

# Orange County High School

## Program of Studies

2022-2023



## Table of Contents

<b>How to Register</b>	<b>9</b>
Pre-Registration Requirements	9
Scheduling Guidelines	9
<b>Information on Curriculum and Graduation Requirements</b>	<b>10</b>
Requirements for Promotion	10
Grading Scale	10
Requirements for Graduation	10
Governor’s Seal Requirement	15
Grade Point Average	15
<b>Students Enrolled in Special Programs</b>	<b>15</b>
Alternative Education	15
Special Education Services	16
Academically Gifted Student Services	16
Blue Ridge Virtual Governor’s School	16
<b>Enrolling in Classes for College Credit</b>	<b>17</b>
Eligible Students	17
Dual Enrollment Program	17
Online College Credits	18
Advanced Placement Program	18
<b>Governor’s Initiatives for Education for a Lifetime</b>	<b>19</b>
Virtual Virginia Advanced Placement Program	19
Early College Scholars	20
<b>About Administrative Policy</b>	<b>20</b>
Spring Term Schedule Adjustments	20
Withdrawal Policy	20

Registration for New Students during the School Year	21
Summer School	21
Homebound Instruction	21
Textbooks & Supplies	21
<b>Sports Eligibility</b>	<b>22</b>
Guidelines	22
Sports Offerings	22
<b>Course Offerings</b>	<b>23</b>
Selection of Courses	23
<b>Course Listings by Department:</b>	<b>23</b>
CAREER AND TECHNICAL EDUCATION	23
⇒AGRICULTURE	23
Foundations of Agriculture, Food and Natural Resources [8006]	23
Introduction to Animal Systems [8008]	23
Veterinary Science I [8088]	23
Veterinary Science II [8089]	23
Introduction to Power Structure and Technology Systems [8016]	24
Horticulture Sciences [8034]	24
Livestock Production Management [8012]	24
Agricultural Power Systems [8018]	24
Equine Science [8080]	24
Agricultural Fabrication & Emerging Technology [8019]	24
Agricultural Power Systems Advanced [8020]	24
Greenhouse Plant Production & Management [8035]	25
Landscaping I [8036]	25
Landscaping II [8039]	25
⇒BUSINESS & INFORMATION TECHNOLOGY	25
Economics and Personal Finance [6124]	25
Principles of Business & Marketing [6115]	25
Accounting [6320]	25
Computer Information Systems [6612]	26
Digital Applications [6617]	26
Design, Multimedia, and Web Technologies [6630]	26
Design, Multimedia, and Web Technologies, Advanced [6631]	26
Entrepreneurship Education [9093]	26
Opportunities in Hospitality and Tourism [8139]	26
⇒COMMUNICATIONS	27
Communication Systems [8418]	27
Graphic Communications [8494]	27

Video and Media Technology [8497]	27
⇒FAMILY AND CONSUMER SCIENCES	27
Independent Living [8219]	27
Child Development and Parenting [8232]	27
Community Service Learning [9808] Hornet Helpers	27
Dual Enrollment Introduction to Teaching EDU 200 [9063]	28
Dual Enrollment Human Growth and Development EDU 207 [9064]	28
⇒HEALTH & MEDICAL SCIENCES	28
Introduction to Health & Medical Sciences [8302]	28
Nursing Aide I [8360]	28
Nursing Aide II [8362]	28
Sports Medicine /Athletic Training I [7660]	28
Sports Medicine /Athletic Training II [7662]	29
Emergency Medical Technician I [8333]	29
⇒MARKETING	29
Marketing [8121]	29
Sports, Entertainment, and Recreation Marketing [8175]	29
Fashion Marketing [8140]	29
Digital and Social Media Marketing [8125]	29
⇒MILITARY SCIENCE	30
JROTC Teams [7920]	30
Leadership and Citizenship [Independent Study] [7925]	30
LEAD 134 - Military History Staff Ride	30
⇒TECHNOLOGY EDUCATION	31
Technical Drawing and Design [8435]	31
Engineering Drawing and Design [8436]	31
Architectural Drawing and Design [8437]	31
Advanced Drawing and Design [8438]	31
Technology Foundations [8403]	31
Technology Transfer [8405]	31
Advanced Graphic Design [9840]	32
Technology of Robotic Design [8421]	32
Mechatronics I [8554]	32
Mechatronics II [8555]	32
Mechatronics III [8556]	32
⇒TRADE AND INDUSTRIAL EDUCATION	32
Advertising Design I [8570]	32
Dual Enrollment Automotive Technology [8506AT]	33
Dual Enrollment Automotive Diagnostician [8507AT]	33
Information Technology Fundamentals [6670]	34

Computer Science Programming [6640]	34
Computer Science Programming Advanced [6641]	34
Cybersecurity Fundamentals [6302]	34
Cybersecurity Technology [8628]	34
Cybersecurity Technology Advanced [8629]	34
Cyber Security Network Systems [8630]	35
Game Design and Development [8400]	35
Introduction to Computer Science Using Python [9832]	35
AP Computer Science Principles [3187]	35
AP Computer Science A [3188]	35
⇒LAW PUBLIC SAFETY, CORRECTIONS & SECURITY	36
Firefighting I [8705]	36
⇒HUMAN SERVICES	36
Cosmetology I [ 8745]	36
Cosmetology II [ 8746]	36
⇒ENGLISH	36
Strategic Reading [1506]	36
Power Reading [1505]	37
English 9 [1130]	37
English 9 Honors [1133]	37
English 10 [1140]	37
English 10 Honors [1144]	37
Genres of Literature English 10 Honors [1143]	37
English 11 [1150]	38
Advanced Placement American Studies [AP English Language & Composition & AP US History] [2305]	38
Advanced Placement English 11 [AP Language and Composition] [1196]	38
English 12 [1160]	38
Advanced Placement English 12 [AP Literature and Composition] [1195]	38
Creative Writing [1142]	39
DE ENG 111/112: College Composition/American Literature [1155]	39
DE ENG 245: Survey of English Literature [DE1160]	39
DE Eng 246: American Literature [DE1161]	39
⇒FINE ARTS	39
Instrumental Music	39
Concert Band Woodwinds [9240]	39
Concert Band Bass and Percussion [9241]	39
Symphonic Wind Ensemble [9246]	39
Concert Percussion Ensemble [9247]	39
Concert Band Woodwinds [9240]	40
Concert Band Brass and Percussion [9241]	40

Symphonic Wind Ensemble [9246]	40
Concert Percussion Ensemble [9247]	40
OC Marching Hornets [9243]	40
Jazz Ensemble [9296]	40
After-School Concert Band [9232]	41
Vocal Music	41
Beginning Treble Choir [9260]	41
Intermediate Treble Choir [9261]	41
Tenor and Bass Choir [9286]	41
Concert Choir [9263]	41
OC Singers [9264]	41
Orange County Singers [OC Singers] [9264]	41
General Music Electives	41
Music Appreciation [9222]	41
Music Theory	41
⇒Performing Arts	42
Introduction to Drama [1410]	42
Advanced Drama [1440]	42
⇒Visual Arts	42
Art I [9120]	42
Art II [9130]	42
Advanced Art [9140]	42
⇒WORLD LANGUAGES	42
French I-III [5110, 5120, and 5130]	42
Honors Level French I-III [5115, 5125, 5135]	43
French IV-V [5140, 5150]	43
Spanish I [5510]	43
Spanish II, III, IV and V [5520, 5530, 5540, 5550]	43
⇒HEALTH & PHYSICAL EDUCATION	43
PE 9/Health [7310]	43
PE 10/Driver’s Ed Health and Safety [7425]	43
Health & Physical Education Electives	44
Personal Fitness I [7640]	44
Personal Fitness II [7640B]	44
Strength and Conditioning [7642]	44
Lifetime Wellness [7428]	44
⇒MATHEMATICS	44
Power Algebra [3128]	44
Algebra I [3130]	45
Algebra I [Part I] and Algebra I [Part II] [3131, 3132]	45

Algebra Functions & Data Analysis Vocational Applications [3134A]	45
Geometry [3143]	45
Algebra II [ One Semester]/Algebra II Yearlong [3135]	45
Advanced Math [3160]	45
Trigonometry [3161]	46
Computer Math [3183]	46
Advanced Placement Calculus [3175, 3177]	46
Statistics [3190]	46
Advanced Placement Statistics [3192]	46
Pre-Calculus [3162]	47
MTH 161/162: Dual Enrollment Pre Calculus I &II [3165]	47
MTH 263: Dual Enrollment Calculus [DE3176]	47
⇒JOURNALISM	47
⇒SCIENCE	47
Biology I [4310]	47
Biology I Honors [4315]	47
Biology II: Human Systems [4330]	47
Biology II: Ecology and Marine Science [4320]	48
BRVGS Advanced Placement Biology [4369, 4370]	48
Dual Enrollment Biology 101 - [4360]	48
Dual Enrollment Biology 102 - [4361]	48
Dual Enrollment Environmental Science I 121 - [DE4702]	48
Dual Enrollment Environmental Science II 122 - [DE4703]	49
Dual Enrollment Human Anatomy and Physiology I 141 - [4340]	49
Dual Enrollment Human Anatomy and Physiology II 142 - [4350]	49
Chemistry I [4410]	49
Earth Science I [4210]	49
Power Biology [4362]	49
Environmental Science [4702]	49
Environmental Science Honors [4712]	49
Physics I [4510]	50
Physics Honors [4515]	50
⇒SERVICE LEARNING	50
Work-based Learning	50
Student Tutor I and II [9890] [9891]	50
Teacher Aide	51
⇒SOCIAL STUDIES	51
Advanced Placement	51
World Studies I [2215]	51
World Studies II [2216]	51

Advanced Placement American Studies [AP English Language and Composition & AP US History]	51
US History [2360]	52
Advanced Placement US History [2319]	52
US Government [2440]	52
Advanced Placement Government and Politics: United States [2445]	52
African-American History [2998]	52
Contemporary World Religion [2381]	52
Sociology [2500]	53
Criminology [2997]	53
Psychology [2990]	53
Advanced Placement Human Geography [2212]	53
AP World History I & II [2380 and 2380B]	53
Dual Enrollment 211 - PLS 135 US Government I	53
Dual Enrollment 212 - PLS 136 VA/US Government II	53
Dual Enrollment PSY 200: Principles of Psychology [2996]	53
Dual Enrollment Developmental Psychology [2951]	54
⇒STUDENT COUNCIL ASSOCIATION	54
Student Government Leadership Class [9826]	54
<b>SPECIAL EDUCATION PROGRAM</b>	<b>54</b>
⇒INCLUSION	54
MATH	54
Math for Success [3229]	54
Algebra I [Part I—3231, Part II—3232]	54
Geometry [Part I—3244, Part II--3245]	54
ENGLISH	54
English 9 [1130]	54
English 10 [1140]	54
English 11 [1150]	55
English 12 [1160]	55
SCIENCE	55
Biology I [4310]	55
Earth Science [4210]	55
Earth Science II	55
SOCIAL STUDIES	55
World Studies I [2215]	55
United States History [2360]	55
United States History [2460]	55
HEALTH AND PHYSICAL EDUCATION	55
Health [7725]	55
⇒PARALLEL CURRICULUM	55

MATH	56
Math for Success [3229]	56
Algebra I [3235]	56
Geometry [3246]	56
ENGLISH	56
English 9 [1135]	56
English 10 [1145]	56
English 11 [1154]	56
English 12 [1164]	56
⇒Transition and Career and Technical Electives	56
Adaptive PE [7700]	56
Careers [7835]	56
⇒Education Training Program	57
ETP II	57
ETP CO-OP	57
Ornamental Horticulture	57
Resource for Vision Impaired and Hard of Hearing	57
Self Advocacy [7892]	57
Technology Awareness	57
⇒Youth Intervention Program	57
Youth Intervention 1: Self-Awareness	57
Youth Intervention 2: Self-Management	58
Youth Intervention 3: Social Awareness	58
Youth Intervention 4: Establishing Positive Relationships	58
Youth Intervention 5: Responsible Decision-Making	58
⇒Applied Skills Curriculum	58
Applied Academics	58
Applied Independent Living Skills	58
Applied Vocational Skills	58
Applied Science and History	58
Applied Art	59
Applied Health and P.E.	59
Applied Music	59
<b>CTE Elective Pathways</b>	<b>59</b>

## How to Register

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Enrollment for classes at Orange County High School (OCHS) begins with pre-registration in the spring. During pre-registration, 9th, 10th and 11th grade students will meet with their counselors to review their progress and their goals. They will then develop a list of course requests for the upcoming year. Because proper selection of classes is crucial to one's ultimate success in high school, we urge parents and students to work with our counselors and teachers to develop a schedule that will satisfy the student's educational objectives. Parents can participate in this process by scheduling an appointment through the Counseling Center secretary/registrar by calling 540-661-4292. In most cases the student is assigned a counselor based on the first letter of his or her last name.

Vacant Position - All freshmen

Mrs. Burley - Letters Dr--Ki grades 10-12

Mr. Weber - Letters Ro-Z grades 10-12

Mrs. Lohr - Letters A-Do grades 10-12

Vacant Position - Letters Kl-Ri grades 10-12

Please note: Planning course requests is extremely important because the opportunity to change classes after students have been scheduled is limited. Any such request will be granted on a space-available basis and must be approved by a counselor and an administrator. In other words, if a student registers for a course, he or she will most likely have to take that course for the entire fall or spring term.

