. Location: E. C. Glass.**

Students explore the Air Force JROTC program, with instruction focusing on aerospace science, including astronomy, space exploration, the development of air power, aerospace vehicles, and rocketry; life skills, career opportunities, and personal wellness. Aerospace science acquaints students with the elements of aerospace and the aerospace environment and introduces them to the history and development of air power. Leadership education develops leadership skills, acquaints students with the practical applications of life skills and includes a drill and ceremonies component. Instruction on effective communication and management techniques, human relations skills, and postsecondary education and career opportunities is also included.

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#### AIR FORCE JROTC IV

Courses: 5780Y

**Grades 10-12. Prerequisite: Air Force JROTC III. Location: E. C. Glass.**

Students explore the Air Force JROTC program, focusing on aerospace science, the fundamentals of management, and personal wellness. Aerospace science acquaints students with the elements of aerospace and the aerospace environment and introduces them to the history and development of air power. Leadership education includes a drill and ceremonies component.

## Marine Corps ROTC Program - Heritage High School

*This leadership program is a three-year progression of academic courses that can be selected by anyone regardless of grade level. Participation as a fourth year student is limited to individuals selected by the leadership department chair as exceptional candidates to fill student leadership positions. It is possible to be qualified but not selected due to limited availability of positions.*

*This program of instruction is designed to emphasize development of positive character traits, self-discipline, responsibility for self and others, and leadership skills. This program is not intended to recruit students for military service. The program develops responsible citizens using the military as a role model for teaching these positive lessons. Instructional goals include curriculum in the subjects of order drill, marksmanship, physical fitness, leadership traits/principles, orienteering and mentorship. All students must maintain a 2.0 GPA to remain active in the program. Course Prerequisites:*

- 1. Students must have a completed school physical and be able to participate in physical fitness activities such as calisthenics, running, hiking, climbing, and jumping. Inability to participate must be temporary and documented by appropriate medical authority.*
- 2. Students must conform to U. S. Marine Corps standards regarding wearing of the uniform, haircuts/hairstyle/color, make-up/jewelry, body piercing, tattoos, shave and fingernail polish. Military uniforms are worn once per week and at special functions.*
- 3. Students must be willing to follow the direction given by the teacher and students in leadership positions acting in accordance with the rules and articles governing the program.*
- 4. Students must be willing to participate in community service activities as extracurricular events necessary for attainment of points required for promotion to higher position within the program. (Simply attending class during the school day will not be sufficient to earn advancement and continuance in the program.)*

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### MARINE CORPS JROTC I

**Courses: 5710Y**

**Grades 9-12. Prerequisite: Approved Application. Location: Heritage.**

The Marine Corps Junior Reserve Officer Training Corps (JROTC) program is designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. Students are introduced to general military subjects, leadership, citizenship, personal growth and responsibilities, public service, and career exploration.

**Sequential option:** Marine Corps JROTC II

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### MARINE CORPS JROTC II

**Courses: 5720Y**

**Grades 10-12. Prerequisite: Marine Corps JROTC I. Location: Heritage.**

Students are developing and applying knowledge in the second year of the Junior Reserve Officer Training Corps (JROTC) program. JROTC is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. Specifically, students are developing and applying their knowledge of general military subjects, leadership, citizenship, personal growth and responsibilities, public service, and career exploration in the second year of this program.

**Sequential option:** Marine Corps JROTC I

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### MARINE CORPS JROTC III

**Courses: 5730Y**

**Grades 10-12. Prerequisite: Marine Corps JROTC II. Location: Heritage.**

Students are applying and mastering knowledge in the third year of the Junior Reserve Officer Training Corps (JROTC) program. JROTC is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. Specifically, students are applying and mastering knowledge of general military subjects, leadership, citizenship, personal growth and responsibilities, public service and career exploration.

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### MARINE CORPS JROTC IV

**Course: 5740Y**

**Grades 12. Prerequisite: By invitation after satisfactory completion of Levels I-III, and must have approval of Senior Marine Instructor. Location: Heritage.**

Students are mastering knowledge in the fourth year of the Junior Reserve Officer Training Corps (JROTC) program. JROTC is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. Specifically, students are mastering knowledge of general military subjects, leadership, citizenship, personal growth and responsibilities, public service, and career exploration.





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## CULTURAL ARTS

*Education and engagement in cultural arts are essential parts of the school curriculum and an important component in the educational program of every student in Lynchburg City Schools. Education in cultural arts is an integral part of human development as evidenced by brain research. Our fine arts department focuses on the disciplines of music, theatre, and visual arts. Study in the arts is integral to our society and is a part of the cultural heritage of every American. The arts are what make us most human, most complete as people. The arts develop neural systems that produce benefits ranging from fine motor skills to creativity.*

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## MUSIC

*Band classes at the high school level are performance oriented and require the recommendation of the instructor for admission. Participation in performances and rehearsals outside school hours are required. Students will be recommended for the most appropriate program. Marching Band is an after-school activity that begins two weeks before school starts and continues through the fall season. It is extracurricular and carries no academic credit. Marching Band may be activated periodically in the spring and summer. Concerts are performed during the winter and spring. Although all band students are encouraged to perform in the Marching Band, it is not an absolute requirement. Non-band students are also eligible to try out for Marching Band as either musicians or flag and rifle corps members. Chorus classes at the high school include both introductory and performance oriented programs. All require placement by or recommendation of the instructor. Both the Concert Choir (Chorus II) and the Ensemble (Chorus III) require participation in performances and rehearsals during and outside school hours. Orchestra instruction at the high school level is performance oriented and some afternoons and evenings are required for rehearsals and performances.*

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### GENERAL MUSIC

**Course: 5440Y**

#### **Grade 9-12. Full Credit Year Course.**

This course is designed for students who did not play an instrument in elementary or middle school and would like to learn a string or wind instrument. It is also designed for students who may have missed instruction for a year or more in middle school and need hands-on assistance with instrumental technique and note reading. This course will cover the basics of reading music, understanding basic music theory with a focus on note and rhythmic learning, and developing playing skill and technique on a student-selected instrument. Students will be able to choose an instrument to learn based on desire but also instrument availability and teacher recommendation. As basic instrumental skills are learned, students will also be introduced to ensemble playing prepare them for joining an orchestra or band class in a future year.

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**CONCERT BAND I****Course: 5340Y****Grades 9-12. Full Credit Year Course. Prerequisite: Staff Recommendation.**

Topics include developing competency in sight-reading, dynamics, rhythm interpretation, balance, and intonation.

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**SYMPHONIC ORCHESTRA****Course: 5450Y****Grades 9-12. Full Credit Year Course. Prerequisite: Director's Approval.**

Content includes the development of individual competency in sight reading, dynamics, rhythmic interpretation, intonation, and the concepts of ensemble performance. Symphonic music brings together string and wind players, includes more expansive repertoire, and offers music students a chance to build their community and perform with a more diverse group of musicians.

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**JAZZ ENSEMBLE****Course: 5360Y****Grades 9-12. Full Credit Year Course. Prerequisite: Director's Approval.**

A study of the jazz idiom and the techniques related to playing the different styles with an introduction to basic improvisational skills. Content includes development of individual competency in sight reading, dynamics, rhythm interpretation, balance, and intonation.

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**WIND ENSEMBLE****Course: 5370Y****Grades 9-12. Full Credit Year Course. Prerequisite: Director's Approval and Audition.**

Content includes a continuing development of skills with a focus on performance at the highest possible level.

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**PERCUSSION TECHNIQUES****Course: 5380Y****Grades 9-12. Full Credit Year Course. Prerequisite: Director's Approval and Audition.**

Content includes the development of skills on drums, xylophone, timpani, bells, and music literature.

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**CHORUS I****Course: 5460Y****Grades 9-12. Full Credit Year Course. Prerequisite: None. Placement by Instructor (no audition required).**

Content includes instruction in music fundamentals, three and four part singing, and correct vocal techniques. Placement will be according to vocal range.

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**CHORUS II - CONCERT CHOIR****Course: 5470Y****Grades 9-12. Full Credit Year Course. Prerequisite: Staff Recommendation (vocal audition required)**

Content includes more difficult part work and public performances.

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**CHORUS III - ENSEMBLE****Course: 5480Y****Grades 9-12. Full Credit Year Course. Prerequisite: Staff Recommendation.**

Content includes a more extensive variety of music, both for reading skills and public performance, and a particular emphasis on the development of individual skills. Afternoon and evening practices are required in preparation for performances. Choreography and showmanship are included.

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**ORCHESTRA I****Course: 5410Y****Grades 9-12. Full Credit Year Course. Prerequisite: Staff Recommendation.**

Content includes opportunity for string players to develop greater facility in sight reading, bowing and articulation.

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**ORCHESTRA II****Course: 5420Y****Grades 9-12. Full Credit Year Course. Prerequisite: Director's Approval (audition required).**

Content includes advanced positions, bowings, and interpretations using standard orchestra and string ensemble music. It is intended for students who have reached a high degree of performance proficiency.

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**BEGINNING MIDI AND COMPUTER APPLICATIONS IN MUSIC****Course: 5430Y****Grades 10-12, Heritage High only. Full Credit Year Course. Prerequisite: Some music background required.**

This course is an introduction to computer applications currently being used by composers, performers, and music educators. Topics to be covered include music notation and sequencing software, live MIDI performance techniques, educational software, CD ROM interactive applications, Internet resources, and a history of music technology.

**Grades 10-12. Full Credit Year Course. Prerequisite: Staff recommendation based on the ability to read and write musical notation. Also recommended: concurrent enrollment in a music course.**

This course introduces the student to musicianship, theory, musical materials and procedures. Integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony may be taught as a part of the course. **All students are required to take the advanced placement examination in May.**

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## ART

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*Two semesters of Art I are prerequisite to most other art courses. Although instructional materials are provided, the student is often required to provide materials for individual projects that he/she retains. In addition, a lab fee is often required to cover the costs of consumable materials. Several advanced placement courses are available in the curriculum.*

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### ART I

Course: 5510Y

**Grades 9-12. Full Credit Year Course. Prerequisite: None.**

Art I emphasizes the development of the ability to recognize visual arts content, concepts, and skills needed to create, discuss, and understand original works of art. Students will study and use artmaking processes to communicate ideas and personal life experiences. The first semester of this course is an exploration of a variety of media, both two-dimensional and three-dimensional, with the elements of art and the development of basic studio skills as the central focus. The second-semester content includes additional media exploration and studio skills development with a central focus on composition through the study of the design process, including brainstorming, preliminary sketching, planning, reflecting, refining, elaborating, and researching.

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### ART II: DRAWING AND PAINTING

Course: 5520Y

**Grades 10-12. Grade 9 with teacher recommendation. Full Credit Year Course. Prerequisite: Art I or Staff Recommendation.**

Art II 2-D focuses on both drawing and painting and is designed for students exploring these two types of art. In general, students will extend and refine the ability to investigate and respond to the visual arts. Through the design process, students will examine the importance of content, concepts, and skills involved in the creation of original works of art and design. Drawing content includes the interpretation of the three-dimensional environment to a two-dimensional surface. Realistic, naturalistic, and contemporary drawing is part of the course of study. Subject matter such as still life, figure drawing, perspective studies, and nature. Painting content introduces students to the basic techniques in opaque and transparent media, such as acrylics, oils, and watercolor. Students will receive extensive instruction and practice in brush and media control in both hard edge and blended edge technique.

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### ART II: THREE DIMENSIONAL

Course: 5530Y

**Grades 10-12. Grade 9 with teacher recommendation. Full Credit Year Course. Prerequisite: Art I or Staff Recommendation.**

Students will explore and use a variety of three-dimensional media. Techniques will include both traditional and contemporary expression. The concepts of relief and in-the-round, in functional and non-functional directions, will be explored as students produce original works of art and design.

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### PHOTOGRAPHY

Course: 5560Y

**Grades 10-12. Full Credit Year Course. Prerequisite: Art I or Senior Exemption.**

This course is designed so that students explore such fields as Photo Journalism, Computer Graphics, and Fine Art Photography. Composition, lighting and utilizing special effects available in digital cameras are covered. Extensive use of digital photo editing software will be explored. Comfort with computer technology is recommended. Students will need to have a camera available to complete required work.

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### COMMERCIAL ART

Courses: 5580Y

**Grades 10-12. Full Credit Year Course. Prerequisite: Art I or Staff Recommendation.**

This course covers art as it is used in careers. An exploration of various careers and skills and techniques will be the central focus. Visual design and communication will be explored in various media. Vocabulary, technical skills, and creative direction will be major elements of evaluation. Comfort with computer technology is recommended. Course content will also include study of traditional printmaking processes with an emphasis on design and composition.

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**ADVANCED STUDIO ART****Course: 5517Y****Grades 10-12. Full Credit Year Course. Prerequisite: Two Credits in Art and Staff Recommendation.**

This advanced-level course expands on the content presented in the introductory and second-level courses and allows students to explore areas of interest in greater depth. Students will have the opportunity to develop personal directions in the production of their works of art. Students will continue to develop and maintain a portfolio containing works selected on the basis of technical skill, personal style, direction, and intended purpose. This course may be taken repeatedly for elective credit.

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**ADVANCED PORTFOLIO ART****Course: 5527Y****Grades 11 & 12. Full Credit Year Course. Prerequisite: Staff Recommendation.**

This course is structured around the continued building of a professional art portfolio which shows evidence of quality, concentration, and breadth of work produced throughout the high school art program. Students may develop a drawing portfolio (using a variety of 2-D media), a two-dimensional portfolio (using a variety of 2-D media with a design and graphics focus), or a three-dimensional portfolio (using a variety of 3-D media). Students must attend one portfolio day from surrounding colleges. This course may be taken repeatedly for elective credit as long as a new portfolio type is chosen.

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**ADVANCED PLACEMENT (AP) PORTFOLIO ART****Course: 5519Y****Grades 11 & 12. Full Credit Year Course. Prerequisite: Staff Recommendation.**

This college-level course is structured around the portfolio requirements set by the College Board evaluation program. In early May, students submit actual works of art and digital images of works for their portfolios. These works should demonstrate artistic growth and development. Students must submit a portfolio. All portfolios are assessed by six college art professors who apply standardized scoring criteria. Students may develop a drawing portfolio (using a variety of 2-D media), a two-dimensional portfolio (using a variety of 2-D media with a design and graphics focus), or a three-dimensional portfolio (using a variety of 3-D media). This course may be taken repeatedly for elective credit as long as a new portfolio type is chosen.

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**ADVANCED PLACEMENT (AP) ART HISTORY****Course: 5529Y****Grades 11 & 12. Full Credit Year Course. Prerequisite: Previous Experience in Advanced Placement.**

In this college-level, elective course, students will learn to analyze critically works of art within diverse historical and cultural contexts, considering issues such as politics, religion, patronage, gender, and ethnicity. Students will explore major forms of artistic expression including architecture, sculpture, painting, and other media across a variety of cultures. Additionally, students will learn about the purpose and function of art as they develop their ability to articulate visual and art historical concepts in verbal and written form. This course is for students with a strong desire to explore, study, and write about the history of art. All course activities are in preparation for the AP exam. All students are required to take the AP examination in May.

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**THEATRE ARTS**

*Several opportunities are offered for students to develop their knowledge and skills in the dramatic arts, both "behind the scenes" and on stage. An active Drama Club and public performances are important parts of the program. Additional drama courses may be taken through Independent Study.*

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**INTRODUCTION TO THEATRE****Course: 5610Y****Grades 9-12. Full Credit Year Course. Prerequisite: None.**

This course is a basic introduction to acting and other theatre skills. Course content includes units in Theatre History, Technical Theatre, Games, Improvisation, Stagecraft, Theatre Vocabulary and Terminology.

**Sequential option:** Dance, Acting I, Applied Theatre Tech, Technical Theatre I Design, Technical Theatre I Production

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**INTRODUCTION TO FILM STUDIES****Course: 5670Y****Grades 9-12. Full Credit Year Course. Prerequisite: None.**

This course is a basic introduction to cinema and the main genres of film. Course content includes History of Cinema, Cinematic Genres, Cinematic Critiques, and Film Acting.

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**MUSICAL THEATRE DANCE****Course: 5611Y****Grades 9-12. Full Credit Year Course. Prerequisite: Introduction to Theatre or Introduction to Film Studies or Staff Recommendation.**

This course focuses on student wellness, posture improvement, strength and alignment in addition to teaching the various styles of dance prevalent in the musical theatre. Students will gain a work in each dance style while learning how it has been used to develop and advance musical theatre. This course may be taken repeatedly for elective credit.

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**ACTING I****Course: 5620Y****Grades 9-12. Full Credit Year Course. Prerequisite: Introduction to Theatre or Introduction to Film Studies or Staff Recommendation.**

This course is intermediate in nature and includes the study of specific acting techniques, physical training and vocal training for the stage. Students will perform daily to apply games and techniques to scene study and performance. The course is designed for students with a focused interest in performance or for developing confidence in public speaking and social-emotional enrichment. This course is fully reliant on daily physical participation and may be taken repeatedly for elective credit.

**Sequential option:** Acting II

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**ACTING II****Course: 5630Y****Grades 11 & 12. Full Credit Year Course. Prerequisite: Acting I and Staff Recommendation.**

This course is entirely performance-oriented and is geared toward preparation for VTA and VHSL acting competitions. It prepares individuals for college and summer auditions. Students will work individually on scenework and collectively in a One Act production. This course may be taken repeatedly for elective credit.

**Sequential option:** Acting I

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**PLAYWRITING****Course: 5622A****Grades 11 & 12 or Grade 10 with Staff Recommendation. 1st Semester Only. One-half Credit Course. Prerequisite: Acting I, Creative Writing, Poetry, Technical Theatre I Design, Introduction to Film Studies or Staff Recommendation.**

This course will focus Docudrama, dialogue, the analysis of dramatic form and style; examination of plot, character, and thought; and expression through dialogue and stage directions. It will include the practical application of theory by writing monologues, scenes, character profiles and will culminate in both individual and collaborative writing of short plays.

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**DIRECTING****Course: 5623B****Grades 11 & 12. 2nd Semester Only. One-half Credit Course. Prerequisite: Acting I, Acting II, Musical Theatre, Technical Theatre I Design or Introduction to Film Studies.**

This course offers students an opportunity to learn the techniques of directing a play. Each student will be required to direct two graded scenes in public performance during the semester.

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**APPLIED TECHNICAL THEATRE I****Course: 5640Y****Grades 9-12. Full Credit Year Course. Prerequisite: Introduction to Theatre, Introduction to Film Studies or Senior Exemption.**

The course is designed to give students a working knowledge of the many aspects of backstage work. The course includes an overview of theatre history, safety, set construction, scene painting, electrics, sound stage rigging, backstage management and some design. The course includes classroom instruction, supplemental reading assignments, and practical hands-on work.

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**TECHNICAL THEATRE I DESIGN****Course: 5641A****Grades 9-12. 1st Semester Only. One-half Credit Course. Prerequisite: Introduction to Theatre or Introduction to Film Studies.**

This course introduces students to the principles of design as they apply to performance and the design process. This is primarily a project-based class in which students will deal with the basic principles of scenic, costume, sound, and lighting design.