## Pre-Registration Requirements

To complete pre-registration for classes for the 2022-2023 school year, students must:

- Review the Program of Studies information and develop a four-year preferred plan of study,
- Attend a pre-registration conference with their school counselor where requests will be entered into the scheduling program. Parents are encouraged to be involved in the selection of courses,
- Students should seriously consider which classes they choose as alternates since the student could be placed in these courses and changing classes is not always an option,
- Satisfy the requirements necessary for placement in the classes requested.

## Scheduling Guidelines

Orange County High School follows a Flex Schedule with "4x4" [four by four] semester blocks, 4x4 classes, yearlong A/B day classes and yearlong courses. The academic year consists of a fall and a spring semester. Students must take four different classes each semester. OCHS students can earn four credits each semester or eight credits per year.

**Any exceptions must be approved by an administrator.**

- Seniors who fail a course required for graduation in the fall are NOT guaranteed a position in that class in the spring and may forfeit their opportunity to graduate in June. Positions are available on a space-available basis to those seniors who need credits for graduation and every effort will be made to reschedule seniors into classes they have failed but it is not guaranteed.
- Students can accumulate 32 credits in a four-year high school program. Although only 22 credits are required for graduation with a standard diploma and 26 or an advanced diploma, students are encouraged to take courses beyond the basic requirements to prepare for entrance into the increasingly competitive job market or post secondary education.
- Students may leave school early on a daily basis if they:

- are on track for graduation AND
- have developed a plan through the Community Liaison and are enrolled in Work-Based Learning AND
- have written consent from the Administration OR
- are concurrently enrolled in a local community college

## Information on Curriculum and Graduation Requirements

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### Requirements for Promotion

(Promotions take place at the beginning of the fall term.)

The minimum criteria below must be met to enter the grade level listed.

- 9th grade – Completion of the 8th Grade.
- 10th grade – Earn five credits including English 9.
- 11th grade – Earn nine credits including English 10.
- 12th grade – Complete schedule that allows students to earn 22-26 credits for June graduation.

### Grading Scale

- A - 90-100
- B - 80-89
- C - 70-79
- D - 65-69
- F - Below 65

### Requirements for Graduation

The requirements for a student to earn a diploma from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time.

#### Requirements: [Standard Diploma - For Students Entering 9th Grade for the 1st Time in 2017-2018](#)

Discipline Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Math	3	1	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 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.

<b>Laboratory Science</b>	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, or completion of the sequence of science courses required for the International Baccalaureate Diploma. 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 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 acquire a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for [i] the student-selected verified credit and [ii] either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
<b>History &amp; Social Sciences</b>	3	1	<p>Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia 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 acquire a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for [i] the student-selected verified credit and [ii] either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
<b>Health &amp; Phys. Ed</b>	2	0	N/A
<b>World Language, Fine Arts or Career and Technical Education</b>	2	0	Pursuant to § 22.1-253.13:4 of the Code of Virginia, 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 education course credit.
<b>Economics &amp; Pers. Fin</b>	1	0	N/A
<b>Electives</b>	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
<b>Student Selected Test</b>	0	1	A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in <a href="#">8VAC20-131-110</a> .
<b>Career and Technical Education Credential</b>	0	0	Students shall earn a career and technical education credential approved by the Board of Education, 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.
<b>Total</b>	22	6	N/A

### Additional Requirements for Graduation

- For students entering the ninth-grade class for the first time in 2013-2014 and beyond: 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.
- For students entering the ninth-grade class for the first time in 2016-2017 and beyond: Students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program [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.

**Requirements: Standard Diploma - For Students Entering 9th Grade for the 1st Time in 2018-19 and beyond**

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	3	1	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.
Laboratory Science	3	1	Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. 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 science course credit. 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.
History and Social Sciences	3	1	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. 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.
Health and Physical Education	2	0	N/A
World Language, Fine Arts or Career and Technical Education	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>	<b>N/A</b>

Additional Requirements for Graduation

- **Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either [i] complete an Advanced Placement, honors, or International Baccalaureate 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.
- **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.

### Requirements: Advanced Studies Diploma - For Students Entering 9th Grade for the 1st Time in 2017-2018

Discipline Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	4	2	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.
Laboratory Science	4	2	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 or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.
History & Social Sciences	4	2	Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.
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 Education	2	0	N/A
Fine Arts or Career & Technical Education	1	0	Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.
Economics and Personal Finance	1	0	N/A
Electives	3	0	N/A
Student Selected Test	0	1	A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics or other areas as prescribed by the board in <a href="#">8VAC20-131-110</a> .
<b>Total</b>	<b>26</b>	<b>9</b>	N/A

#### Additional Requirements for Graduation

- **Virtual Learning** - Students shall successfully complete one virtual course, which may be a non credit-bearing course, or may be a course required to earn this diploma that is offered online.
- **Training in emergency first aid, cardiopulmonary resuscitation [CPR], and the use of automated external defibrillators [AED]** - Beginning with first-time ninth-grade students in the 2016–2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. 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](#).

**Requirements: Advanced Studies Diploma - For Students Entering 9th Grade for the 1st Time in 2018-2019 & beyond**

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
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.
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 or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.
History and 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.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health and Physical Education	2	0	N/A
Fine Arts or Career and Technical Ed	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, or International Baccalaureate Course or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either [i] complete an Advanced Placement, honors, or International Baccalaureate 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.
- **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.

## Governor's Seal Requirement

Students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete at least one advanced placement [AP] course, or one college-level course for credit will receive the Governor's Seal on the diploma.

## Grade Point Average

Grade Point Average [GPA] is one of the primary factors used by colleges, scholarship committees, and employers in the selection of students for admission, scholarship awards, and employment. It is imperative that a student's GPA accurately reflects the performance of the student.

All courses taken at Orange County High School are included in the calculation of GPA. Numerical grade equivalents are weighted on the basis of difficulty of courses. Generally, numerical equivalents are assigned on the four point scale listed here:

- A=4; B=3; C=2; D=1; F=0

Honors level courses have a higher numerical equivalent than standard level high school courses to reflect the rigor involved in the coursework. The following numerical equivalents are used for honors courses:

- A=4.5; B=3.5; C=2.5; D=1.5; F=0

Advanced Placement [AP] courses, Dual Enrollment courses [DE], and Blue Ridge Virtual Governor's School [BRVGS] courses have a higher numerical equivalent than other high school courses to reflect their substantially greater difficulty. The following numerical equivalents are used for AP, DE and BRVGS courses:

- A=5; B=4; C=3; D=2; F=0

If a student retakes a course for a higher grade, the higher of the two grades will be counted toward the GPA. The lower of the two grades will be designated as an audit and will not count against the student's final GPA.

## Students Enrolled in Special Programs

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### Alternative Education

Orange County High School strives to offer educational opportunities for all students. Occasionally, it is necessary for a student to attend an alternative educational setting to continue progressing in school. Students are placed into this program based on behavioral, academic, and/or attendance issues. These programs include:

- After-school Program- Students who require an alternative placement may apply or may be asked to apply for the Alternative Education Program [an application can be obtained from the Counseling Center]. Students participating in the after-school program will be placed in four classes per semester that meet at OCHS after regular school hours. Classes offered will include those in the areas of English, mathematics, science, and social studies.
- GED Preparation- General Equivalency Diploma Preparation classes are offered at OCHS. Any student age 16 or older interested in applying for this program should consult with a counselor. Students in this program will work to prepare for the GED test and must remain in the program until they have passed. Participating students must display proficiency in selected areas.
- APEX Lab- The APEX Lab program is provided as a preventive support for students who are not succeeding in the traditional classroom setting. Students obtain academic credit and extended teacher support in an alternative setting. The ultimate goal is for students to develop the attitude and habits required to successfully transition back to mainstream classrooms and to graduate.

## Special Education Services

A case manager is assigned and an Individualized Educational Plan [IEP] is developed for students found eligible for special education services. Services may range from consultation with a special education teacher to a self-contained educational program. Students receiving a standard diploma are expected, with accommodations, to meet the same requirements as the general student population.

- **Diploma Options for Special Needs Students**
  - Advanced Studies Diploma
  - Standard Diploma
  - Applied Studies Diploma
    - Students will participate in an applied studies curriculum per the IEP
    - Students will participate in the Virginia Alternative Assessment Program
  
- **Special Service Levels at OCHS**
  - Mainstreaming: Students will be placed in general education classes with accommodations put in place by the IEP team and provided by the general education teacher.
  - Inclusion: Students are placed in the general education classroom with both a special and general education teacher. Accommodations are put in place by the IEP team, and provided by both classroom teachers.
  - Parallel Curriculum: Students are placed in a special education classroom. Parallel classes follow the SOL guidelines, and students are responsible for taking the SOL exam.
  - Applied Studies: Students are in a special education classroom and participate in a life-skills curriculum.

## Academically Gifted Student Services

Academically gifted students are encouraged to take a rigorous program of studies as their special abilities and interests permit. In developing their four-year academic plans, students need to be aware of the availability of special interest classes at each grade level which include Honors/Advanced Placement [AP] Program, the Blue Ridge Virtual Governor's School, and the Dual Enrollment program. Other programs such as the Summer Governor's School and Destination Imagination are available to interested students. Academically gifted students should consult their school counselor for opportunities to enrich their high school curriculum.

## Blue Ridge Virtual Governor's School

The Blue Ridge Virtual Governor's School is available to a limited number of students at Orange County High School. In this program, students from OCHS along with students from five neighboring counties learn through local instruction and through instructional technology.

Students who successfully complete the BRVGS curriculum, which will include specific, technologically-delivered courses as well as existing Honors, Dual Enrollment and Advanced Placement high school courses, will receive a Governor's School seal on their diplomas upon graduation.

BRVGS courses will be limited to thirty-six students per year. Admission to BRVGS is available to incoming ninth-graders through a rigorous application process that will include ability testing, a performance task, GPA and personal interviews.

For more information about Blue Ridge Virtual Governor's School curriculum and requirements please go to: [www.brvgvs.k12.va.us](http://www.brvgvs.k12.va.us)

## Enrolling in Classes for College Credit

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Eligible students may earn post-secondary credit while they are enrolled at OCHS by taking dual or joint enrollment classes, a college class taught over the Internet, or an Advanced Placement class.

### Eligible Students

OCHS juniors and seniors wishing to take post-secondary classes while enrolled at OCHS must have met the following entrance requirements:

- Earned a cumulative grade point average [GPA] of 2.0 or higher.
- Passed all prerequisite high school classes
- Earned a passing score on any required placement test.
- Submitted any required admission application to the college or school.
- Paid all required tuition and related fees. Students who wish to register for post-secondary classes should be prepared to pay their tuition within 15 days of receipt of a bill from the dual enrollment liaison.

Lack of academic progress or failure to carry the minimum classes will result in an administrative review leading to possible removal from the post-secondary program. Official course information such as withdrawal action and final grades must be sent to the OCHS principal and will appear on the OCHS transcript.

### Dual Enrollment Program

See the DE Coordinator in guidance for more information about specific course placement requirements.

Three types of Dual/Joint Enrollment programs are available to OCHS students:

- Joint Enrollment at a community or four-year college.
  - To be eligible students must:
    - Satisfy the college's admission requirements and course prerequisites prior to registering for classes.
    - Be responsible for transportation, tuition, books, and related fees.
    - Take at least one 3 hour course each semester at the admitting institution.
    - Follow the college's academic policies and calendar.
- Full Day Dual Enrollment at a community or four-year college or at an accredited technical school.
  - To be eligible students must:
    - Satisfy the college's admission requirements and course prerequisites prior to registering in classes
    - Be responsible for their own transportation, tuition, books, and related fees.
    - Take at least four three semester hour courses each semester at the admitting institution
    - Follow the college's academic policies and calendar.
- OCHS/Germanna Dual Enrollment
  - Courses are approved community college courses taught at OCHS. To be eligible students must:
    - Satisfy the college's admission requirements and course prerequisites prior to registering in classes.
    - Be responsible for tuition, books, and related fees.
    - Follow Germanna Community College's academic policies and calendar.

## Online College Credits

Eligible students who wish to earn online college credits from accredited colleges while enrolled at OCHS may do so through an interactive, computer based model of instruction. Flexible scheduling is available to students who wish to begin work towards a bachelor's degree. However, OCHS recommends that students who do so be highly motivated and have strong writing ability. Computer experience, while helpful, is not necessary, and OCHS will try to assist those students who lack the computer hardware necessary to participate in this program. Interested students should contact their counselor for further details.

## Advanced Placement Program

At OCHS, some AP classes are one year courses, which award two high school credits [1 elective credit for prep course in the fall semester, 1 core credit in spring semester]. In the spring, AP students are offered the opportunity to take AP exams, which are scored by the College Board and sent to colleges of the student's choice. The awarding of college credit is determined by the policies of the college and the score the student earns on the AP exam. Students should confer with the college regarding the school's policy with regard to AP credit.

- AP Guidelines
  - AP grades are weighted for GPA calculation on a five-point scale: A = 5, B = 4, C = 3, D = 2, F = 0.
  - Some Advanced Placement classes that are taught as full year courses have the first term designated AP Prep and the second term designated AP. Not all AP classes are full-year classes. Unless otherwise noted, classes will be one semester in duration.
  - Any student receiving an F as a final grade for an AP Prep class will be removed from the spring term AP class. A student earning a D in an AP Prep class must obtain the permission of the teacher and counselor to continue in the AP class for the spring term.
  - All students taking AP Prep and AP classes should have an intense interest in the subject matter and be willing to give the full amount of time required to be successful. Students who are experiencing difficulty in the AP class or AP Prep class must meet with their teacher, school counselor and administrator [if necessary] to develop a plan to ensure successful completion of the class.
  - Summer enrichment work will be required for all AP courses.
  