**Sequential option:** Technical Theatre II

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**TECHNICAL THEATRE I PRODUCTION****Course: 5642B****Grades 9-12. 2nd Semester Only. One-half Credit Course. Prerequisite: Introduction to Theatre, Introduction to Film Studies and Staff Recommendation.**

This course is an introduction to scenic construction, lighting, sound, stage organization, and terminology. Students will study the methods and materials of set construction and the methods of implementing lighting, costumes, props and sound within a production.

**Sequential option:** Technical Theatre II

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**TECHNICAL THEATRE II****Course: 5651Y****Grades 10-12. Full Credit Year Course. Prerequisite: Technical Theatre I Design, Technical Theatre I Production or Staff Recommendation.**

This course will focus on advanced design and implementation of elements in the theatre. As part of this course, students will be involved in the backstage aspects of school productions. This course may be taken repeatedly for elective credit.

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## STUDENT INTERN PROGRAMS

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### ELEMENTARY OR MIDDLE SCHOOL STUDENT INTERN

Course: 7130Y

**Grades 11 & 12. Full Credit Year Course. Prerequisite: Staff Recommendation.**

Content includes assignment to an elementary or middle school teacher one period daily. Students may tutor, help with projects, read stories, or perform clerical duties. In addition, middle school student interns may work in lab settings. Seminars are presented by educators in various fields during the semester. This course offers a career exploration opportunity for students considering elementary education or a child related field. Students must have their own transportation or be assigned to a school within walking distance.

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### GENERAL STUDENT CAREER INTERN

Course: 7131Y

**Grade 12 Only. Full Credit Year Course. Prerequisite: Staff Recommended and Approved Application.**

This course is ONLY available to seniors who want to gain experience in a career field which they are interested in pursuing after high school. Students must submit an application for acceptance in the program to their counselor during the registration process in Grade 11. Students will choose their internship placement from the list of cooperating businesses or by working with the teacher and business to secure placement. During the first five weeks of the course, students will complete the Workplace Readiness Skills curriculum. Topics include initiative, work ethic, teamwork, confidentiality, independence, communications, problem solving, decision making, computer applications, and employment issues. Students will be required to serve three hours a week in their internship. Students will be responsible for their own transportation.

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### TEACHER/OFFICE INTERN

Courses: 7110A & 7110B

**Grades As Determined by Administrator. 1st or 2nd Semester. One-fourth Credit, Prerequisite: Staff Recommended.**

Course includes opportunities to assist staff. This course is graded as pass or fail. This course may be taken repeatedly for elective credit.

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## NEWSPAPER & YEARBOOK

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### NEWSPAPER

Course: 7410Y

**Grades 10-12. Full Credit Year Course. Prerequisite: Staff Recommendation.**

Content includes preparation, editing and publication of school newspaper. This course meets daily, just as other credit-bearing courses. This course may be taken repeatedly for elective credit.

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### YEARBOOK

Course: 7420Y

**Grades 10-12. Full Credit Year Course. Prerequisite: Staff Recommendation.**

Content includes preparation, editing and publication of school yearbook. This course meets daily, just as other credit-bearing courses. This course may be taken repeatedly for elective credit.

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### JOURNALISM

Course: 7430Y

**Grades 10-12. Full Credit Year Course. Prerequisite: None.**

This class is designed to introduce the student to the elements of news/nonfiction writing, page layout, and photography. Students will learn the terms and concepts of journalism, including the history of the field and the ethics of journalism. Classes will include discussions, workshops, group and individual meetings, writing, revising, and publishing. This course is designed to help all levels of writers improve their writing efficacy. Students will produce articles about their school and local community through various media sources. Students will read and discuss recently published articles that have appeared in print or online, and will also read and evaluate some examples of creative journalism.

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## LEADERSHIP

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### LEADERSHIP TRAINING

Courses: 7770Y

**Grades 9-12. Full Credit Year Course. Prerequisite: Student Interest and Staff Recommendation.**

This is a one semester elective credit course that provides opportunities for students to learn about and engage in leadership activities. This course may be taken repeatedly for elective credit.

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## ACADEMIC SUPPORT

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*These courses can be taken repeatedly for elective credit.*

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### ENGLISH AS A SECOND LANGUAGE (ESL) SUPPORT

**Courses: 1930A & 1930B**

**Grades 9-12. 1st or 2nd Semester. One-half Credit Course. Prerequisite: Identified ESL students only.**

This is a one semester elective credit course that provides additional support to assist students with Limited English Proficiency (LEP) in their acquisition of English language knowledge and skills.

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### ACCELERATING READING I

**Course: 1192Y**

**Grade 9. Full Credit Year Course. Prerequisite: Identified students only.**

This is an elective credit course that provides additional strategies and skills for students who are working to improve their vocabulary, reading fluency and comprehension.

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### ACCELERATING READING II

**Course: 1130Y**

**Grades 10-12. Full Credit Year Course. Prerequisite: Identified students only.**

This is an elective credit course that provides additional strategies and skills for students who are working to improve their vocabulary, reading fluency and comprehension.

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### FOUNDATIONAL STUDY SKILLS

**Course: 7660Y**

**Grades 9-12.**

This is an elective credit course designed to teach students organizational techniques and study skills. Support with time management, studying, taking notes, and organizing academic materials will be provided.

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### STUDY SKILLS FOR SUCCESS IN ADVANCED COURSES

**Course: 7620Y**

**Grades 9-12.**

This is an elective credit course to support students who are taking an advanced, AP, or Dual Enrollment course with study skills for enhanced success in the advanced course.

## **ADDITIONAL COURSES OFFERED TO ELIGIBLE STUDENTS**

*The following courses are designed to provide students with identified disabilities the knowledge and skills necessary to qualify for a diploma as determined by the IEP team.*

**READING I (1040Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: None.

**READING II (1041Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: Reading I

**READING III (1042A, 1042B)**, Grades 9-12. Full Credit Year Course. Prerequisite: Reading II

**EDUCATION FOR EMPLOYMENT (6030Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: None.

**WORK EXPERIENCE 1 (6040Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: Education for Employment.

This is a double-period course. This same course is available in a single period for one-half credit per semester under course number 6041 A&B.

**WORK EXPERIENCE II (6050Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: Work Experience I.

This is a double-period course. This same course is available in a single period for one-half credit per semester under course number 6051.

**INTERPERSONAL SKILLS (5050Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: None.

**OCCUPATIONAL SKILLS (5051Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: None.

**RECREATION AND LEISURE SKILLS (5052Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: None.

**FUNCTIONAL ACADEMICS (5053Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: None.

**DAILY LIVING SKILLS (5070Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: None.

*The following courses are designed to provide students with identified disabilities the knowledge and skills necessary to qualify for an Applied Studies Diploma.*

**FUNCTIONAL MATH (2030Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: None

**FUNCTIONAL READING (1030Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: None

**FUNCTIONAL HISTORY (4030Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: None

**FUNCTIONAL SCIENCE (3030Y)**, Grades 9-12. Full Credit Year Course. Prerequisite: None

**ADAPTIVE PHYSICAL EDUCATION (5071 A & B)**, Grades 9-12. 1st or 2nd Semester. One-half Credit Per Semester, Prerequisite: None.

**CAREER BASED JOB TRAINING (5072 A & B)**, Grade 9-12. 1st or 2nd Semester. One-half Credit Per Semester, Prerequisite: None.

**GENERAL RESOURCE (5040 A & B)**, Grade 9-12. 1st or 2nd Semester. One-half Credit Per Semester, Prerequisite: None. (Can be taken repeatedly for elective credit)

**SUPPORT RESOURCE I (5041 A & B)**, Grades 9-12. 1st or 2nd Semester. One-half Credit Per Semester, Prerequisite: None

**SUPPORT RESOURCE II (5042 A & B)**, Grades 9-12. 1st or 2nd Semester. One-half Credit Per Semester, Prerequisite: None.

**SUPPORT RESOURCE III (5043 A & B)**, Grades 9-12. 1st or 2nd Semester. One-half Credit Per Semester, Prerequisite: None

*For additional information about these courses or the applied studies diploma, please contact the counselor or special education teacher at either high school.*



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## IV. SPECIAL PROGRAM OPPORTUNITIES

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### MIDDLE SCHOOL SPECIAL PROGRAMS

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#### Paul Laurence Dunbar Middle School for Innovation

This magnet school draws from an applicant pool of eligible students in all three middle school attendance zones. Paul Laurence Dunbar Middle School for Innovation offers innovative programs focused on problem based learning and Science, Technology, Engineering, Arts, & Math (STEAM). The school offers an extensive curriculum in foreign languages including Spanish, French and German. Paul Laurence Dunbar Middle School for Innovation also offers a diverse drama after-school curriculum and schedules a variety of performances throughout the school year. The school is also home to Earth Zone, a program that allows for hands-on herpetology and aquatic biology classes. Inquiries regarding the school for innovation applications to Paul Laurence Dunbar Middle School for Innovation should be directed to the secondary supervisor of counseling at (434) 515-5091. The application process will be open on Jan. 31, 2025, and close at 4 p.m. on Feb. 28, 2025.

#### Gifted Education

The middle school program for gifted education is designed to serve students who demonstrate a specific academic aptitude. The program is provided primarily through advanced courses offered in English, math, science, and social studies as well as through differentiated instruction within the classroom. Eighth graders have the opportunity to accelerate their program of studies by taking high school credit courses in the areas of math, science, social studies, and foreign language. Additional gifted course offerings may be available during exploratory blocks. The Lynchburg City Schools Local Plan for the Education of the Gifted provides information on referral and identification processes, as well as the services provided for identified students. Students and their parents/guardians are encouraged to contact the school principal to learn more about all the gifted services available to middle school students and the opportunities they provide.

#### PETAL

Promoting Excellence Through Accelerated Learning (PETAL) is a K-8 program that identifies LCS students with academic potential of achievement at a higher level. It promotes accelerated learning, furthering academic achievement and narrowing the achievement gap. PETAL encourages students to take rigorous, academically demanding classes. The objectives of the PETAL accelerated math program are:

- Carry out programs aimed at reducing the academic achievement disparity in math SOL scores among students
- Accelerate as many capable math students as possible to increase the likelihood that students develop an interest in math or math-related careers
- Provide support when applying to attend institutions of higher education
- Participate in the accelerated blocked math classes
- Achieve a possible higher grade point average and class rank in high school (due to “weighted” math courses)
- Increase opportunity for acceptance into colleges

#### PETAL Sequence:

- Grade 6: Math 6/First half of Math 7
- Grade 7: Second half of Math 7/Math 8
- Grade 8: Pre-AP Algebra I

#### Special Education

Special education programs and services are available to students with disabilities. The special education services are provided based on an individualized education plan which is developed by a student’s parent(s) and a school-based instructional team. When a parent, teacher, or counselor suspects a student is disabled, a referral is processed through the building principal to the School Consultation Team (SCT). Upon receipt of a referral, the SCT meets within 10 working days. If the SCT suspects the child may have a disability, a comprehensive evaluation is completed after securing parent written permission to evaluate. Placement in a special education program or class is contingent on the results of extensive diagnostic testing and assessment as well as the decision of a school-based eligibility committee’s review of the assessment results and the eligibility criteria set forth in the *Regulations Governing Special Education Programs in Virginia*.

*The Lynchburg City School Division does not discriminate in admission to, or access to, or treatment or employment in its educational programs, services, or activities based on race, color, national origin, sex, disability, or age in accordance with state and federal laws. Inquiries regarding this policy may be directed to the Chief Human Resources Officer, 915 Court Street, P.O. Box 2497, Lynchburg, Virginia 24505-2497; telephone number (434) 515-5050.*

## HIGH SCHOOL SPECIAL PROGRAMS

### Gifted Education

The high school program for gifted education is designed to serve those students who are identified as gifted. The program is provided through course offerings listed in the program of studies under the heading of Advanced and Advanced Placement Courses. These courses offer students an opportunity to accelerate their program as well as provide an enriched and in-depth classroom experience. Any interested student may enroll in one or more of these courses as long as he or she has successfully completed any prerequisites. The Lynchburg City Schools also participates in the regional Central Virginia Governor's School (CVGS) for Science and Technology and the state-sponsored Summer Governor's School programs. These programs provide unique opportunities for gifted students to pursue special areas of interest. Students and their parents are encouraged to contact their counselor to learn more about these programs and the opportunities they provide. Course offerings for CVGS are included in another section of this program of studies.

### Special Education

Special education programs and services are available to students with disabilities. The special education services are provided based on an individualized education plan which is developed by a student's parent(s) and a school-based instructional team. When a parent, teacher, or counselor suspects a student is disabled, a referral is processed through the building principal to the school-based School Consultation Team. Upon receipt of a referral, the school-based School Consultation Team meets within 10 working days. If the school-based School Consultation Team suspects the child may have a disability, a comprehensive evaluation is completed after securing parent written permission to evaluate. Placement in a special education program or class is contingent on the results of extensive diagnostic testing and assessment as well as the decision of a school-based eligibility committee's review of the assessment results and the eligibility criteria set forth in the *Regulations Governing Special Education Programs in Virginia*.

Students with disabilities shall be eligible to receive a Standard Diploma, Advanced Studies Diploma or Advanced Studies Diploma with Lynchburg Honors Seal upon earning the units of credit prescribed and by passing the Standards of Learning Tests.

### Alternative and Adult Education Program Information

Lynchburg City Schools offers a variety of alternative programs available to students on an individual basis. These programs include the Fort Hill Community School, the Empowerment Academy, the homebound programs, RODEO (Reach Out to Develop Educational Opportunities) and other pre-General Educational Development (GED) certificate programs. Students in an alternative program completing requirements for a diploma will be eligible to participate in graduation at either the high school or alternative school, as determined by that program.

### AP Capstone

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses—AP Seminar and AP Research—and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option. A \$15 unused test fee will be assessed in the event a student is unable to take the test when scheduled.

### CVCC Transition Program

The CVCC Transition Program provides high school students with disabilities the opportunity to acquire skills leading to independent living, employment and self-advocacy. This program is available to high school students identified with disabilities through the Individual Education Plan (IEP). For additional information on this program please contact your student's IEP case manager.

## Dual Enrollment Courses

**\*\*Students may require a travel period for off-site courses\*\***

The Dual Enrollment (DE) program with local and area colleges and universities provides highly motivated students the opportunity to experience college-level work while in high school and receive both high school and college credit. Dual enrollment courses in the core content areas are weighted at 5.0 quality points. Governor's School courses are Dual Enrollment and count as 5.0. The College Success Skills course is weighted at 4.0 quality points.

Students enrolled in these courses may earn college credit by fulfilling course requirements. Regardless of the course grade, the course will appear on the student's permanent record at the college or university. **If a student receives a D or F, it does have the potential to affect college financial aid eligibility and/or guaranteed admissions agreements with four-year colleges and universities.** Students enrolled in DE courses need to abide by the policies and procedures of the college or university as well as LCS.

To be eligible for a Dual Enrollment course, and student must:

1. Be a junior or senior
2. Apply to the college/university and meet entrance criteria
3. Demonstrate college readiness (satisfied through 3.0 cumulative GPA or higher, SAT/ACT and/or PSAT assessments)
4. Submit a parent/guardian permission form
5. Have permission of LCS
6. Meet all prerequisite requirements for each dual enrollment course for which enrollment is sought

The costs for tuition and the required textbooks for dual enrollment courses taught at the high school, Central Virginia Governor's School, and the Governor's STEM Academy will remain the responsibility of the school division. However, there is a \$75 fee for a course withdrawal if the college/university drop date has passed. This payment is due to the school division within two weeks of dropping the class. Checks should be made payable to LCS and sent to the curriculum and instruction department. Please be aware that timelines for withdrawing from a course are different for DE courses. See Section III for more information on dual enrollment options.

### Admission Criteria for Dual Enrollment Courses at University of Lynchburg

Course	Requirements
EDUC 110 – Human Diversity in American Schools	3.0 GPA and 3 Satisfactory Teacher Recommendations
EDUC 210 – Foundations of Education and the Teaching Profession	Prerequisite: Human Diversity in American Schools
LATN 103A Elementary Latin I with Medical Terminology	None
LATN 105 Elementary Latin II with Medical Terminology	LATN 101 or LATN 103 or placement test

**Any student seeking to take courses on a local college or university campus on their own and not a part of any LCS approved program must follow the Dual Enrollment Approval process and complete the Dual Enrollment Approval Form (available from the High School Counseling Department).**

## Early College Program

**\*\*Students may require a travel period for off-site courses\*\***

The Early College Program is designed for juniors and seniors who have exhibited the dedication to academics necessary to complete a college curriculum while also completing their secondary education requirements. Students accepted into the program will have the opportunity to receive their high school diploma and their Associate of Arts and Science degree in General Studies from Central Virginia Community College in two years. Each year's cohort class will consist of up to 24 students. Of the 24 students, eight (8) slots will be reserved for the top eight (8) applicants from each high school (16 total). The final eight (8) slots will be filled by the remaining top eight (8) applicants regardless of high school. A selection rubric based on current high school G.P.A., scores on the Virginia Placement Test in mathematics and English, teacher recommendations, attendance history, and the general quality of the application packet will be used to rank all applicants. CVCC officials will assess and rank the applications. Parents/Families will be responsible for tuition fees to CVCC. There is limited financial support to students with financial need.

Financial hardship forms are available in the counseling office. Lynchburg City Schools will provide transportation to and from the student's high school to CVCC, the campus on which all classes will be held. The school division will also pay textbook costs. All students will complete the same courses, and all students' daily schedules will be the same. CVCC classes will begin at 8:00 a.m. and conclude by 1:00 p.m. A shuttle bus will return students to their high school campus in time for 7th period and after-school activities in case they choose to participate. All Early College students are eligible to participate in any extra-curricular sports and activities at their high schools. The Early College Program will follow the CVCC calendar for all Early College courses, including observing the same holidays and academic breaks (fall, winter, and spring). CVCC staff will use the 10-point LCS grading scale. No course substitutions may be made. **The tuition for the Early College Program is the responsibility of each family.**

There are opportunities for financial assistance to families with financial hardship. Counselors have financial hardship forms available each spring.