- AP Class Selection Recommended Guidelines
  - Counselors will use the following guidelines to assist students who wish to enroll in AP courses:
    - AP English Literature and Composition [AP English 12] full year; paired with AP US Government
      - Complete AP English 11 with a C or above
      - Be recommended by the previous English teacher.
    - AP English Language and Composition [AP English 11] full year; paired with AP US History
      - Complete English 10 Honors
      - Be recommended by the previous English teacher
    - AP American Studies [full year; AP English Language and Composition and AP US History]
      - Complete [2] AP Human Geography, World Studies, or World Studies II with a C or above.
      - Be recommended by the previous social studies and English teachers.
    - AP Biology [full year]-available online through Virtual Virginia only
      - Complete Biology I Honors and Chemistry Honors with a C or above.
      - Complete Algebra I with a C or better.
      - Be recommended by the previous science teacher.
    - AP Calculus [full year]

- Complete Pre-calculus with a C or above.
- Be recommended by the previous math teacher.
- AP Chemistry-available online through Virtual Virginia only
  - Complete Chemistry I with a C or above.
  - Complete Algebra II with a C or above
  - Be recommended by the previous science teacher
- AP Latin- available online through Virtual Virginia only
  - Complete Latin III with a C or above.
  - Be recommended by the previous Latin teacher.
- AP French- available online through Virtual Virginia only
  - Complete French IV with a C or above.
  - Be recommended by the previous French teacher.
- AP Environmental Studies- available online through Virtual Virginia only
  - Complete Earth Science I, Biology I, and Algebra I
  - Be recommended by a science teacher.
- AP European History- available online through Virtual Virginia only
  - Complete World Studies I
  - Be recommended by the previous social studies teacher.
- AP Government [full year; paired with AP English Literature and Composition]
  - Complete World Studies II or AP European History, and American Studies or US History.
  - Be recommended by the previous social studies teacher.
- AP Statistics
  - Complete Algebra II and Geometry.
  - Be recommended by the previous math teacher.
- AP Human Geography [full year; paired with English 10 honors]
  - Complete World History I
- AP World History I and AP World History II [full year Students will participate in the World History I Sol, the World History II SOL and the World History AP exam]
  - Be recommended by the previous social studies teacher

\*Students wishing to take online Virtual Virginia courses should register with their counselor before April 1, 2020. Opportunities to register for Virtual VA classes at the beginning of the school year will not be available.

## Governor’s Initiatives for Education for a Lifetime

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### Virtual Virginia Advanced Placement Program

The Virtual Virginia Advanced Placement Program provides a variety of college-level courses and enables students to earn college credit. Students can earn up to 15 hours of college credit during high school. Online Internet-based AP courses are available to all qualified Virginia students. Online courses include:

- AP English Literature and Composition
- AP U.S. History
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- AP Government & Politics
- AP Government and Politics: Comparative
- AP Environmental Science
- AP Latin Literature

- AP Physics B
- AP English Language and Composition
- AP Microeconomics
- AP Macroeconomics
- AP Biology
- AP Psychology
- AP Human Geography
- AP Spanish Language
- AP Chemistry
- AP Art History
- AP European History
- AP World History

Interested juniors or seniors should meet with their school counselor to determine if they qualify for this program. Other courses offered by the Virtual VA program are available each year. For additional information, see the links at <http://www.virtualvirginia.org>.

### Early College Scholars

Participating students sign an Early College Scholars Agreement, which is also signed by the student's parents or guardians, principal, and school counselor. Students who meet the terms of the agreement are recognized as Early College Scholars and receive a certificate of recognition from the Governor.

- To qualify, a student must:
  - Have a “B” average or better
  - Be pursuing an advanced studies diploma; and
  - Be completing or have completed college-level coursework [i.e. Advanced Placement, or Dual Enrollment] equal to at least 15 transferable college credits.
  - Tuition costs for Virtual VA AP courses will be covered by the Virginia Department of Education (A portion of AP test fees are paid by the school board. See Testing Coordinator for specific costs).
  - Interested juniors or seniors should meet with their school counselor to determine if they qualify for this program. For additional information please see the links at [http://www.doe.virginia.gov/instruction/graduation/early\\_college\\_scholars/](http://www.doe.virginia.gov/instruction/graduation/early_college_scholars/).
  - Costs for College courses taken off the OCHS campus will be the responsibility of the student.

## About Administrative Policy

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### Spring Term Schedule Adjustments

Because availability is limited, requests for spring term schedule changes are prioritized as follows:

- Students transferring from other high schools.
- Seniors who have failed classes required for graduation and who have attended school regularly.
- Underclassmen who have failed part 1 level classes for spring term classes.
- Students who request schedule changes due to change in educational plans.
- Seniors who have poor attendance.
- Previously withdrawn students.

## Withdrawal Policy

Students who withdraw from scheduled classes after the first three weeks of the term will have either a Withdrawal Fail or Withdrawal Pass figured into their grade point average [GPA] based on their current course grade. Any exceptions for extenuating circumstances must be approved by an administrator.

## Registration for New Students during the School Year

- New students enrolling in OCHS during the school year must present evidence of enrollment in another school. Students enrolling after the first 20 hours of classroom instruction will follow a program designed to maximize their opportunity to learn. All students and their parents or guardians will work with the OCHS Counseling Center to develop a course of study that meets graduation requirements for the student's desired diploma.
- Parents or legal guardians\* who enroll new students in OCHS for the first time must present the following before classes will be assigned:
  - Original birth certificate
  - Immunization records
  - Proof of residence
  - Custody assignment documents
- Additionally, the following information must be received from the student's previous school:
  - Official transcript of classes earned to date, current grades, test scores, and when special services are required, individual educational plans from the previous school.
  - Discipline records [students with discipline records may be required to meet with an administrator to determine the student's appropriate placement.]
  - Attendance records
  - Results of SOL testing

\*Must be official county residents or have permission from the School Board office to enroll their child in school.

## Summer School

Summer school offerings for 2022 will include remediation for students who have failed SOLs. Credit recovery courses will be offered through an online platform if there is sufficient need, and will require some face-to-face meetings with certified teachers.

## Homebound Instruction

Students who suffer from a medical difficulty that prevents them from attending school may obtain homebound instruction from the Orange County School Board free of charge. A physician must sign the appropriate form specifying that homebound instruction is necessary and possible, and the doctor must list the dates it will be required. Homebound instruction will be provided for students who will be out of school for two or more weeks. Certain limitations may apply because of course requirements.

## Textbooks & Supplies

Textbooks are free; however, some classes such as art, science, and physical education [P.E.] require fees for necessary materials or for clothing that is needed for participation. Those who cannot afford these fees may apply for assistance through the Counseling Center. Note: Because active participation will be required from the beginning of each physical education class, students need to bring the necessary payment to purchase their gym uniform the first day. Students enrolled in dual enrollment classes are responsible for their own tuition, books, and related fees.

## Sports Eligibility

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### Guidelines

As a member of the Virginia High School League, Orange County High School adheres to VHSL policies and practices. Therefore, all OCHS students who wish to participate in interscholastic sports or drama competition must meet the following standards set by the VHSL:

- Be enrolled in Orange County High School.
- Be promoted to the ninth grade or have earned 3 credits in the previous school term/semester.
- Be enrolled during the term in which they are participating, in classes for which they can earn at least 3 credits.
- Submit a completed Athletic Participation / Parental Consent / Physical Examination Form. This form, which must be submitted each school year, permits the student to participate for the entire school year. Note: Students will not be allowed to practice or play if the Athletic Director does not have this form on file.
- Students and their parents are also required to review the Athlete & Parent Handbook and to sign the acknowledgement that they understand the information on concussions and the proper care for an athlete with a concussion.
- All students transferring to Orange County High School from another county in Virginia or another state are required to follow the same eligibility guidelines as mentioned above, given that the student has not participated in a particular interscholastic sport at any time during the school year in their previous school.
- All athletes must maintain a “C” average in all of their classes; if students do not maintain a “C” average, they have the potential of being placed on academic probation and/or may not be eligible to play their sport.

### Sports Offerings

Orange County High School is a Level AAA member of the Virginia High School League [VHSL] and a member of the Commonwealth District and Northwest Region. Orange participates inter-scholastically with high schools in the district and with schools of other districts and levels. Currently, the following sports are available for eligible students:

FALL	WINTER	SPRING
<ul style="list-style-type: none"> <li>● Football*</li> <li>● Cross Country</li> <li>● Field Hockey*</li> <li>● Cheerleading</li> <li>● Competition Cheer</li> <li>● Golf</li> <li>● Volleyball*</li> <li>● ESports</li> </ul>	<ul style="list-style-type: none"> <li>● Basketball*</li> <li>● Cheerleading</li> <li>● Wrestling*</li> <li>● Gymnastics</li> <li>● Indoor Track</li> <li>● Swim Team</li> <li>● ESports</li> </ul>	<ul style="list-style-type: none"> <li>● Softball*</li> <li>● Baseball*</li> <li>● Track</li> <li>● Tennis</li> <li>● Soccer</li> <li>● Lacrosse</li> <li>● ESports</li> </ul>

\* Varsity and JV

## Course Offerings

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### Selection of Courses

Students are encouraged to work with the counseling staff, teachers, and parents to develop a four year high school plan as well as a post-secondary plan. All students are expected to choose rigorous and meaningful courses in order to prepare them for college or entry into the workforce. All courses listed within this publication are subject to cancellation or change if an instructor is not available or if the administration determines that there are too few students requesting the course. All courses are one credit courses unless otherwise noted.

### Course Listings by Department:

Virginia Department of Education course codes are listed in parentheses after each course's name.

## CAREER AND TECHNICAL EDUCATION

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Students must complete two sequential electives. Selecting a Career and Technical concentration will meet this requirement. Please see your counselor for more details.

### ⇒AGRICULTURE

#### *Foundations of Agriculture, Food and Natural Resources [8006]*

Grades 9 - 12. This introductory course covers the broad field of agriculture. Topics include: principles of soil science, rural and urban living, leadership training, and resource conservation. Half of the class is devoted to shop-work, which includes welding, metal work, and woodworking. Students may earn an additional 1/2 credit by participating in a supervised agricultural experience [SAE], contributing to community service projects, and taking part in activities in the local FFA. Agriculture courses are designed to enhance SOLs in core areas.

#### *Introduction to Animal Systems [8008]*

Grades 9 - 12. Prerequisite: successful completion of course 8006 Foundations of Agriculture, Food and Natural Resources if the student is currently in 9th grade. Students develop competencies in each of the major areas of the Animal Systems career pathway including animal nutrition, reproduction, breeding, care, and management. Students learn agricultural mechanics applicable to animal systems. As with all agriculture courses, students will be exposed to principles of leadership and opportunities within student organizations along with Supervised Agricultural Experience opportunities.

#### *Equine Science [8015]*

Grades 10 - 12. Prerequisite: successful completion of course 8008 Introduction to Animal Systems. In this course, students learn how to care for and manage horses. The major instructional areas include equine health, nutrition, management, reproduction, training, evaluation, and showmanship. Additional instruction in tools, equipment, equine facilities management, business management of equine enterprises, and the economics of boarding, training, and merchandising horses is included.

### *Small Animal Care [8081]*

Grades 10 - 12. Prerequisite: successful completion of course 8008 Introduction to Animal Systems. Students learn how to care for and manage small animals, focusing on the connection between humans and animals, animal behavior health, nutrition, management, and reproduction. Opportunities to handle live animals may occur. Course content also includes instruction on the tools, equipment, and facilities used in the small animal care industry.

### *Livestock Production Management [8012]*

Grades 10 - 12. Prerequisite: successful completion of course 8008 Introduction to Animal Systems  
Course includes instruction in agricultural mechanics, with emphasis placed on the application of mechanical skills to farm power and machinery, as well as on soil and water management, supervised farming programs, and leadership training.

### *Veterinary Science I [8088]*

Grades 11 - 12. Prerequisite: successful completion of either 8015 Equine Science, 8081 Small Animal Care or 8012 Livestock Production Management. Veterinary Science I prepares students for postsecondary education and/or careers in veterinary medicine or related fields. Students develop their skills in anatomy, nutrition, medical terminology, sanitation, clinical exams, and handling animals. Live animal handling may occur. Course content also includes facility maintenance, and office functions, as well as safety practices. The National FFA Organization, Supervised Agricultural Experience (SAE), or related student organization activities are encouraged.

### *Veterinary Science II [8089]*

Grades 11 - 12. Prerequisite: successful completion of 8088 Veterinary Science I. Students expand their knowledge of animal science and the care of animals, including animal structure and function, microbes and disease prevention, parasitology, and genetics and breeding. Students develop more advanced skills and techniques for assisting the veterinarian/technician in the following areas: performing first aid and surgery, applying aseptic techniques, performing technical functions, administering medication, handling death and dying, working with wildlife, and performing office functions. On-the-job clinical instruction coordinated by the instructor may be included in veterinary offices or animal clinics.

### *Introduction to Power Structure and Technology Systems [8016]*

Prerequisite: successful completion of course 8006 Foundations of Agriculture. This introductory course prepares students for careers in agricultural mechanics, fabrication, and construction. Students receive hands-on experience with the operation, maintenance, and repair of agricultural equipment. Other experiences will include the use of tools and equipment for agricultural structures, electricity, welding, and carpentry.

### *Agricultural Fabrication & Emerging Technology [8019]*

Prerequisite: successful completion of 8016 Introduction to Power Systems  
Students will receive instruction in metal fabrication, including cutting, welding, and cold metalworking processes, for agricultural applications. The course will also include the investigation of emerging technologies used within the field of agriculture. Leadership and career skills will be incorporated throughout.