### Junior Year

CVCC Course Number	LCS Course Number	Course Title	Credits First Sem.	Credits Second Sem.	Course Weight
English 111-112	1328AS/BS	College Composition	3	3	5.0
History 121-122	4318AS/BS	United States History I-II	3	3	5.0
Math 161	2328AS	Pre-Calculus I	3		5.0
Math 162	2338BS	Pre-Calculus II		3	5.0
Biology 101-102	3328BS	General Biology I-II	4	4	5.0
Comm. Studies 100	5858AS/BS	Principles of Public Speaking	3	3	5.0
Student Dev. 100	7770AS	College Success Skills	1		4.0
Inform. Technology 152	3748AS	Intro. to Digital Lit. and Computer Apps	3		5.0

### Senior Year

CVCC Course Number	LCS Course Number	Course Title	Credits First Sem.	Credits Second Sem.	Course Weight
English 246 & 245	1348AS/1358BS	American Literature/British Literature	3	3	5.0
Political Science 135-136	4328AS/BS	U. S. Government I-II	3	3	5.0
Math 261	2348AS	Applied Calculus I	3		5.0
Math 245	2428BS	Statistics		3	5.0
Psychology 200	3438AS/BS	Principles of Psychology	3		5.0
Art 101	5528AS	Art Appreciation	3		5.0
Music 121	5428BS	Music Appreciation I		3	5.0
Health 116	5128BS	Intro to Personal Wellness		2	5.0

## Lynchburg Regional Governor's XLR8 STEM Academy

*\*\*Students may require a travel period for off-site courses\*\**

The STEM Academy is a competitive application program for high school juniors and seniors interested in engineering, mechatronics, biotechnology, health science and cybersecurity. The STEM Academy is a half-day program located on the campus of Central Virginia Community College (CVCC), with CVCC professors, where students take classes in math, science, and their specialty area classes. This is a hands-on, project-based program that offers academic and technical training designed to promote critical thinking, creativity, innovation, and real-world problem-solving skills. Students have opportunities to meet and network with local business and industry leaders and participate in a semester long internship. Students can earn up to 44 dual enrollment credits, industry credentials and up to two Career Studies Certificates. To learn more, visit our website [www.xlr8academy.com](http://www.xlr8academy.com), contact your school counselor or the STEM Academy Director at [scash@xlr8academy.com](mailto:scash@xlr8academy.com).

### Junior Year- Mechatronics/Engineering Specialty & Biotechnology/Health Science Specialty

- Introduction to Engineering Design
- Principles of Engineering
- Pre-Calculus I & II
- Applied Calculus I & Statistics
- College Chemistry I & College Chemistry II or Biology I

\*Students will be eligible to earn Career Studies Certificate in Engineering Fundamentals for courses taken during junior year

### Senior Year- Mechatronics/Engineering Specialty

- Blueprint Reading
- Industrial Safety- OSHA 10
- Digital Electronics
- Applied Calculus I & Pre-Calculus II
- Calculus I & II
- Principles of Physics I & II
- Senior Internship

\*Students will be eligible to earn Career Studies Certificate in Mechatronics Fundamentals for courses taken during their senior year

**Senior Year- Biotechnology Specialty**

- Introduction to Medical Terminology
- Digital Electronics
- Applied Calculus I & Pre-Calculus II
- Calculus I & II
- Human Anatomy & Physiology I & II
- Senior Internship

\*Students are eligible to earn Career Studies Certificate in Biotechnology Fundamentals for courses taken during their senior year

**Senior Year- Health Science Specialty**

- Introduction to Medical Terminology
- Principles of Psychology or Developmental Psychology
- Applied Calculus I & Pre-Calculus II
- Calculus I & II
- Human Anatomy & Physiology I & II
- Senior Internship

\*Students are eligible to earn Career Studies Certificate in Health Science Fundamentals for courses taken their senior year

**Junior Year- Computer Science/Cyber Security Specialty**

- Introduction to Computer Applications & Concepts
- Introduction to Network Concepts
- Network Security Basics
- Network Attacks, Computer Crime & Hacking
- Statistical Reasoning
- Pre-Calculus I or Applied Calculus I
- College Success Skills

**Senior Year- Computer Science/Cyber Security Specialty**

- Software Design
- Legal Topics in Network Security
- Applied Calculus I & Pre-Calculus II
- Calculus I & II
- Principles of Physics I & II
- Senior Internship

\*Students are eligible to earn a Career Studies Certificate in Cyber Security Fundamentals for courses taken during their junior and senior years

## XLR8 STEM Academy Courses

XLR8 Course Name	LCS Course	Semester	Grade Level	CVCC Course Name	CVCC Credits	LCS Course Weight
Introduction to Engineering Design (PLTW)	6788AX 6788BX	Fall	11	EGR 115 - Engineering Graphics EGR 123 - Introduction to Engineering Design	4	5.0
Principles of Engineering (PLTW)	6798AX 6798BX	Spring	11	MEC 140 - Introduction to Mechatronics EGR 105 - Introduction to Problem Solving & Technology	4	5.0
Engineering Design and Development (PLTW)	6728AX	Fall Spring	12	DRF 161 - Blueprint Reading SAF 130 - Industrial Safety-OSHA 10	2 1	5.0
Digital Electronics (PLTW)	3787BX	Spring	12	ETR 113 - A.C. and D.C Controls & Circuits	3	5.0
Introduction to Computer Applications & Concepts	6678AX 6678BX	Fall, Spring	11,12	ITE 115 - Introduction to Computer Applications & Concepts	3	5.0
Introduction to Network Concepts	6188AX	Fall	11	ITN 101 - Introduction to Network Concepts	3	5.0
Software Design	6288AX	Fall	11	ITP 100 - Software Design	3	5.0
Network Security Basics	8188AX 8188BX	Fall, Spring	11, 12	ITN 260 - Network Security Basics	3	5.0
Network Attacks, Computer Crime & Hacking	8288AX 8288BX	Fall, Spring	11, 12	ITN 261 - Network Attacks, Computer Crime & Hacking	3	5.0
Network Communication, Security & Authentication	6388AX	Fall	11, 12	ITN 262 - Network Communication, Security & Authentication	4	5.0
Internet/Intranet Firewalls & E-Commerce Security	8388BX	Spring	12	ITN 263 - Internet/Intranet Firewalls & E-Commerce Security	4	5.0
Network Security Layers	6488BX	Spring	12	ITN 264 - Network Security Layers	3	5.0
Legal Topics in Network Security	6588BX	Spring	12	ITN 267 - Legal Topics in Network Security	3	5.0
Medical Terminology	8377AX	Fall	12	HLT 143 - Medical Terminology I	3	5.0
Developmental Psychology	4478BX	Spring	12	PSY 230 - Developmental Psychology	3	5.0
Principles of Psychology	4488BX	Spring	12	PSY 200 - Principles of Psychology	3	5.0
Statistical Reasoning	2379AX	Fall	11	MTH 155 - Statistical Reasoning	3	5.0
Pre-Calculus I	2328AX	Spring	11	MTH 161 - Pre-Calculus I	3	5.0
Applied Calculus I	2338AX 2338BX	Fall, Spring	11, 12	MTH 261 - Applied Calculus I	3	5.0
Pre-Calculus II	2348AX	Spring	12	MTH 162 - Pre-Calculus II	3	5.0
Calculus I	2479AX	Fall, Spring	12	MTH 263 - Calculus I	4	5.0
Calculus II	2479BX	Spring	12	MTH 264 - Calculus II	4	5.0
College Chemistry I	3368AX	Fall	11	CHM 111 - College Chemistry I	4	5.0
College Chemistry II	3368BX	Spring	11	CHM 112 - College Chemistry II	4	5.0
Biology I	3328BX	Spring	11	BIO 101 - College Biology I	4	5.0
Physics I	3569AX	Fall	12	PHY 201 - College Physics I	4	5.0
Physics II	3569BX	Spring	12	PHY 202 - College Physics II	4	5.0
Human Anatomy & Physiology I	3579AX	Fall	12	Human Anatomy and Physiology I	4	5.0
Human Anatomy & Physiology II	3579BX	Spring	12	Human Anatomy and Physiology II	4	5.0
College Success Skills	7770AS	Fall	11	College Success Skills	1	4.0
Internship	7720BX	Spring	12	Coordinated Internship	1	4.0

## CTE Academy

Seniors may be allowed to enroll in CTE courses at CVCC for programs not offered by Lynchburg City Schools. The CTE Academy is shared with other school divisions in the region. Enrollment may be limited.

### Electrical Technology Fundamentals

CVCC Course Name	LCS Course	Semester	Grade	CVCC Code	CVCC Credit	LCS Course Weight
College Success Skills	7770AS	Fall	12	SDV 100	1	4.0
NCCER Core	8518AC	Fall	12	BLD 195	3	5.0
AC and DC Fundamentals I	8528AC	Fall	12	ETR 113	4	5.0
Home Electric Power I	8568AC	Fall	12	ELE 111	3	5.0
Basic Technical Mathematics	2438BC	Spring	12	MTH 111	3	5.0
Home Electric Power II	8569BC	Spring	12	ELE 112	3	5.0
Residential Wiring Methods	8538BC	Spring	12	ELE 127	2	5.0

### Emergency Medical Technician Plus

CVCC Course Name	LCS Course	Semester	Grade	CVCC Code	CVCC Credit	LCS Course Weight
CPR for Healthcare Providers	5258AC	Fall	12	EMS 100	1	5.0
Emergency Medical Technician	8333AC	Fall	12	EMS 111	7	5.0
Emergency Medical Technician Clinical	8335AC	Fall	12	EMS 120	1	5.0
College Success Skills	7770BS	Spring	12	SDV 100	1	4.0
Interpersonal Communication	8348BC	Spring	12	CST 126	3	5.0
Personal Conflict and Crisis Management	3448BC	Spring	12	PSY 205	3	5.0