### *Small Engine Repair [8021]*

Prerequisite: successful completion of course 8019 Agricultural Fabrication & Emerging Technologies. This course offers an intensive study of the operation, maintenance, and repair of small gasoline engines. Instructional topics include principles of operation of internal combustion engines, repair and service procedures, and disassembly, overhaul, and reassembly. Instruction may also include the operation of two-cycle and four-cycle engines commonly found on lawn mowers, garden tractors, snow blowers, rotary tillers, chainsaws, and other equipment.

### *Introduction to Plant Science [8007]*

Prerequisite: successful completion 8006 Foundations of Agriculture. Students develop competencies in each of the major areas of the Plant Systems career pathway, including applied botany, plant propagation, and plant care and selection. Instructional content also includes an introduction to the various aspects of the plant systems industry. Students learn agricultural mechanics applicable to plant systems.

### *Horticulture Sciences [8034]*

Prerequisite: successful completion of course 8006 Foundations of Agriculture and 8007 Introduction to Plant Science. This course prepares students for postsecondary educational career programs and entry-level positions in the horticulture industry. Instruction includes safety in the horticulture industry, the science of horticulture and nursery plant production, greenhouse operation and management, landscape design, and turf management. Through hands-on activities, students will identify and manage plant-growing substrates and propagate and grow horticultural plants in the greenhouse and land laboratory.

### *Greenhouse Plant Production & Management [8035]*

Grades 10 - 12. Prerequisite: successful completion of 8034 Horticulture Science

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

### *Landscaping I [8036]*

Grades 10 - 12. Prerequisite: successful completion of 8034 Horticulture Science and 8035 Greenhouse Plant Production and Management. Landscaping offers skilled workers satisfying career opportunities in varying working environments. The expanding and ever-evolving green industry requires skilled workers for high-demand occupations offering educational and leadership opportunities. This course focuses on preparing students for entry-level employment, postsecondary opportunities, and advancement in the landscape design, construction, and maintenance industries.

### *Landscaping II [8039]*

Grades 10 - 12. Prerequisite: successful completion of 8036 Landscaping I

Landscaping II offers skilled workers satisfying career opportunities in varying work environments. The expanding and ever-evolving green industry requires skilled workers for high-demand occupations that offer educational and leadership opportunities. This course focuses on preparing students for entry-level employment in the landscaping industry through hands-on experiences, to include landscape design, installation, and maintenance, incorporating technology, plant and soil science, and utilizing landscaping tools, equipment, and machinery.

## ⇒ **BUSINESS & INFORMATION TECHNOLOGY**

### *Economics and Personal Finance [6124]*

11th Grade or above. This course presents economic concepts that help students interpret the daily news, understand how interdependent the world's economies are, and anticipate how events will impact their lives. The understanding of how economies and markets operate and how the United States' economy is interconnected with the global economy, prepares students to be more effective participants in the workplace. Students learn the benefits of compound interest over time and that poor money management can lead to difficulty in obtaining credit. Students practice weighing costs and benefits of options when making choices about such things as careers, insurance, housing, investments, savings, automobiles, and health care. This course is required for graduation.

### *Principles of Business & Marketing [6115]*

Students will be prepared for additional business courses and will attain a general working knowledge about types of business, economics, world affairs, marketing, business management, and communication. Students will read and analyze a variety of printed material. Students will develop technical writing skills and communication skills. Various businesses will be researched using the Internet. Topics reinforce English, math and economic SOLs. Upon completion of the competencies in this course and Business Management, the student will qualify for 3 credits for Business 100 at Germanna Community College only if the student plans to major in business at GCC..

### *Accounting [6320]*

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

### *Computer Information Systems [6612]*

Prerequisite: successful completion of 6617 Digital Applications

Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies.

### *Digital Applications [6617]*

This course is designed for secondary school students to 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 that can be applied across the curriculum and offers preparation relevant to 21st century skills and postsecondary education. Students who successfully complete this course may be eligible for a rigorous and relevant industry certification examination. Student skills may be enhanced by participation in work-based learning activities and/or the Future Business Leaders of America [FBLA].

### *Design, Multimedia, and Web Technologies [6630]*

Prerequisite: successful completion of 6612 Computer Information Systems

Students develop proficiency in designing and creating desktop-published projects, multimedia presentations/projects, and Web sites, using industry-standard application software. Students apply principles of layout and design in completing projects. Students create portfolios that include a résumé and a variety of desktop-published, multimedia, and Web-site projects produced in the course.

### *Design, Multimedia, and Web Technologies, Advanced [6631]*

Prerequisite: successful completion of 6630 Design, Multimedia and Web Technologies

Students develop advanced skills in interactive media and publications for print and electronic distribution. Students work with sophisticated hardware and software, applying skills learned to real-world projects for entering the workforce or higher-education. Successful students with a sequence concentration in CTE courses will have the opportunity to obtain industry certifications in Workplace Readiness and the Internet and Computing Core Industry Certification [IC3 GS4, and eligible for college credit with ACE college member institutions].

### *Entrepreneurship Education [9093]*

This semester-long course introduces students to the exciting world of creating, owning, and launching their own business. Students will learn concepts and techniques for planning an innovative business and living the entrepreneurial lifestyle. Coop available.

Note: Entrepreneurship Education may be offered as a complement to an existing concentration sequence in any Career Cluster. In some instances, where noted, it may be combined with specific courses to create concentration sequences.

### *Opportunities in Hospitality and Tourism [8139]*

DECA Students Only. This semester-long course examines the components of the hospitality and tourism industry, including attractions, lodging, transportation, and food and beverage. Other topics include the history, political, social, and cultural impacts hospitality and tourism have had on local, state, and global environments. Students will develop competencies in the areas of communication, customer service, marketing, industry technology, economics, and management functions, and will be provided with opportunities for hands-on, real-world applications. Applying academic skills from other disciplines [e.g., mathematics, science, English, history/social science] is also a part of this course. Work-based learning available through community liaison. No prerequisites.

## ⇒ COMMUNICATIONS

### *Communication Systems [8418]*

Communication Systems provides experiences in the fields of imaging technology, graphic production, video and media, technical design, and various modes of communicating information through the use of data. Students develop critical-thinking and problem-solving skills using the universal systems model. Students also learn about the impact of communication on society and potential career fields relating to communications.

### *Graphic Communications [8494]*

This course provides experiences related to a wide range of tools and materials used to reproduce information and images. Several mediums are used. Students develop competencies in message design, composition, and assembly, and message transfer and product conversion.

Prerequisite: Communications Systems OR Technical Drawing and Design

### *Video and Media Technology [8497]*

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: pre production, 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. Prerequisite: Communication Systems

## ⇒ FAMILY AND CONSUMER SCIENCES

### *Independent Living [8219]*

Independent Living focuses on managing resources to achieve individual goals; making informed consumer choices; creating and maintaining a living environment that supports the well-being of individuals; living in a global environment; making decisions related to nutrition, clothing and housing; and managing a household.

Students complete a variety of demonstrations and written projects. SOLs in science, math and communication are highlighted throughout.

#### *Child Development and Parenting [8232]*

Prerequisite: 8219 Independent Living recommended

This course focuses on meeting the developmental needs of children, building positive parent-child relationships; and using positive guidance and discipline techniques. Students complete a variety of written and group projects including an independent living simulation and two research activities. SOLs in science, math, and communication are highlighted throughout.

#### *Community Service Learning [9808] Hornet Helpers*

11th and 12th grade only. The course will introduce students to assisting others in an educational environment. Students will obtain leadership skills and build positive relationships by mentoring elementary students in a classroom setting. Students are evaluated through their professionalism, journal reflections, teacher evaluations, and a final project.

#### *Dual Enrollment Introduction to Teaching EDU 200 [9063]*

This course is designed for students who would like to explore a career in education. Students will understand areas of teaching including elementary and secondary curriculum, lesson planning, standards of learning, special education, school safety, policies and procedures, etc. Students will gain a deeper understanding of the concepts through guest speakers and field experiences in classrooms throughout the district. Students will earn a DE college credit transferable to their coursework needed for a teaching degree. Prerequisite: 11-12 grade students

#### *Dual Enrollment Human Growth and Development EDU 207 [9064]*

This dual enrollment course provides an overview of the physical, intellectual, cognitive, language, social, and emotional development of human beings from birth to adolescence. Emphasizes how hereditary and environmental influences impact the development of the whole child. Students must have successfully completed Dual Enrollment EDU 200 Introduction to Teaching.

### ⇒HEALTH & MEDICAL SCIENCES

#### *Introduction to Health & Medical Sciences [8302]*

Introduction to Health Occupations is a fast-paced course designed for the student who is interested in a career in the health/medical field. Topics to be covered, which reinforce science, math and English SOLs, include the history of health care, career choices, medical terminology, the metric system, anatomy and physiology, diseases, vital signs, CPR, medical ethics, patient's rights and human development. Students research and apply realistic information to their interest in the health/medical field.

#### *Nursing Aide I [8360]*

Credit: 2.0 - 2 blocks. Students must be a junior or senior to enroll. Nursing Aide I is a double-block course spring semester. It is an introduction to the skills and knowledge necessary for the field of nursing. The manual skills are practiced in the classroom laboratory and two mornings each week at Dogwood Village of Orange. They include communicating with patients, serving food trays, feeding patients, passing fresh water, and basic personal care skills. Students complete class work on the qualities and attitudes of a Nursing Assistant, nursing ethics, patient observations and communication, basic anatomy and diseases, infection control and patient transfer. English and science SOLs are reinforced. Students completing Nursing Aide I may continue, with instructor approval, in Nursing Aide II for a Nurse Aide certificate.

### *Nursing Aide II [8362]*

Credit: 2.0 - 2 blocks. Prerequisite: successful completion of 8369 Nursing Aide I

Nursing Aide II is a double-block course in the fall semester. It is a continuation of Nursing Aide I with emphasis on the practical application of skills and knowledge dealing with direct patient care. Three mornings each week are spent in clinical rotations with on-the-job experience at Dogwood Village of Orange and other outpatient sites in the area. Students completing Nursing Assistant II are awarded a Nurse Aide certificate and may take the State Board of Nursing C.N.A. Registry test. Upon passing this test, an elective verified credit is earned and students qualify to be employed as a Nursing Assistant in nursing homes, hospitals, hospice and home health care facilities. English, math and science SOLs are reinforced in the classroom and at clinical practice sites.

### *Sports Medicine /Athletic Training I [7660]*

Prerequisite: Biology II recommended

Prevention, recognition and treatment of common athletic injuries will be covered in this class along with First Aid and CPR training [with Red Cross Certification opportunity]. Information learned in the classroom will be applied in the laboratory and field settings. Health and basic biology background recommended. This class is recommended for students interested in Athletic Training, Personal Training, Physical Therapy or Coaching careers.

### *Sports Medicine /Athletic Training II [7662]*

Prerequisite: Biology II recommended and successful completion of Sports Medicine/Athletic Training I.

This class is intended for students who wish to more actively pursue a career in the field of Sports Medicine [Athletic Training, Physical Therapy, Coaching, Kinesiology or Exercise Physiology, or as a Medical Doctor]. It will embrace a hands-on approach to learning more advanced topics in Sports Medicine as set forth by the Instructional Framework for Health and Medical Sciences by the Virginia DOE. Self-directed research and out-of-classroom experiences will be incorporated.

### *Emergency Medical Technician I [8333]*

Credit: 2.0 - 2 blocks. Must be 16 years old. Students focus on the role and responsibilities of emergency rescue workers, basic medical terminology, and health care skills that include first aid; cardiopulmonary resuscitation; aseptic technique; and related anatomy, physiology, and disease knowledge. Supervised work education is provided in a hospital or with rescue squads and is managed by the HOE teacher.

## ⇒**MARKETING**

### *Marketing [8121]*

Prerequisite: successful completion of 6115 Principles of Business and Marketing

Students are introduced to the functions and foundations involved in the marketing of goods, services and ideas. They also achieve the competencies necessary for successful marketing employment. Students study risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, distribution and financing. Foundation competencies include economics, human resources, marketing, and business skills necessary for success in marketing occupations. Topics reinforce English and math SOLs.

### *Sports, Entertainment, and Recreation Marketing [8175]*

10th grade or higher. Prerequisite: successful completion of course 8121 Marketing

This semester-long introductory course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports, entertainment, and recreation industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports, entertainment and recreation events. The course also supports career development skills and

explores career options. Academic skills [mathematics, science, English, and history/social science] related to the content are a part of this course. Coop available.

### *Fashion Marketing [8140]*

10th grade or higher. Prerequisite: successful completion of course 8121 Marketing

In this semester-long specialized course, students gain a basic knowledge of the apparel and accessories industry and skills necessary for successful employment in apparel businesses. Students develop general marketing skills necessary for successful employment in fashion marketing, general marketing skills applicable to the apparel and accessories industry, and specialized skills unique to fashion marketing. Personal selling, sales promotion, purchasing, physical distribution, market planning, and product/service technology as well as academic skills [mathematics, science, English, and history/social science] related to the content are part of this course. Computer/technology applications supporting this course are studied. Coop available.

### *Digital and Social Media Marketing [8125]*

10th grade or higher. This course introduces students to digital and social media marketing. Students explore principles, strategies, tools, and tactics related to consumers, branding, advertising, and promotions. Students explore how success is measured in a digital and social media marketing campaign. This course emphasizes ethics, law, and security. Students also investigate business and marketing plans as well as careers in digital and social media marketing.

## ⇒ **MILITARY SCIENCE**

Leadership Education and Training [LET] 1-8 - [7913, 7916, 7918, 7919, 7920, 7922, 7924, 7926]

Prerequisite: LET 1: complete the 8th grade; LET 2 – 8: completion of prior level

- JROTC is a leadership development program sponsored and supported by the U.S. Army to encourage and promote leadership, citizenship, personal ethics, moral responsibility and self-discipline. The mission of JROTC is to motivate young people to be better citizens. JROTC is neither a military recruitment effort nor “boot camp” training. Program focus is on citizenship and leadership.
- Cadets advance in rank and responsibility and have repeated opportunities to serve in leadership positions. The course is delivered through performance-based learning opportunities requiring cadets to make decisions, demonstrate skills, provide services, solve problems, or create products. Content focuses on Citizenship, Leadership Theory, Foundations for Success, Wellness Fitness & First Aid, Geography, American History, and Government.
- Cadets are required to maintain a military appearance and wear uniforms once a week. All uniforms and instructional materials are furnished free of charge.
- Cadets must complete Physical Training [PT] once a week.
- Cadets participate in many community-service activities, field trips and social events. Cadets may volunteer to attend a one-week summer camp on a military post at minimal cost.
- JROTC enhances a student’s competitiveness for appointment to a military academy or for Senior ROTC college scholarships. For those who join the military after high school, JROTC will earn them early promotions.
- The Senior Army Instructor can drop those cadets that do not achieve course standards from the JROTC program

### *JROTC Teams [7920]*

Credit: 0.5 [each year]. JROTC has six teams – Color Guard, Honor Guard, Drill Team, Raider Team, Rifle Team [pellet rifles] and Orienteering Team. Practices are held after school. Students who are members of a team or teams for at least one year are awarded the OCHS Varsity Letter “O.”

### *Leadership and Citizenship [Independent Study] [7925]*

Credit: Same as regular LET Senior Army Instructor's permission is required.

Known as "5th Block JROTC," this independent study program is available to a select few who have proven themselves to be superior cadets and who are unable to fit the regular LET class into their schedules. This option is for one semester only; thereafter, the student must return to the regular LET class. Students must be able to meet with the instructor, to take exams, and to participate in other JROTC activities after school.

### *LEAD 134 - Military History Staff Ride*

This interactive, participatory seminar/workshop invites participants to explore, experience, and evaluate leadership techniques in historical settings in the United States. It presents students with the issues and challenges faced by acknowledged leaders of the 19th and 20th centuries during periods of armed conflict and great societal changes.

## ⇒ TECHNOLOGY EDUCATION

### *Technical Drawing and Design [8435]*

This course focuses on developing a skills-base for students to begin drafting. Emphasis on: basic lettering and freehand sketching; use of drawing instruments; practice orthographic projections; and isometric drawings to scale. Computer-assisted Design [CAD] is also introduced. Math SOLs are reinforced.

### *Engineering Drawing and Design [8436]*

Prerequisite: successful completion of 8435 Technical Drawing and Design

Students use a graphic language for product design, technical illustration, evaluation of designs, and engineering drawings. Students increase understanding of drawing techniques learned in 8435. Students use computers, calculators, and descriptive geometry and adhere to established standards to solve design problems. Collaborative teams design solutions for identified needs.

### *Architectural Drawing and Design [8437]*

Prerequisite: successful completion of 8435 Technical Drawing and Design

Drafting II and III introduce more sophisticated techniques and skills used in the drafting field. Students practice CAD, drafting skills and techniques, and complex problem solving. Students interpret blueprints and use handbooks and references related to drafting. Topics include: architectural drafting, models, working drawings, and engineering drawings. Students draw using the CAD systems used by professional draftsmen. Math SOLs are reinforced.

### *Advanced Drawing and Design [8438]*

Prerequisite: successful completion of 8436 Engineering Drawing and Design and 8437 Architectural Drawing and Design

Drafting IV is a computer-aided drafting course working with AutoCAD and DATACAD. Students prepare to enter the workforce and develop a sense of responsibility. Math SOLs are reinforced.

### *Technology Foundations [8403]*

This is the first course in the Technology Education pathway. The course focuses on introducing students to the process of design, while providing a foundation for the use of technological equipment and processes.

Laboratory activities allow students to create new designs and products; improve on existing designs; build systems; and analyze technology products. Units include: computer-aided design [CAD], computer assisted manufacturing [CAM], aerodynamics [aircraft and ground vehicle], robotics, computer graphics, tool and machine use, and product design and model building [prototyping]. The course reinforces and builds upon the

SOLs by allowing students to control computer systems, apply mathematics' and sciences' practices and principles to technological problems, research technological subjects, build upon their technical writing skills, and study the evolution of engineering practices and technology solutions.

#### *Technology Transfer [8405]*

Prerequisite: successful completion of 8403 Technology Foundations

An advanced design course that builds on the skills presented in Technology Foundations. Focus is on integrating design skills with critical thinking and problem solving in a technological environment. The SOLs are reinforced through design problems that allow students to apply mathematics, science, and language arts skills to areas of technological study. These areas include: production, prototyping, computer applications, CAD and architectural design, video production, transportation and communication, production planning and application, and other related technologies.

#### *Advanced Graphic Design [9840]*

Prerequisite: successful completion of 8403 Technology Foundations and 8405 Technology Transfer

This course is designed to prepare students for certification in Adobe Certified Associate-Illustrator. Adobe conducted research to identify the foundational skills needed to effectively communicate using digital media tools. Based on feedback from educators, design professionals, businesses and educational institutions around the world, the objectives cover entry-level skill expectations for graphic design and illustration.

#### *Technology of Robotic Design [8421]*

Students engage in the study of computers and microprocessors and their applications to manufacturing, transportation, and communication systems. Topics include computer equipment and operating systems, robotics, programming, control systems, and social/cultural impact of these technologies. Problem-solving activities challenge students to design, program, and interface devices with computer systems. Learning activities include robotics, computer-aided design, computer-aided manufacturing and design, and control of electromechanical devices.

#### *Mechatronics I [8554]*

Prerequisite: successful completion of Algebra I

Students will learn about mechatronic systems in this introductory course, which are mechanical, electrical, and software systems. Mechatronic systems form the foundations of robotics, automation, and advanced manufacturing [such as 3D printing]. The rapidly evolving area of mechatronics offers a variety of career options across many technological fields. Career options may include mechatronics technician/engineer, electrical technician/engineer, process control technician/engineer, instrumentation technician/engineer, machine operators and maintenance technicians.

#### *Mechatronics II [8555]*

Prerequisite: successful completion of 8554 Mechatronics I

Students will build on their knowledge of mechatronic systems in this second-year course. Mechatronic systems, composed of mechanical, electrical, and software systems, form the foundation of robotics, automation, and advanced manufacturing (such as 3D printing). Students will explore mechanical, electrical, and pneumatic/hydraulic systems related to mechatronics, as well as relevant computer technologies. Upon successful completion, students may qualify for industry certification.

#### *Mechatronics III [8556]*

Prerequisite: successful completion of Mechatronics II

Students will build on their knowledge of mechatronic systems in this advanced course. Mechatronic systems are mechanical, electrical, and software systems, and form the foundation of robotics, automation, and advanced

manufacturing (such as 3D printing). Students will apply principles related to pneumatic, electro pneumatic, and hydraulic control circuits as well as basic digital logic and programmable logic controllers (PLCs) in a complex mechatronic system. Students will troubleshoot and resolve malfunctioning pneumatic and hydraulic components and circuits. Upon successful completion, students may qualify for industry certification.

⇒ **TRADE AND INDUSTRIAL EDUCATION**

*Advertising Design I [8570]*

Students explore the skills and principles involved in the development and function of advertising and the production process. In their course of study, students apply aesthetic theories and technical skills to graphic design objectives. Elements covered include principles of design and illustration, typography, photography, computer graphics, and pre-press theory.

*Dual Enrollment Automotive Technology [8506AT]*

(Semesters One and Two)

In this course, students explore, handle, and perform basic functions in engine repair, automatic transmission and transaxle, manual drivetrain 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. The ASE Student Certification is the first step in building a career as a service professional in the automotive industry. Automotive Technology I and II are closely aligned with the 2017 ASE Education Foundation automobile program standards for Maintenance and Light Repair (MLR). This course requires students to complete a weekly lab at Germanna’s Culpeper campus. Prerequisite: Students must have a GPA of 2.0 or higher.

*Dual Enrollment Automotive Diagnostician [8507AT]*

(Semesters Three and Four)

In this course, students build upon their basic knowledge of automotive technology, exploring more advanced tasks in engine repair, automatic transmission and transaxle, manual drivetrain and axles, suspension and steering systems, and brakes. They also learn about electrical, electronic, and HVAC systems in automobiles. Upon successful completion of the course, students may be eligible to take the Automotive Service Excellence (ASE) Student Certification examination. Automotive Technology I and II are closely aligned with the 2017 ASE Education Foundation automobile program standards for Maintenance and Light Repair (MLR). This course requires students to complete a weekly lab at Germanna’s Culpeper campus.

Course Sequence may vary. Students attend a weekly extended lab in Culpeper for hands-on training. See counselor for more information.

Semester One:			Semester Two:	
AUT 100	Intro to Automotive Shop Practices		AUT 111	Automotive Engines I
AUT 241	Automotive Electricity		AUT 112	Automotive Engines II
AUT 266	Automotive Alignment, Suspension and Steering		AUT 136	Automotive Vehicle Inspection

AUT 267	Automotive Suspension and Braking Systems			
Semester Three:			Semester Four:	
AUT 141	Automotive Power Trains I		AUT 121	Automotive Fuel Systems I
AUT 236	Automotive Climate Control		AUT 122	Automotive Fuel Systems II
AUT 245	Automotive Electronics			

### *Information Technology Fundamentals [6670]*

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

### *Computer Science Programming [6640]*

Students in the Programming course explore programming concepts, use algorithmic procedures, implement programming procedures with one or more standard languages, and master programming fundamentals. Coding is used throughout the course. Graphical user interfaces may be used as students design and develop interactive multimedia applications, including game 3 programs. In addition, students employ hypertext markup language (HTML) or JavaScript to create web pages. Students develop their employability skills through a variety of activities.

### *Computer Science Programming Advanced [6641]*

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

### *Cybersecurity Fundamentals [6302]*

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

### *Cybersecurity Technology [8628]*

Prerequisite: successful completion of 6302 Cybersecurity Fundamentals

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 peripherals and use system tools and diagnostic software. They develop skills in computer

networking and resource sharing. In addition, students explore the relationships between internal and external computer components. Upon successful completion of the course, students may qualify to take the CompTIA A+ certification exam.

#### *Cybersecurity Technology Advanced [8629]*

Prerequisite: successful completion of 8628 Cybersecurity Technology

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. The course prepares students for postsecondary education and training and a successful career in information technology. Upon successful completion of the course, students may qualify to take CompTIA's A+ and Network+ certification exams.

#### *Cyber Security Network Systems [8630]*

Prerequisite: successful completion of 8629 Cybersecurity Technology Advanced

This advanced-level course prepares students for postsecondary education and careers in the rapidly growing field of cybersecurity. Students gain competitive skills required to administer, analyze, and secure applications, networks, and devices. Students perform threat analysis and participate in risk mitigation. Concepts include understanding threats, attacks, and vulnerabilities; exploring technology and tools; examining architecture and design; analyzing identity and access management; demonstrating risk management; and examining cryptography and public key management. Upon successful completion of this course, students may qualify for the CompTIA Security+ certification exam. Individuals with a Security+ credential are well-equipped to further develop their skills toward a CompTIA Cybersecurity Analyst [CSA+] credential.

#### *Game Design and Development [8400]*

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.

#### *Introduction to Computer Science Using Python [9832]*

An interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Not only will this semester- or year-long course prepare students for AP Computer Science A and AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student. Language: Python  
Prerequisites: No prior Computer Science Experience Required. Algebra I preferred. Blended delivery with teacher led and online components.

#### *AP Computer Science Principles [3187]*

Prerequisite: successful completion of 9832 Introduction to Computer Science Using Python

An introductory class to computer science with a focus on computational thinking and the tools needed to analyze, study, and work with large data sets to draw conclusions from trends. This course is interdisciplinary as students explore how computer software and other technology can be used to solve problems. It will focus on the ethical implications of technology alongside the mechanical components. Students will learn Scratch and Processing programming languages. Language: Scratch and Processing  
Prerequisites: No prior CS experience required. Algebra II preferred. Blended delivery with teacher led and online components.

### *AP Computer Science A [3188]*

Prerequisite: successful completion of 3187 AP Computer Science Principles

A programming class in Java, a popular in-demand programming language. Java is used to build server-side applications, games, and financial applications, and is the core foundation for developing Android apps. Students will be introduced to topics that include problem-solving, design strategies and methodologies, organization of data [data structure], approaches to processing data [algorithms], analysis of potential solutions, and the ethical and social implications of computing. Language: Java Prerequisites: No prior CS experience required. Algebra II preferred. Blended delivery with teacher led and online components.

## ⇒LAW PUBLIC SAFETY, CORRECTIONS & SECURITY

### *Firefighting I [8705]*

Credit: 2.0 . Must be 16 years old - 120 minute class daily (one block + remediation time). Students learn to fight fires and control the outbreak of fire. Instruction includes fire department organization; use of various kinds of equipment such as extinguishers, pumps, hoses, ropes, ladders, gas masks, hydrants, and standpipe and sprinkler systems; methods of entry and rescue; salvage practices and equipment; and fire and arson inspection and investigation techniques. Students enrolled in this course must join their local volunteer fire department.

## ⇒HUMAN SERVICES

### *Cosmetology I [ 8745]*

Credit: 3.0. 11th grade year long course - 2 blocks per semester.