### Health Sciences I and II (no math)

CVCC Course Name	LCS Course	Semester	Grade	CVCC Code	CVCC Credit	LCS Course Weight
College Success Skills	7770AS	Fall	12	SDV 100	1	4.0
College Composition I	1328AS	Fall	12	ENG 111	3	5.0
U.S. Government and Politics	4358AC	Fall	12	PLS 135	3	5.0
Principles of Nutrition & Human Develop.	5227AC	Fall	12	HLT 230	3	5.0
Human Anatomy & Physiology I	3579AC	Fall	12	BIO 141	4	5.0
Human Anatomy & Physiology I Lab	--	Fall	12	BIO 141L		5.0
Medical Terminology I	8383AC	Fall	12	HLT 143	3	5.0
College Composition II	1328BS	Spring	12	ENG 112	3	5.0
State and Local Government and Politics	4368BC	Spring	12	PLS 136	3	5.0
Human Anatomy & Physiology II	3579BC	Spring	12	BIO 142	4	5.0
Human Anatomy & Physiology II Lab	--	Spring	12	BIO 142L		
Developmental Psychology	4478BC	Spring	12	PSY 230	3	5.0

### Health Sciences I and II (with math)

CVCC Course Name	LCS Course	Semester	Grade	CVCC Code	CVCC Credit	LCS Course Weight
College Success Skills	7770AS	Fall	12	SDV 100	1	4.0
College Composition I	1328AS	Fall	12	ENG 111	3	5.0
U.S. Government and Politics	4358AC	Fall	12	PLS 135	3	5.0
Human Anatomy & Physiology I	3579AC	Fall	12	BIO 141	4	5.0
Human Anatomy & Physiology I Lab	--	Fall	12	BIO 141L		
Quantitative Reasoning or Pre-Calculus	2358AC or 2328AC	Fall	12	MTH 154 MTH 161	3	5.0
Medical Terminology I	8383AC	Fall	12	HLT 143	3	5.0
College Composition II	1328BS	Spring	12	ENG 112	3	5.0

State and Local Government and Politics	4368BC	Spring	12	PLS 136	3	5.0
Human Anatomy & Physiology II	3579BC	Spring	12	BIO 142	4	5.0
Human Anatomy & Physiology II Lab	--	Spring	12	BIO 142L		
Developmental Psychology	4478BC	Spring	12	PSY 230	3	5.0
Statistical Reasoning	2379BC	Spring	12	MTH 155	3	5.0
Pre-Calculus II	2348BC	Spring	12	MTH 162	3	5.0

### Heating, Ventilation, and Air Conditioning

CVCC Course Name	LCS Course	Semester	Grade	CVCC Code	CVCC Credit	LCS Course Weight
College Success Skills	7770AS	Fall	12	SDV 100	1	4.0
NCCER Core	8518AC	Fall	12	BLD 195	3	5.0
Air Conditioning and Refrigeration I	8158AC	Fall	12	AIR 121	3	5.0
Circuits and Controls I	8168AC	Fall	12	AIR 134	4	5.0
Air Conditioning Systems I	8178BC	Spring	12	AIR 165	4	5.0
Heating Systems I	8188BC	Spring	12	AIR 154	3	5.0
Basic Technical Mathematics	2438BC	Spring	12	MTH 111	3	5.0

### Industrial Maintenance

CVCC Course Name	LCS Course	Semester	Grade	CVCC Code	CVCC Credit	LCS Course Weight
College Success Skills	7770AS	Fall	12	SDV 100	1	4.0
NCCER Core	8518AC	Fall	12	BLD 195	3	5.0
Basic Fluid Mech.-Hydraulics/Pneumatics	8638AC	Fall	12	MEC 161	3	5.0
DC and AC Fundamentals I	8528AC	Fall	12	ETR 113	4	5.0
Principles of Industrial Safety	8617BC	Spring	12	SAF 126	3	5.0
Technical Mathematics	2437BC	Spring	12	MTH 131	3	5.0
Blueprint Reading I	8478BC	Spring	12	DRF 161	2	5.0

### Mechatronics

CVCC Course Name	LCS Course	Semester	Grade	CVCC Code	CVCC Credit	LCS Course Weight
Orientation to Electronics & Mechatronics	7780AC	Fall	12	SDV 101	1	4.0
Manufacturing Specialist I	8818AC	Fall	12	IND 195	4	5.0
Manufacturing Technician I	8828AC	Fall	12	IND 295	2	5.0
Basic Fluid Mech-Hydra/Pneumatics	8838AC	Fall	12	MEC 161	3	5.0
Shop Practices and Procedures	8848BC	Spring	12	BLD 105	2	5.0
Industrial Safety - OSHA 10	8618BC	Spring	12	SAF 130	1	4.0
Blueprint Reading I	8478BC	Spring	12	DRF 161	2	5.0
Introduction to Mechatronics	8858BC	Spring	12	MEC 140	3	5.0

### Welding Fundamentals

CVCC Course Name	LCS Course	Semester	Grade	CVCC Code	CVCC Credit	LCS Course Weight
College Success Skills	7770AS	Fall	12	SDV 100	1	4.0
Intro to Welding	8648AC	Fall	12	WEL 120	3	5.0
Welding Drawing and Interpretation	8658AC	Fall	12	WEL 150	3	5.0
Gas Metal Arc Welding	8678AC	Fall	12	WEL 160	3	5.0
Arc Welding I	8688BC	Spring	12	WEL 123	3	5.0
Arc Welding II	8698BC	Spring	12	WEL 124	3	5.0
Basic Technical Mathematics	2438BC	Spring	12	MTH 111	3	5.0



## Central Virginia Governor's School (CVGS)

*\*\*Students may require a travel period for off-site courses\**

The Lynchburg City Schools' partners with the Central Virginia Governor's School for Science & Technology ([www.cvgs.k12.va.us](http://www.cvgs.k12.va.us)) to provide opportunities beyond the scope of normal high school curricula to gifted students interested in mathematics, science and technology. CVGS students pursue an innovative curriculum, which allows them to cultivate their special talents in mathematics and science through an individual research program, in-depth laboratory experiences, and extensive integration of technology into all courses. Instruction is designed to meet the needs of the gifted learner in a challenging learning environment that stimulates critical thinking and creative problem solving while also developing students' time management and collaboration skills. CVGS is one of 19 Academic Year Governor's Schools across the state approved by the Virginia Board of Education and sponsored and evaluated by the Virginia Department of Education.

Students must complete an application and must demonstrate an interest in math, science, and technology.

Students from Amherst County, Appomattox County, Bedford County, Campbell County and Lynchburg City Schools attend the Governor's School. Each school division has an identified number of spots for students. The selection of students is based on procedures and policies developed within each school division. Successful applicants from the Lynchburg City Schools have been students who have received high grades in the most rigorous math and science courses available, who have been extremely successful in other academic areas, and who have strong standardized test scores.

The following courses are offered at the Central Virginia Governor's School. All courses offered at CVGS have a 5.0 weight. In all cases the prerequisite for a course is admission to CVGS. For more information contact your student's counselor or our LCS Instructional Supervisor for Secondary (Math & Science) at (434) 515-5044.

### Dually Enrolled Courses

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#### DE LINEAR ALGEBRA (0.5 high school credit, one semester)

Course: TBD

UL Code: MATH 307 (3 credits). SCED Code: 02111 Linear Algebra.

A college level study of linear algebra; this course includes study of linear equations, matrix algebra, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, and orthogonality.

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#### DE PRE-CALCULUS (1 high school credit)

Course: 2387Y

UL Code: MATH 121 (4 credits for a year-long course). SCED Code: 02104 Math Analysis/Precalculus

A college level study of pre-calculus; this course includes an in-depth conceptual analysis of algebraic, polynomial, rational, logarithmic, exponential, and trigonometric functions. Topics include graphical behavior, domains and ranges, roots (real & complex), the first derivative, graphing, application problem solving and data analysis, and an introduction to integration. Systems of equations, inequalities, trigonometry, trigonometric applications (Law of Sines and Cosines), and an introduction to conics are included. Parametric equations are presented with a focus on applications and conceptual analysis. Pre-calculus includes required algebraic proofs and conceptual explanations in written and oral presentations. Graphing calculators, spreadsheets, and a computer algebra system are used extensively. The study of matrices is included, and optional topics include an introduction to sequences and series.

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#### DE CALCULUS I (1 high school credit)

Course: 2329YG

UL Code: MATH 122 (4 college credits for a year-long course). SCED Code: 02121 Calculus.

A college level study of differential calculus; this course includes the study of limits, continuity, derivatives (concept and definition), derivatives of parametric equations and polar curves, differentiation techniques (including inverse trigonometric functions), curve sketching, optimization applications and an introduction to antiderivatives (concept and definition) and definite integrals with applications. **This course is taught over a full academic year.**

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#### DE CALCULUS I (0.5 high school credit, one semester)

Course: 2329AG OR 2329BG

UL Code: MATH 122 (4 college credits). SCED Code: 02121 Calculus.

A college level study of differential calculus; this course includes the study of limits, continuity, derivatives (concept and definition), derivatives of parametric equations and polar curves, differentiation techniques (including inverse trigonometric functions), curve sketching, optimization applications and an introduction to antiderivatives (concept and definition) and definite integrals with applications.

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**DE CALCULUS II (0.5 high school credit, one semester)****Course: 2349AG OR 2349BG****UL Code: MATH 123 (4 college credits). SCED Code: 02121 Calculus.**

A college level study of integral calculus; this course includes the study of Riemann Sums, Trapezoidal and Simpson's Rules, antiderivatives, definite and indefinite integrals (concept and definition), integration technique, applications of integrals, solving differential equations, parametric equations and polar curves, convergence of sequences and series, and Taylor and Maclaurin Series.

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**DE CALCULUS III (0.5 high school credit, one semester)****Course: 2429BG****UL Code: MATH 224 (4 college credits). SCED Code: 02122 Multivariate Calculus for Scientists & Engineers.**

Vector calculus includes vector-valued functions, functions of several variables, vector fields, partial derivatives and multiple integrals. Computational techniques, geometry and theoretical structure, creative problem solving, and proofs are emphasized.