In this introductory course, students study hair, skin, and nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting or classroom, using manikins for manipulative skill practice. The first-year course emphasizes personal safety, professionalism, and sanitation and disinfection of equipment and facilities. Students develop skills in shampooing and conditioning hair, as well as styling and cutting hair. They are introduced to chemical texture services and develop skills in manicure and pedicure procedures. Students must satisfy a minimum of 840 hours of instruction in a two-year coherent sequence of courses to be eligible to take the Board for Barbers and Cosmetology licensing examination.

### *Cosmetology II [ 8746]*

Credit: 3.0 . 12th grade year long course - 2 blocks per semester. Prerequisite: successful completion of 8745 Cosmetology I

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 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 will be introduced to a business management unit with a focus on managing the salon. Students must satisfy a minimum of 840 hours of instruction in a two-year coherent sequence of courses to be eligible to take the Board for Barbers and Cosmetology licensing examination.

## ⇒ ENGLISH

All OCHS English classes are taught in accordance with the Virginia Standards of Learning [SOLs]. Students will take two English SOLs, EOC Writing in grade 10 and EOC Reading in grade 11.

Honors: Refers to classes designed to prepare students to take college-level English in 11th & 12th grade [Dual Enrollment or AP English 11 & 12].

### *Strategic Reading [1506]*

Students interested in and/or recommended to enroll in the one-semester Strategic Reading Seminar will receive explicit instruction on how to increase their vocabulary and how to approach reading strategically. Students will participate in thirty minutes of Word Study [Vocabulary Building]; thirty minutes of Strategy Instruction [Comprehension Support]; thirty minutes of independent reading through the Scholastic Reading Counts! Program. Strategies that will receive special attention include: Prediction, Monitoring Understanding, Inquiry and Reasoning, Inferential Thinking, Visualization, Making Connections, Summarization, and Reflection. Strategy application in other classes will be one of the graded components of this class. Students interested in improving their reading skills are invited to enroll.

### *Power Reading [1505]*

This course is designed for students enrolled in the Freshman Academy. They will learn and understand the 13 key skills that are necessary to be successful in English 9. The course focuses on language, reading comprehension, writing, and research, speaking, and listening. Students will finish the course fully prepared for English 9.

### *English 9 [1130]*

In addition to focusing on reading skills through the study of various types of literature, students concentrate on research skills, critical thinking, and writing skills, including foundational grammar. At the end of the course, students take a placement test to determine readiness for English 10.

### *English 9 Honors [1133]*

[4.5 GPA Scale] Recommended: Student should have earned a “C” or higher in Language Arts 8.

In addition to focusing on reading skills - both independent and summer - through the study of various types of literature, students concentrate on research skills, advanced critical thinking, and writing skills, including foundational grammar. To be successful in this course, students should be self motivated and have advanced reading skills, as well as grade level writing skills. At the end of the course, students take a placement test to determine readiness for English 10. This Honors class will prepare students for the Advanced Placement [AP] English courses in 11th & 12th grade.

### *English 10 [1140]*

After the successful completion of English 9, students focus on reading skills through the study of the similarities in world literature. Students continue studying research skills, critical thinking, and writing skills, including grammar.

### *English 10 [1140]*

After the successful completion of English 9, students focus on reading and writing skills through the study of the similarities in world literature. Students continue studying research skills, critical thinking, and writing skills, including grammar.

### *English 10 Honors [1144]*

[4.5 GPA Scale] Yearlong course paired with AP Human Geography Recommended: Student should have earned a “C” or higher in 1133 English 9 Honors.

Students focus on advanced reading skills, both independent and summer, through the study of the similarities in world literature. Students complete extensive essays and reading out-of-class. Students continue studying critical thinking and writing skills, including grammar and writing a research essay. Students will take the End of Course Writing SOL upon completion of this course. This Honors class will prepare students for the Advanced Placement [AP] English courses in 11th & 12th grade

### *Genres of Literature English 10 Honors [1143]*

[4.5 GPA Scale] Semester Course

Recommended: Student should have earned a “C” or higher in 1133 English 9 Honors

Students focus on advanced reading skills, both independent and summer, through the study of the similarities in world literature. Students complete extensive essays and reading out-of-class. Students continue studying critical thinking and writing skills, including grammar and writing a research essay. Students will take the End of Course Writing SOL upon completion of this course. This Honors class will prepare students for the Advanced Placement [AP] English courses in 11th & 12th grade

### *English 11 [1150]*

After the successful completion of English 10, students focus on reading skills through the study of American literature. Students continue studying critical thinking and writing skills, including grammar. Students write a research essay and take the Reading SOL test upon completion of this course. This course must be taken for the first time during the student’s junior year.

### *Advanced Placement American Studies [AP English Language & Composition & AP US History] [2305]*

Credit: 2.0 Prerequisite: Students should have successfully completed English 10 Honors with a “C” or higher OR completed English 10 with a “C” or higher, plus teacher recommendation.

This year-long two-credit course combines AP US History and 11th grade AP English Language. Taught at the college level, this course will combine reading and writing about American literature with the close examination of American history. Excellent preparation for 12th grade American Government and 12th grade AP English Literature, this is a challenging class that will require a substantial amount of work out of class, such as reading and essay writing. Also, all students will be required to do summer reading. At the end of the course, students may elect to take both the AP US History test and the AP English Language and Composition exams. Students will also take the US History and 11th grade English SOL tests. A fee is charged for AP US History workbooks. This course must be taken for the first time during the student’s junior year.

### *Advanced Placement English 11 [AP Language and Composition] [1196]*

[5.0 GPA Scale] Prerequisite: Students should have successfully completed English 10 Honors with a “C” or higher OR completed English 10 with a “C” or higher, plus teacher recommendation.

The goal of the AP English Language and Composition course is to not only prepare students for the AP English Language and Composition test; it will also enable students to write effectively and confidently in all their college courses and in their professional and personal lives. The course is designed to help students become skilled readers of American prose and poetry written in a variety of periods, disciplines, and rhetorical contexts, as well as skilled writers in a variety of forms: narrative, exploratory, expository, and argumentative. They will write on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. Students will become aware of the writer’s purpose and audience expectations, as well as the way generic conventions and the resources of language contribute to effective writing. It will help students move from the conventional five paragraph essay to more sophisticated, detailed prose aimed at a mature audience. In addition, it will also enable students to become aware of their own composing processes, including several stages of drafts, as well as know how to organize thoughts and write concisely under time constraints which parallel those on the AP exam. This course must be taken for the first time during the student’s junior year.

### *English 12 [1160]*

After the successful completion of English 11, students focus on reading skills through the studies of British and world literature. Students continue studying critical thinking, and writing skills, including grammar. Students write a research essay. This course must be taken for the first time during the student's senior year. This course must be taken for the first time during the student's senior year.

### *Advanced Placement English 12 [AP Literature and Composition] [1195]*

[5.0 GPA Scale] Credit: 1.0 Prerequisite: Successful completion of AP English 11 with a "C" or higher OR Completion of English 11 with a "C" or higher and teacher recommendation.

Students focus on advanced reading skills through the study of world literature with an emphasis on poetry. Students read extensively out-of-class, which includes ten novels. Students continue studying critical thinking, and writing skills, including grammar and writing a research essay. At the end of the course, students may take the AP Literature test, which could give them college credit. This course must be taken for the first time during the student's senior year.

### *Creative Writing [1142]*

This course is an introduction to the major genres of creative (imaginative) writing, including fiction, poetry, drama, and personal essay (creative nonfiction). The class will examine the creative process through experimentation with a variety of creative exercises. The types of experimental writing will examine the formal, technical elements of fiction, poetry, and drama. In addition, the course will feature reading, analyzing, and critiquing a variety of literary examples, including the student's writing. The course members will compose stories, poems, and dramatic scenes. Finally, this course will prepare the student for more advanced work in creative writing, including fiction and poetry writing. Student work will be required outside of class time.

### *DE ENG 111/112: College Composition/American Literature 1155*

Junior Course. HS Credit: 0.5 per semester [3 hours college credit per semester]

Prerequisite: Students must have a 3.0 GPA

This course introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics: develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing Activities will include exposition and argumentation with at least one researched essay. Additional high school American literature will be studied to fulfill the Standards of Learning.

### *DE ENG 245: Survey of English Literature [DE1160]*

Senior Course. HS Credit: 0.5 per semester [3 hours college credit] (Semester)

Prerequisite: successful completion of DE ENG 111 and 112

This course studies major English works from Anglo-Saxons to the present, emphasizing ideas and characteristics of the British literary tradition. The course involves critical reading and writing.

### *DE Eng 246: American Literature [DE1161]*

Senior Course. HS Credit: 0.5 per semester [3 hours college credit]

Examines American literary traditions and texts from diverse time periods, genres, and authors. Analyzes literary works within their historical, cultural, social, and/or literary contexts. Emphasizes skills of close reading. Develops critical thinking and interpretive skills through discussion, interpretation, and analysis of these texts.

## ⇒ FINE ARTS

### *Instrumental Music*

#### *Concert Band Woodwinds [9240]*

#### *Concert Band Bass and Percussion [9241]*

#### *Symphonic Wind Ensemble [9246]*

#### *Concert Percussion Ensemble [9247]*

Prerequisite: Entrance will be determined on an individual case basis, yet it should be noted that all students willing to develop further their skills as instrumentalists are welcome. Also note that all of these ensembles satisfy the requirement for an in-school ensemble so that students may be admitted to marching band and/or jazz ensemble. Band students will be exposed to and explore the world of concert band music, orchestral transcriptions, and modern wind ensemble repertoire. All band rehearsals occur during the school day, however, it should be noted that there are typically 2-4 concerts throughout the course of a normal semester.

\*NOTE: Students wishing to enroll in any of the four ensembles listed above should simply designate "Band: 1 semester" or "Band: yearlong" when completing course requests for the following year. The OCHS Director of Bands and other Music Department staff will then determine enrollment within ensembles.

#### *Concert Band Woodwinds [9240]*

The Orange County High School concert band is an intermediate instrumental ensemble. Students enrolled in this section should have completed their respective middle school band program with proficiency on a woodwind instrument [flute, oboe, clarinet, bassoon, and saxophone]. In this ensemble, students will develop the skills to graduate to the Symphonic Wind Ensemble. In some cases, new or beginning musicians may join this ensemble by appointment and audition.

#### *Concert Band Brass and Percussion [9241]*

The Orange County High School concert band is an intermediate instrumental ensemble. Students enrolled in this section should have completed their respective middle school band program with proficiency on a brass instrument [horn, trumpet, trombone, euphonium, and tuba] or as a percussionist. In this ensemble, students will develop the skills to graduate to the Symphonic Wind Ensemble. In some cases, new or beginning musicians may join this ensemble by appointment and audition.

#### *Symphonic Wind Ensemble [9246]*

The Symphonic Wind Ensemble is the premier instrumental ensemble at Orange County High School. This ensemble is open to all sophomore, junior, and senior instrumentalists who have completed at least one year of intermediate band. Appointment to this ensemble is at the discretion of the band directors and will come as the result of audition.

#### *Concert Percussion Ensemble [9247]*

Percussion Ensemble is a performing group that consists of high school percussionists from any grade. This ensemble is designed to provide technical instruction and performance opportunities to experienced percussionists as well as other musicians who would like to learn how to play percussion. Many of the students in this ensemble are also a part of the OCHS Drumline.

#### *OC Marching Hornets [9243]*

Credit: 0.5. Prerequisite: Entrance will be determined on an individual case basis. Also necessary for admission into the marching band program is the student's enrollment in one semester of Wind, Concert or Symphonic band. Please note that extenuating circumstances regarding scheduling difficulties should be brought to the band director's attention for enrollment consideration. Band members will participate in an elite ensemble of core-style marchers and will be exposed to the skills and methods necessary for collegiate and corps level

marching. While the benefits of said experiences are great, it should be known that marching band is an ensemble which requires summer and after school rehearsals, as well as attendance at numerous football games and competitions. All skills necessary for success will be taught during band camp, and through practice sessions. Therefore, no prior marching experience is necessary.

#### *Jazz Ensemble [9296]*

Credit: 0.5. Prerequisite: Entrance will be determined on an individual case basis. Also necessary for admission into the jazz program is the student's enrollment in Wind, Concert or Symphonic band. Please note that extenuating circumstances regarding scheduling difficulties should be brought to the band director's attention for enrollment consideration. Jazz Ensemble members will be exposed to the widely diverse genres and styles of jazz music. Through listening, practice, and performance, all members of the jazz ensemble will be exposed to the skills and methods necessary for collegiate level jazz performance. Jazz band rehearsals will occur after school on selected days. No prior jazz performance experience is necessary.

#### *After-School Concert Band [9232]*

Credit: 0.5. This ensemble will meet after school on selected days and will explore the world of concert band music, orchestral transcriptions, and modern wind ensemble repertoire.

#### *Orchestra [9239]*

Prerequisite: Entrance will be determined on an individual case basis.

This course is designed for students who demonstrate proficiency in playing a string instrument and who would like to perform in an orchestral setting. Any questions regarding fees, practice responsibilities, and required performances should be addressed by contacting the orchestra director.

#### *Vocal Music*

##### *Beginning Treble Choir [9260]*

##### *Intermediate Treble Choir [9261]*

##### *Tenor and Bass Choir [9286]*

##### *Concert Choir [9263]*

##### *OC Singers [9264]*

Prerequisite: Placement into each group will be at the director's discretion, however; all students who are interested in choral singing, who wish to perform, and are willing to develop their skills as singers are encouraged to enroll. Also note that these ensembles satisfy the requirement for an in-school ensemble so that students may be admitted to audition for VMEA District and All-State festivals.

Choral students will perform a wide variety of quality literature that spans all musical time periods and explores a variety of cultures. Fundamentals of correct vocal production, music reading, and solfeggio, and proper performance etiquette will be taught. Students are expected to participate in daily rehearsals and several after school concerts in order to fulfill the requirements of these courses. \*NOTE: Students wishing to enroll in any of the four ensembles listed above should simply designate "Chorus: 1 semester" or "Chorus: yearlong" when completing course requests for the following year. The OCHS Director of Choirs and other Music Department staff will then determine enrollment within the four listed ensembles.

##### *Orange County Singers [OC Singers] [9264]*

Prerequisite: Entrance will be determined through the recommendation of the director. Also necessary for admission into this after school group is the student's enrollment in Concert Choir or Women's Chorus. OC Singers is designed for the advanced choral singer who wishes to further their mastery in a smaller, select group. Music from all time periods and a variety of cultures will be performed in a setting that calls for independence and confidence as a choral performer. Students are required to participate in weekly after school rehearsals and school and public performances.

*General Music Electives*  
*Music Appreciation [9222]*

Grade level: 9-12

This course will provide a basic understanding of the form, function, history, and relevance of music in human history. Through text study, demonstration, and listening activities, students will gain an appreciation for this art form, as well as to recognize its role through history and its connection to other fine arts. This exploration will include multicultural studies of music, and will span from the beginning of human sound production to the current trends of our modern music industry.

*Music Theory*

This is an academic class that offers instruction and content knowledge in the areas of music history and practical music function. Students will learn the formulas of music composition and music construction. This class is open to all student musicians. \*This course has an AP option for those students interested in receiving college credit for music theory.

⇒ **Performing Arts**

*Introduction to Drama [1410]*

This course is a beginner's look at the skills involved in dramatic movement, voice, and scene work. It will benefit students who want to pursue theater training and those who want to gain confidence in public speaking, interviews, etc. While this is primarily a performance based class, some of the student's grade is based upon the reading and analyzing of plays and scenes in a written journal.

*Advanced Drama [1440]*

Prerequisite: successful completion of 1410 Introduction to Drama

Advanced drama is a continuation of the work covered in Introduction to Drama in an advanced context. Students will engage in more intensive preparation of their craft.

⇒ **Visual Arts**

*Art I [9120]*

Students are exposed to the purpose and functions of graphic and plastic arts in society. Such design concepts as shapes, colors, single-point perception, and balance are covered. Established art will provide source material for the class. Student activities include drawing and printmaking. Lab fees are collected.

*Art II [9130]*

Prerequisite: successful completion of 9120 Art I

Art II is a continuation of the theories, histories, and practices taught in Art I. Lab fees are collected.

*Advanced Art [9140]*

Entrance will be determined based on teacher recommendation.

The curriculum encourages the development of technical skills, perception, and problem solving. Students are given the opportunity to prepare a portfolio for admission to the college of their choice. Lab fees are collected.

⇒ **WORLD LANGUAGES**

The Virginia Board of Education approved World Language Standards of Learning in June 2000. These SOLs are based on national standards. Course objectives in each language level at OCHS are congruent with the state foreign language SOLs. In addition, all foreign language courses support the English and Social Studies SOLs. The Foreign Language Dept. strongly encourages college-bound students to take at least four levels of one language,

or two of one and three of a second language. Students should plan their language courses so that they are completing their last course in the 11th or 12th grade.

Students also should take care not to wait more than two semesters before continuing to the next level. When more than two semesters have elapsed, students may want to audit the last level taken or have the instructor's permission to continue to the next level.

#### *French I-III [5110, 5120, and 5130]*

Credit: 1.0 per class

French I-III courses are taught based on the TPRS method of instruction. TPRS [Teaching Proficiency through Reading and Storytelling] uses storytelling as the primary means to utilize and expand acquired vocabulary as well as grammatical structures. The vocabulary and structures are contextualized in high-interest stories which students hear, see, act out, and eventually tell and write in their own words. Students also read and discuss short novels at each level. Opportunities for understanding French and Francophone culture are provided through independent and class projects.

#### *Honors Level French I-III [5115, 5125, 5135]*

Credit: 1.0 per class

Students choosing the Honors option in French I, II or III demonstrate superior control and understanding of more abstract linguistic concepts in their written and spoken expression of French. Highly motivated students who plan to continue their study of French to Levels IV-V and beyond high school are encouraged to choose this option, which is offered after the first six-weeks of each course.

#### *French IV-V [5140, 5150]*

Credit: 1.0 per class (These courses will be offered through Virtual Virginia)

[This course may be taken twice in consecutive years; course content will alternate each year and is not sequential.]

French IV/V classes offer students an advanced study of French through exploration of literature, cinema, art, music, history and contemporary customs of the French-speaking world. Skills in oral and written expression are enhanced through an in-depth review and expansion of vocabulary and grammatical structures introduced in Levels I-III.

#### *Spanish I [5510]*

Spanish I is an introductory course designed to develop listening, speaking, reading and writing skills in Spanish. Emphasis is on the acquisition of basic vocabulary and grammatical structures. To be successful in this course, English grammar skills are recommended. Aspects of Spanish culture are also discussed.

#### *Spanish II, III, IV and V [5520, 5530, 5540, 5550]*

(Spanish IV and V will be offered through Virtual Virginia)

Credit: 1.0 per class

Spanish II, III, IV, and V are continuations of the previous Spanish courses, which cover, progressively, more advanced levels of listening, speaking, reading and writing skills.

## ⇒HEALTH & PHYSICAL EDUCATION

#### *PE 9/Health [7310]*

Students will spend 50% of this class in physical education training and 50% of this class in health education.

Physical education content includes: fitness and conditioning; fitness planning; lifelong fitness and wellness; and lifetime sport activities

Health education content includes: alcohol, tobacco, and other drug prevention education; mental health education; nutrition education; personal and community health and safety; lifelong health management; health and lifestyle; first aid; CPR; disease and personal wellness.

#### *PE 10/Driver's Ed Health and Safety [7425]*

Students will spend 50% of this class in physical education training and 50% of this class in driver's education training.

Physical education content includes: fitness and conditioning; fitness planning; lifelong fitness and wellness and; lifetime sport activities

Driver's education content includes: Virginia driver responsibility, preparing to operate a vehicle; basic maneuvering tasks; information processing; driver performance; and driver responsibilities. Successful completion of the Virginia Driver Education classroom Standards of Learning is a prerequisite to obtain a Virginia driver's license. The Behind the Wheel requirement will be offered to students once they have successfully completed the classroom requirements and will be offered at a cost to students and parents.

#### *Health & Physical Education Electives*

##### *Personal Fitness I [7640]*

Prerequisite- completed PE 9/Health and PE 10/Driver's Ed with a "C" or better

Students will work on improving individual athletic skills required to play a team sport. Students must have mastered Physical Education and be highly motivated to participate.

##### *Personal Fitness II [7640B]*

Prerequisite - successful completion of 7640 Personal Fitness I or 7660 Sports Medicine/Athletic Trainer I with a B or better

Students will learn the skills and knowledge needed to obtain personal trainer certification through NASM. This course teaches the techniques and knowledge necessary for trainers. There is some classroom work, as well as workouts. Students will get hands-on training working with other students to design and implement personal fitness plans. Students have the opportunity to take the NASM certification test at the conclusion of the course, graduating as a certified personal trainer. The certification test must be completed within 90 days upon course completion.

##### *Strength and Conditioning [7642]*

Prerequisite- completed PE 9/Health and PE 10/Driver's Ed with a "C" or better

Students will build on knowledge and application of concepts learned in Health and Physical Education. Students will learn proper weightlifting techniques in a controlled program to increase strength for a wide variety of sports. Flexibility, interval running, cardiovascular training and other training techniques needed for intense athletic competition are also covered.

##### *Lifetime Wellness [7428]*

Prerequisite - Students must complete PE9/Health

This course provides an opportunity for students to experience lifetime activities that promote the concept of fitness for life. Instructional units focus on basic conditioning, weight training, proper nutrition, and the appraisal of individual fitness levels. The ultimate goal of this program is to empower students to understand that total fitness is an individual responsibility. The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle. Students should acquire the knowledge, processes, and skills needed to engage in

meaningful physical activity both in the present and for a lifetime. Engaging in a physically active lifestyle will lead to personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness.

## ⇒ MATHEMATICS

All OCHS Math classes are taught in accordance with the Virginia Standards of Learning [SOLs].

\*\*These courses may last one semester or a full school year based on student performance.

### *Power Algebra [3128]*

Yearlong Course. This course is designed for students in the Freshman Academy. Students will learn and understand the 12 key concepts that are necessary to be successful in Algebra I. It is recommended for ninth grade students who have not passed the Math 8 SOL test. The pace of the class will be adapted to meet students' needs. Students will take the state Algebra I SOL at the end of the yearlong course.

### *Algebra I [3130]*

This is the standard math course for freshmen, but can be taken by all grades. This course provides an introduction into Algebra with an emphasis on real number properties, signed numbers, equation solving, graphing, exponents, polynomials, factoring and sentences in two variables. It is a preparation for Geometry, Algebra II and future math courses. An online calculator will be used. Students will take the state Algebra I SOL at the end of the semester.

Required course for a standard diploma.

### *Algebra I [Part I] and Algebra I [Part II] [3131, 3132]*

1 credit per class. This is a year-long course sequence of Algebra designed to give students more time to master the skills required to pass the state required SOL. The topics include solving equations, working with variables, polynomials, radicals, and graphing. An online calculator will be used. The state end of course SOL test will be taken at the end of Algebra I part II.

### *Algebra Functions & Data Analysis [3134]*

This course is intended to bridge the gap between Algebra I and Algebra II. It will place emphasis on deeper understanding of mathematical relationships by solving problems in a series of realistic situations or investigations. Students will construct, reflect on, apply and describe their own mathematical models to interpret real-life data verbally, numerically, symbolically, and graphically using appropriate technology.

Recommended: 10th through 12th graders who have successfully completed Algebra I.

### *Algebra Functions & Data Analysis Vocational Applications [3134A]*

Prerequisite: Student must have passed the Algebra I SOL

This course is intended to apply the skills mastered in Algebra I to practical situations related to applications in the fields associated with the agricultural industry. The course will place an emphasis on a deeper understanding of mathematical relationships by solving problems in a series of realistic situations or investigations. Students will construct, reflect on, apply and describe their own mathematical models to interpret real-life data verbally, numerically, symbolically and graphically using appropriate technology. These applications and models will focus on different aspects of agriculture. The mathematical models will draw from crop management, livestock production, agri-business, horticulture, vineyards and financial management.

### *Geometry [3143]*

Geometry is a semester course designed for students who have completed Algebra I background. Topics covered in the course include: symmetry, similarity, congruence, logic, polygons, trigonometry, and three dimensional

shapes. Students will be using an online calculator. The students will take the state SOL test at the end of the course. Recommended: Students who have successfully completed Algebra I and the Algebra I SOL.

#### *Algebra II [ One Semester]/Algebra II Yearlong [3135]*

This course will focus on new material including algebraic fractions, linear equations and inequalities, radical equations and expressions, rational equations and expressions, inverse and composition functions and statistical distributions. Students will use critical thinking skills and will be expected to use online calculators daily. A yearlong course is also designed to support and develop mathematical skills for students who will be taking the Algebra II SOL test . Recommended: Students should successfully complete the following courses and SOL tests: Algebra I and Geometry. This course is required for an advanced diploma.

#### *Advanced Math [3160]*

This course is designed as a preparatory course for students needing additional support in passing the Virginia Prerequisite Test for dual enrollment access. It is the advanced study of Algebra with Trigonometry and Statistics. College bound students in grades 10 through 12 should complete this course prior to taking Trigonometry. Prerequisite: Students must successfully complete the following courses: Algebra I, Geometry and Algebra II, including passing the Algebra II SOL.

#### *Trigonometry [3161]*

Students will study relations, functions, graphs, trigonometry, polar coordinates, complex numbers, limits and derivatives during this course. The student will analyze and graph mathematical functions as well as use all of the basic trigonometric identities. Students taking this course need a strong background in Algebra, skills such as solving equations, factoring and graphing. Students will need to provide a graphing calculator. Students will be expected to complete daily homework. Prerequisite: Students must successfully complete the following courses: Algebra I, Geometry and Algebra II, including passing the Algebra II SOL.

#### *Computer Math [3183]*

Students will apply programming techniques and skills, using the graphing calculator to solve practical problems in mathematics arising from consumer, business, personal finance, leisure activities, sports, probability and statistics, and other mathematics. Problems will include opportunities for students to analyze data in charts, graphs, and tables and to use their knowledge of equations, formulas and functions to solve these problems. Students will design, write and debug, and document a complete structured program that requires the synthesis of many concepts contained in previous math course standards. Prerequisite: Successful completion of Algebra I. Alternate credit for Standard Diploma

#### *Advanced Placement Calculus [3175, 3177]*

[5.0 GPA Scale] Credit: 2.0 [1 elective credit, 1 math credit]

AP Calculus is a full year long, 2 semester college level course. The AP curriculum and guidelines set by the College Board will be followed to complete differential and integral calculus. Students need strong algebra skills including graphing, problem solving and application, trig unit circle and identities. Students will participate in class and complete daily homework. Students enrolled in this course in the spring are required to take the AP exam in May. A graphing calculator is required. Prerequisite: Students must successfully complete the following courses and their SOL tests: Algebra I, Geometry or Algebra II. They should also complete Trigonometry and PreCalculus prior to enrolling in this course.