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**DE HUMAN ANATOMY & PHYSIOLOGY (1 high school credit)****Courses: 3339AG & 3339BG****UL Code: BIOL 224 (4 college credits) first semester; BIOL 225 (4 college credits) second semester. SCED Code 03053 Anatomy and Physiology (year-long).**

This college level course provides an overview of cellular physiology and reviews many human organ systems including the nervous, respiratory, circulatory, digestive, skeletal, endocrine, muscular, urinary, reproductive, and lymphatic systems. Students will explore organ systems through the use of interactive modeling and will discuss current medical cases with local health care professionals.

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**DE COLLEGE PHYSICS (1 high school credit)****Courses: 3669AC & 3669BC****UL Code: PHY 141 (4 credits) first semester; PHY 142 (4 credits) second semester SCED Code: 03152 Physics 2.**

This college level course incorporates basic calculus and vector analysis. The curriculum includes Newtonian mechanics, conservation of energy, fluid mechanics, harmonic motion, circuits, magnetic fields, heat and thermodynamics, light and optics, nuclear physics, and modern physics. Concepts are further explored through inquiry-based laboratories, engineering applications, data analysis, project-based assignments, computational and programming applications using Python, and analysis of physics research.

## Non-Dually Enrolled Courses

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**PHYSICS (1 high school credit)****Course: 3219YG****Not Dual Enrollment. SCED Code: 03151 Physics I.**

This course is an advanced level science class exploring the particle and wave nature of everyday phenomena. The physics curriculum includes dimensional analysis, velocity, linear acceleration, Newton's Laws, Rotational Motion, Energy, Waves, Sound, Electricity, and Magnetism. Concepts are explored and applied through hands-on laboratories and using computer-based modeling. These investigations require data collection, analysis, and computer simulations that demonstrate the interdisciplinary relations among physics, life sciences, mathematics, and technology. The development of problem solving skills, analytical thinking, and effective communication are also emphasized.

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**RESEARCH METHODS (1 high school credit)****Course: 3217YG****Not Dual Enrollment. SCED Code: 03212 Scientific Research and Design.**

This unique course is an introduction to the research process including literature research, project design, elementary statistical analysis, scientific writing and multimedia presentations. Each student completes an individual research project. Students design a study, collect and analyze data, and report the results in paper, PowerPoint, poster and web page formats. The statistical analysis of data is conducted using Microsoft Excel. During the second semester students complete a 36-hour internship.

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**CONNECTIONS IN MATHEMATICS (0.5 high school credit per semester)****Courses: 2228AG & 2228BG****Not Dual Enrollment. SCED Code: 02102 Discrete Mathematics.**

This course provides students with introductory experiences in symbolic logic, graph theory, probability, voting schemes and apportionment methods, personal finance, and mathematical proofs. Emphasis is placed on conceptual understanding, solving real world applications, using technology, and fostering mathematical reasoning and communication.

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**SENIOR SEMINAR (1 high school credit)****Course: 3227YG****Not Dual Enrollment. SCED Code: 03212 Technology.**

During the first nine-weeks students participate in a unique mini-course called the Leadership/Teamwork/Communications Design Challenge (LTCDC). The mini-course is broken into three main sections. The first section teaches students leadership, teamwork, and communication skills through readings, videos, and active medium-size group discussions (about 12 students). The second section helps students implement those skills

while working in small groups (about 4 students) through various LEGO design and build challenges. The third section is a design challenge in which the entire senior class works in medium size subgroups (about 8 students) and as a larger single group (about 75 students) to design a well-researched and detailed grant proposal for a scientific mission to a remote location. The LTCDC culminates with a subgroup by subgroup presentation of the proposal. Following the LTCDC, students experience four five-week-long technology labs. In these labs, students explore and use sophisticated technologies choosing from among biotechnology, computer-aided design and 3D printing, desktop publishing, drone technologies, electronics, laser engraving and subtractive engineering, microscopy, microbiology, nuclear science, Python programming, robotics, scientific photography, technologies in sewing, video production, and virtual reality. Students end the seminar with the senior capstone, a six-week forensic science challenge that brings together the LTCDC, mathematics, science, and technology knowledge and skills students have acquired over their time at CVGS. ***Please visit the Central Virginia Governor's School website at: <http://www.cvgs.k12.va.us/> for course descriptions and any additional information regarding the Central Virginia Governor's School.***

## NCAA College Athletic Eligibility Standards

All Potential college student-athletes are subject to academic initial-eligibility standards, which take into account standardized test scores, number of core courses taken in high school and the grades earned in those core courses. In addition to NCAA requirements, they also must also meet the unique acceptance requirements of the college or university they plan to attend (those requirements may exceed NCAA standards).

Division I student-athletes are also subject to progress-toward-degree rules that require them to advance toward graduation each year.

Your school counselor is the main source of information concerning becoming eligible to compete in athletics at the collegiate level. The following steps will assist you in becoming a successful college athlete:

### Grade 9

- Ask your counselor for a list of your high school's [NCAA core courses](#) to make sure you take the right classes.

### Grade 10

- With the help of your counselor, register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).

### Grade 11

- Check with your counselor to make sure you will graduate on time with the required number of [NCAA core courses](#).
- Take the [ACT or SAT](#) and submit your scores to the NCAA using code 9999.
- At the end of the year, ask your counselor to upload your [official transcript](#) to the NCAA Eligibility Center.

### Grade 12

- Finish your last [NCAA core courses](#).
- Take the [ACT or SAT](#) again, if necessary, and submit your scores to the NCAA using code 9999.
- Complete all academic and [amateurism](#) questions in your NCAA Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org).
- After you graduate, ask your counselor to submit your final [official transcript](#) with proof of graduation to the NCAA Eligibility Center.

Contact the NCAA Eligibility Center concerning COVID-19 waiver criteria.



## Sequential Electives

The following sequences are approved to meet the sequential electives requirement of the Standard Diploma or Applied Studies Diploma. Please see the graduation requirements charts for more detailed information.

<b>Architecture &amp; Construction</b>		
Carpentry I	Followed by	Carpentry II, Carpentry III
Drafting I	Followed by	Drafting II, Drafting III, Drafting IV
<b>Business, Management, Admin, &amp; Finance</b>		
Accounting	Followed by	Advanced Accounting, Business Law, Business Management, Computer Information Systems, Design, Multimedia & Web Technologies, Entrepreneurship, Principles of Business & Marketing
Accounting II	Followed by	Business Law, Business Management, Computer Information Systems, Design, Multimedia & Web Technologies, Entrepreneurship, Principles of Business & Marketing
Business Law	Followed by	Accounting, Advanced Accounting, Business Management, Computer Information Systems, Design, Multimedia, & Web Technologies, Digital Applications, Entrepreneurship, Principles of Business & Marketing
Business Management	Followed by	Accounting, Advanced Accounting, Business Law, Computer Information Systems, Design, Multimedia, & Web Technologies, Entrepreneurship, Principles of Business & Marketing
Computer Information Systems	Followed by	Accounting, Advanced Accounting, Business Management, Business Law, Design, Multimedia, & Web Technologies, Digital Applications, Entrepreneurship, Principles of Business & Marketing, Programming, Advanced Programming
Design, Multimedia, & Web Technologies	Followed by	Accounting, Advanced Accounting, Business Law, Business Management, Computer Information Systems, Digital Applications, Entrepreneurship, Principles of Business & Marketing, Programming, Advanced Programming
Digital Applications	Followed by	Accounting, Advanced Accounting, Business Law, Business Management, Computer Information Systems, Design, Multimedia, & Web Technologies, Entrepreneurship, Principles of Business & Marketing, Programming, Advanced Programming
Programming	Followed by	AP Computer Science, Computer Information Systems, Design, Multimedia, & Web Technologies, Digital Applications, Advanced Programming
<b>Education &amp; Training</b>		
Teachers for Tomorrow I	Followed by	Teachers for Tomorrow II
<b>Health Sciences</b>		
Sports Medicine I	Followed by	Sports Medicine II
Dental I	Followed by	Dental II
Nurse Aide I	Followed by	Nurse Aide II, Intro to Health and Medical Sciences
<b>Hospitality &amp; Tourism</b>		
Introduction to Culinary Arts	Followed by	Culinary Arts I
Culinary Arts I	Followed by	Culinary Arts II
Culinary Arts II	Followed by	Culinary Arts Specialization
<b>Human Services</b>		
Introduction to Cosmetology	Followed by	Cosmetology I
Cosmetology I	Followed by	Cosmetology II
<b>Information Technology</b>		
Computer Systems Technology I	Followed by	Computer Systems Technology II
Cybersecurity Systems Technology	Followed by	Cybersecurity Systems Technology, Advanced
<b>Research</b>		
AP Capstone Seminar	Followed by	AP Capstone Research
<b>Law, Public Safety, Corrections, &amp; Security</b>		