#### *Statistics [3190]*

This course is designed to introduce students to the methods of statistical analysis. Critical thinking and algebraic equation solving skills are necessary for this class. Topics include: Data analysis, probability, simulations, distributions, sampling, confidence intervals, applications of statistical methods and hypotheses

testing. Prerequisite: Students must successfully complete the following courses: Algebra I, Geometry and Algebra II, including passing the Algebra II SOL.

### *Advanced Placement Statistics [3192]*

[5.0 GPA Scale]. HS Credit: 1.0 This course is a rigorous course that prepares students to take the AP Statistics exam. The AP curriculum and guidelines set by the College Board will be followed. Topics include: experiment design, data collection, data analysis, regression lines, descriptive statistics, and predictions made from data analysis. Students should expect a fast pace and daily homework. Prerequisite: Students must successfully complete the following courses: Algebra I, Geometry and Algebra II.

### *Pre-calculus [3162]*

Pre-calculus is a rigorous college prep course designed for advanced diploma students that builds on the skills learned in Tri/Advanced Math. Students will be studying topics including: advanced algebra, analytical geometry, exponential functions, logarithmic functions and trigonometric functions. Students will need to provide a graphing calculator. Students will be expected to complete daily homework. Prerequisite: Students must successfully complete the following courses: Algebra I, Geometry and Algebra II, including passing the Algebra II SOL.

### *MTH 161/162: Dual Enrollment Pre Calculus I &II [3165]*

HS Credit: 1 [6 hours college credit] (One Semester) Prerequisite: successful in Algebra II and a GPA of 3.0 Math 163 presents college algebra, matrices, and algebraic, exponential, and logarithmic functions. Math 164 presents trigonometric functions, trigonometric graphs, trigonometric identities, equations and applications; selected topics in analytic geometry; sequences and series.

### *MTH 263: Dual Enrollment Calculus [DE3176]*

HS Credit: 1 [4 hours college credit] (One Semester)

Presents concepts of limits, derivatives, differentiation of various types of functions and use of differentiation rules, application of differentiation, antiderivatives, integrals and applications of integration. This is a Passport Transfer Course. Prerequisite: Placement into MTH 263 or completion of MTH 167 or MTH 161/MTH 162 or equivalent with a grade of C or better.

## ⇒ JOURNALISM

Yearbook I [1215] & Yearbook II [1216]

1 credit per course. In this class, students prepare the OCHS yearbook. Training in writing, editing, photography, layouts, deadlines and leadership are provided as part of the publication process. Summer marketing and fundraising are required. All staffers must enroll in the first semester. Editors should enroll in the first and second semesters. \*Students are selected through an application process in the spring.

## ⇒ SCIENCE

All OCHS Science classes are taught in accordance with the Virginia Standards of Learning [SOLs]. Lab exercises are an integral part of every science class and lab fees are collected for all courses.

\*\*These courses may last one semester or a full school year based on student performance.

### *Biology I [4310]*

This class is designed to provide students with a detailed understanding of the living system. Topics include: the nature of science, chemistry of life, cellular biology, genetics, evolution, ecology, and human anatomy. Emphasis is placed on examining alternative scientific explanations, conducting controlled experiments, analyzing data,

and using scientific literature. Labs, projects and written communication skills are integral to this course. Students take the Biology SOL after completing Biology I.

### *Biology I Honors [4315]*

[4.5 GPA Scale] . 10th grade course. Prerequisite: Environmental Science teacher recommendation

The topics taught in this course follow the Biology I curriculum with a greater emphasis placed on discussion, research and written communication.

### *Biology II: Human Systems [4330]*

Prerequisite: successful completion of Biology I

This course is designed for the student who has completed Biology I and wants to continue studying topics in Biology. Human Systems is the study of the human body and how form is related to function during life. Critical thinking, problem solving, dissection, and research are required. Students considering health-related careers will benefit from this course. This course is structured to aid students in making the transition to college level classes.

### *Biology II: Ecology and Marine Science [4320]*

Prerequisite: successful completion of Environmental Science and Biology I

This course is designed to incorporate the knowledge students gained in Biology I and Environmental Science into the investigation of relationships between organisms and their environments, both on land and in aquatic ecosystems. Students will use scientific methodology to investigate chemical cycles, species diversity, population biology, and environmental issues. Special focus will be on field studies, Virginia watershed ecology, and its effects on marine biology. Multiple labs and projects supplement this curriculum and research and field investigations are also an integral part of this course. This class spearheads the recycling efforts at the high school.

### *BRVGS Advanced Placement Biology [4369, 4370]*

[5.0 GPA Scale]. Prerequisites: Biology I Credits: 2.0 [1 science and 1 elective]

The purpose of this course is to prepare students to take the Advanced Placement Biology exam for which college credits and/or placement may be granted by an approving institution if a qualifying score is achieved. AP Biology is a second-level biology course that utilizes laboratory research activities to acquaint students with the means by which biological information is collected and interpreted. The course is designed for students who have completed the core science curriculum and are now prepared to pursue more advanced and specialized studies. All students are required to take the Advanced Placement exam.

### *Dual Enrollment Biology 101 - [4360]*

[5.0 GPA Scale]. HS Credit: 1.0 Prerequisite: Complete MTE 1-5 and ENG 111 eligible.

Recitation and laboratory 3 hours. Total 6 hours per week may be waived as the prerequisite for BIO 141 for Allied Health students only if the student has taken one unit of high school biology with a lab within five years. Focuses on foundations in cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. This course emphasizes a process of science, interdisciplinary approach, and relevance of biology to society.

### *Dual Enrollment Biology 102 - [4361]*

[5.0 GPA Scale]. HS Credit: 1.0 Prerequisite: Completion of BIO 101. Recitation and laboratory 3 hours. Total 6 hours per week.

Focuses on diversity of life, anatomy and physiology of organisms, and ecosystem organization and processes in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow,

storage and exchange; pathways and transformations of energy and matter; and systems biology. This course emphasizes a process of science, interdisciplinary approach, and relevance of biology to society. Part II of a two-course sequence.

#### *Dual Enrollment Environmental Science I 121 - [DE4702]*

[5.0 GPA Scale] HS Credit: 1.0 Explores fundamental components and interactions that make up the natural systems of the earth. Introduces the basic science concepts in the discipline of biological, chemical and earth sciences that are necessary to understand and address environmental issues. Part I of II.

#### *Dual Enrollment Environmental Science II 122 - [DE4703]*

[5.0 GPA Scale]. HS Credit: 1.0 Explores fundamental components and interactions that make up the natural systems of the earth. Introduces the basic science concepts in the discipline of biological, chemical and earth sciences that are necessary to understand and address environmental issues. Part II of II.

#### *Dual Enrollment Human Anatomy and Physiology I 141 - [4340]*

[5.0 GPA Scale]. HS Credit: 1.0 Prerequisite: Grade 11 - 12, Successfully passed Biology I and the Biology I SOL This class provides an in depth exploration of the human body through the study of the form and function of the human body. Intended for students pursuing a medical career, this class includes lecture and lab components for a total of 4 college credits through Germanna Community College. Dissections, projects and written assignments are required.

#### *Dual Enrollment Human Anatomy and Physiology II 142 - [4350]*

[5.0 GPA Scale]. HS Credit: 1.0 Prerequisite: Grade 11 -12, Earned a C or higher in DE BIO 141 This is a continuation of Dual Enrollment Human Anatomy and Physiology I and covers the remaining organ systems. Upon successful completion, students will earn 4 additional college credits through Germanna Community College.

#### *Chemistry I [4410]*

Prerequisite: successful completion of Algebra II and a passing score on the Algebra II SOL Chemistry I is a one semester college preparatory course that focuses on the interactions of matter and energy. Chemistry is an algebraic based science.

#### *Earth Science I [4210]*

This course is divided into five specific areas of study: astronomy, geology, meteorology, oceanography and natural resources. The course stresses the interpretation of maps, charts, graphs, and profiles as related to each of the four subject areas within the course. Problem solving and decision-making skills are emphasized, especially as they relate to the costs and benefits of utilizing Earth's resources. Students may take the SOL upon completion of Earth Science if the verified credit is needed for graduation.

#### *Power Biology [4362]*

This course is designed for students in the Freshman Academy. Students will learn and understand the 12 key concepts that are necessary to be successful in Biology. It is recommended for ninth grade students who are also enrolled in Power Reading and Power Algebra. The pace of the class will be adapted to meet students' needs.

#### *Environmental Science [4702]*

This course will integrate the study of many components of our environment, including the human impact on our planet with a focus on scientific inquiry, the physical world, the living environment, resource conservation, human impact on the environment, and legal and civic responsibility. Instruction will be done mostly with data

collection and analysis through laboratory experiences and field work. This course will provide a bridge from K-8 science investigations to Biology and Earth Science topics.

### *Environmental Science Honors [4712]*

Prerequisite: Science 8 teacher recommendation

The honors section will incorporate a focus on writing. This will include written current event assignments, research projects and papers, as well as more detailed laboratory responses/reports. In addition, students will be assigned a science fair project that they will work on individually over the course of the semester.

### *Physics I [4510]*

Prerequisite: successful completion of Algebra I

Students in this course will examine the following physics topics: mechanics, electricity, magnetism and wave motion. Coursework involves laboratory activities, in-class assignments and formal assessments that require students to demonstrate problem solving skills in the context of a science scenario. Physics is an algebraic based science; it is a class of applied math. This course follows the Virginia Standards of Learning for Physics; however there is no end of course SOL test. Prior completion of Algebra II is highly recommended prior to taking Physics I Honors. Students may be concurrently enrolled in Algebra II. This course is an alternative to Chemistry or Physics Honors and applies towards an advanced diploma.

### *Physics Honors [4515]*

[4.5 GPA Scale]. Prerequisite: C or higher in Algebra II

Students in this course will examine the following physics topics: mechanics, electricity & magnetism and wave motion. Prerequisite math skills should include, but are not limited to those presented in Algebra II. An emphasis is placed on a mathematical understanding of the physics principles that are presented. Coursework involves laboratory activities, in-class assignments and formal assessments that require students to demonstrate problem-solving skills in the context of a science scenario. Recommended for students interested in Science, Math, Engineering, Medicine, Astronomy or Design Architecture.

## ⇒SERVICE LEARNING

### *Work-based Learning*

Juniors or Seniors Only. Work Based Learning is a program designed to extend student learning outside the walls of the classroom. The focus of the program is Career Exploration and Career Readiness as well as actual work experience.

Multiple opportunities are available to students.

- Job Shadowing
- Employment
- Volunteer Opportunities
- Internships
- Apprenticeships

The Community Liaison is available to help students find these opportunities as well monitor student progress. The process generally begins with a classroom teacher or guidance counselor recommending a student for participation in the program, followed by resume, application, and interview help. Finally the Community Liaison arranges an interview for the student. If a student is placed in a position the Community Liaison then begins the monitoring process.

### *Student Tutor I and II [9890] [9891]*

Credit 0.5 credit. Juniors and Seniors who are on track to graduate with a 3.0 GPA or better may use one block to serve as a Student Tutor. This is an opportunity to develop additional skills while helping students at OCHS or other schools. Student tutors earn one-half credit per semester, and the supervising teacher issues the student's grade. The student will be trained on tutoring techniques and responsibilities prior to being placed with students. **Students may not grade assignments or have access to other students' grades.** The student must apply for this program. An application form is available in the counseling center.

### *Teacher Aide*

(Non-credit bearing). Students who are on track to graduate with a minimum 2.0 GPA and have met the SOL Verified Credit requirements may use one block to serve as a Teacher Aide. This is not a study hall block, but rather an opportunity to develop additional skills while helping a teacher or other staff member with errands, setting up for labs, etc. **Students may not grade assignments or have access to other students' grades.** Teacher Aides do not earn any course credit. The student is responsible for finding a teacher who will sponsor him/her as a Teacher Aide. An application form, available in the counseling center, must be completed in order to register for this program.

## ⇒SOCIAL STUDIES

All OCHS Social Studies classes are taught in accordance with the Virginia Standards of Learning [SOLs].  
Social Studies Department Designations:

### *Advanced Placement*

Advanced Placement [AP] refers to a challenging course of study for students who are considering post secondary education. Courses with this designation are clearly differentiated by the emphasis on the extended use of research, analysis, and writing skills. Students are offered college credit for AP classes if they perform well on the appropriate AP exam [according to the standards set by the College Board].

### *World Studies I [2215]*

World Studies I is a required course for students who wish to earn either a standard or advanced diploma and, when completed successfully, students are awarded one credit. It is suggested that the course be completed in the ninth grade year, however, it is not required to be taken during the freshman year. The course emphasizes the use of research, analysis, and writing skills to study the physical, political, and cultural geography of world regions and cultures. Students are provided a number of resources including computers and literature to study history and current events. The course provides preparation for the SOL test in World History and Geography to 1500 AD.

### *World Studies II [2216]*

10th grade or higher. Prerequisite: successful completion of World Studies I SOL and course grade of C or higher. World Studies II is a required course for students who wish to earn an advanced diploma and, when completed successfully, students are awarded one credit. Students may take the course at any time during their high school career, however, students who wish to take AP courses their junior or senior year should take the course their sophomore year. World Studies II Honors covers history and geography during the Modern Era with an emphasis on Western Europe. While the course is a continuation of World Studies I, an increasing amount of attention is given to political boundaries and situations that continue to develop today. An emphasis is placed on the use of research, analysis, and writing to provide the skills necessary for AP classes. Students take the SOL test in World History and Geography from 1500 AD.

### *Advanced Placement American Studies [AP English Language and Composition & AP US History]*

Credits: 2.0 This year-long two-credit course combines AP US History and 11th grade AP English Language. Taught at the college level, this course will combine reading and writing about American literature with the close examination of American history. Excellent preparation for 12th grade American Government and 12th grade AP English