Criminal Justice I	Followed by	Criminal Justice II
<b>Manufacturing</b>		
Precision Machine Technology I	Followed by	Precision Machine Technology II
<b>Marketing</b>		
Entrepreneurship	Followed by	Accounting, Advanced Accounting, Business Law, Business Management, Computer Information Systems, Principles of Business and Marketing, Marketing, Advanced Marketing, Sports & Entertainment Marketing
Marketing	Followed by	Advanced Marketing or Sports & Entertainment Marketing
Principals of Business & Marketing	Followed by	Accounting, Advanced Accounting, Business Law, Business Management, Computer Information Systems, Digital Applications, Design, Multimedia, & Web Technologies, Marketing, Advanced Marketing, or Sports & Entertainment Marketing, Entrepreneurship
<b>Technology Education &amp; Engineering</b>		
Drafting I	Followed by	Drafting Mechanical, Drafting Architectural
Technology Foundations	Followed by	Technology Transfer
Communications Systems	Followed by	Video & Media Production
Video & Media Production	Followed by	Communications Systems
Game Design and Development	Followed by	Advanced Game Design and Development
<b>Transportation &amp; Distribution</b>		
Automotive Technology I	Followed by	Automotive Technology II
<b>JROTC</b>		
Marine Corps JROTC I	Followed by	Marine Corps JROTC II
Air Force JROTC I	Followed by	Air Force JROTC II
<b>Cultural Arts</b>		
General Music	Followed by	Concert Band I, Orchestra I
Orchestra I	Followed by	Orchestra II
Concert Band I	Followed by	Symphonic Band I
Concert Band I	Followed by	Jazz Ensemble, Wind Ensemble, Percussion Techniques
Chorus I	Followed by	Chorus II
Chorus II	Followed by	Chorus III
Art I	Followed by	Art II: Drawing and Painting, Art II: Three Dimensional
Introduction To Theater	Followed by	Dance, Acting I, , Technical Theatre I
Acting I	Followed by	Acting II
Technical Theatre I Design	Followed by	Technical Theatre II
Technical Theatre I Production	Followed by	Technical Theatre II
<b>English Electives</b>		
Creative Writing	Followed by	Playwriting
Exploring Language & Culture	Followed by	Exploring Language & Culture Through Hip-Hop II

**Note: Taking Orchestra II, Concert Band I, Yearbook or Chorus I twice for elective credit may fulfill the sequential elective requirement as long as the student is progressing through a set of skills outlined in the curriculum.**

**World Languages (only courses not needed for graduation can count as a sequential elective)**

French I	Followed by	French II
German I	Followed by	German II
Latin I	Followed by	Latin II
Spanish I	Followed by	Spanish II
French IV	Followed by	French V
German IV	Followed by	German V
Latin IV	Followed by	Latin V
Spanish IV	Followed by	Spanish V
Elementary Latin I with Medical Terminology	Followed by	Elementary Latin II with Medical Terminology

## Graduation Requirements for First-Time Transfers 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, and summarized in the following table.

A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
<b>At the beginning of or during ninth grade</b>	All requirements for the Standard Diploma and Advanced Studies Diploma	All requirements for the Standard Diploma and Advanced Studies Diploma	All requirements for the Standard Diploma and Advanced Studies Diploma	All requirements for the Standard Diploma and Advanced Studies Diploma	All requirements for the Standard Diploma and Advanced Studies Diploma
<b>At the beginning of or during tenth grade</b>	All diploma requirements except:  For a <u>Standard Diploma</u> , only four verified credits required: English (1), mathematics (1), history (1), and science (1)  For an <u>Advanced Studies Diploma</u> , only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1) science (1), and student-selected (1)	All diploma requirements except:  For a <u>Standard Diploma</u> , only four verified credits required: English (1), mathematics (1), history (1), and science (1)  For an <u>Advanced Studies Diploma</u> , only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)	All requirements for the <u>Standard Diploma</u> and <u>Advanced Studies Diploma</u>	All requirements for the <u>Standard Diploma</u> and <u>Advanced Studies Diploma</u>	All requirements for the <u>Standard Diploma</u> and <u>Advanced Studies Diploma</u>



A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
<p><b>At the beginning of eleventh grade</b></p>	<p>All diploma requirements except:</p> <p>For a <u>Standard Diploma</u>, only four verified credits required: English (1), mathematics (1), history (1), and science (1)</p> <p>For an <u>Advanced Studies diploma</u>, only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)</p>	<p>All diploma requirements, except:</p> <p>For a <u>Standard Diploma</u>, only four verified credits required: English (1), mathematics (1), history (1), and science (1)</p> <p>For an <u>Advanced Studies diploma</u>, only six verified credits required: English (2), mathematics (1), history (1), science (1), and student-selected (1)</p>	<p>All diploma requirements except:</p> <p>For a <u>Standard Diploma</u>, only four verified credits required: English (1), mathematics (1), history (1), and science (1)</p> <p>For an <u>Advanced Studies diploma</u>, only six verified credits required: English(2), math (1), history (1), science (1), and student-selected (1)</p>	<p>All requirements for the <u>Standard Diploma</u> and <u>Advanced Studies Diploma</u></p>	<p>All requirements for the <u>Standard Diploma</u> and <u>Advanced Studies Diploma</u></p>
<p><b>During eleventh grade</b></p>	<p>All diploma requirements except:</p> <p>For a <u>Standard Diploma</u>, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics.</p> <p>For an <u>Advanced Studies Diploma</u>, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics.</p>	<p>All diploma requirements except:</p> <p>For a <u>Standard Diploma</u>, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics.</p> <p>For an <u>Advanced Studies Diploma</u>, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics.</p>	<p>All diploma requirements except:</p> <p>For a <u>Standard Diploma</u>, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics.</p> <p>For an <u>Advanced Studies Diploma</u>, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics.</p>	<p>All diploma requirements except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing</p>	<p>All diploma requirements of for the <u>Standard Diploma</u> and <u>Advanced Studies Diploma</u>, except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing</p>

A student entering a Virginia high school for first time:	Prior to 2018-2019 school year:	2018-2019 school year:	2019-2020 school year:	2020-2021 school year:	2021-2022 school year and thereafter:
<b>At the beginning of twelfth grade</b>	<p>All diploma requirements except:</p> <p>For a <u>Standard Diploma</u>, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law.</p> <p>For an <u>Advanced Studies Diploma</u>, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics.</p>	<p>All diploma requirements except:</p> <p>For a <u>Standard Diploma</u>, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law.</p> <p>For an <u>Advanced Studies Diploma</u>, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics.</p>	<p>All diploma requirements except:</p> <p>For a <u>Standard Diploma</u>, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law.</p> <p>For an <u>Advanced Studies Diploma</u>, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics</p>	<p>All diploma requirements except:</p> <p>For a <u>Standard Diploma</u>, only two verified credits required: English (1), and student-selected (1). The student-selected credits must be in mathematics if mathematics testing is required by federal law.</p> <p>For an <u>Advanced Studies Diploma</u>, only four verified credits required: English (1), and student-selected (3). One of the student-selected credits must be in mathematics.</p>	<p>All diploma requirements for the <u>Standard Diploma</u> and <u>Advanced Studies Diploma</u>, except only two verified credits required: English and mathematics, if mathematics testing required by federal law, otherwise verified credit may be of student's own choosing</p>
<b>During twelfth grade</b>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in <u>8VAC20-131-50</u>. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested to the VDOE.</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in <u>8VAC20-131-50</u>. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested to the VDOE</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in <u>8VAC20-131-50</u>. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested to the VDOE.</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in <u>8VAC20-131-50</u>. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested to the VDOE.</p>	<p>Students should be given every opportunity to earn a diploma following the graduation requirements in <u>8VAC20-131-51</u>. If not possible, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified credit requirements may be requested to the VDOE.</p>

The Lynchburg City School Division does not discriminate in admission to, or access to, or treatment or employment in its educational programs, services, or activities based on race, color, national origin, sex, disability, or age in accordance with state Inquiries regarding this policy may be directed to the Director of Human Resources, 915 Court Street, P.O. Box 2497, Lynchburg, Virginia 24505-2497; telephone number (434) 515-5050.

## Course Numbers for Transfer Courses

When possible, transfer courses should be equated to corresponding courses in the Program of Studies, and those courses should be transcribed with a "T" appended to the course number.

However, in some cases courses approved for credit in other states might not have an equivalent match in this Program of Studies. In those cases, a generic course number indicating the grade and content area can be used. All such courses are weighted at 4.0 for an "A." The course numbers in the table below represent the first semester courses. By placing a "B" where the "A" is the second semester course numbers can be derived.

Subject Area	Grade 9	Grade 10	Grade 11	Grade 12
English	1190YT	1100YT	1110YT	1120YT
Math	2190YT	2100YT	2110YT	2120YT
Science	3190YT	3100YT	3110YT	3120YT
History	4190YT	4100YT	4110YT	4120YT
Elective	5190YT	5100YT	5110YT	5120YT



# APPENDIX A



## REQUEST TO EXPUNGE GRADE FOR HIGH SCHOOL COURSE TAKEN IN MIDDLE SCHOOL

**-INCOMPLETE FORMS CANNOT BE PROCESSED-**

(PRINT)

FULL NAME OF STUDENT
ADDRESS
NAME OF PARENT/GUARDIAN
PARENT/GUARDIAN PHONE NUMBER
NAME OF HIGH SCHOOL STUDENT WILL ATTEND FOR THE FOLLOWING SCHOOL YEAR (HHS or ECG)

- I wish to expunge the following high school credit-bearing course taken by my child while in middle school during grades 6, 7, and/or 8.
- I understand that my child will receive no high school credit toward graduation for this course and may have to repeat this course if it is a required prerequisite course.
- I understand that the SOL verified credit will not be awarded to my child until course is passed and credit awarded.
- I further understand that decision is irreversible and must be made prior to enrollment in high school.

NAME OF HIGH SCHOOL CREDIT COURSE	GRADE LEVEL/YEAR IN WHICH COURSE WAS TAKEN	WILL THE CLASS BE REPEATED?

Printed Name of Parent/Guardian:

Signature of Parent/Guardian: Date:

**Return this form to the Middle School Counseling Department on or before June 30th.**  
**Or**  
**Return this form to the High School Counseling Department on or before August 1st.**

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS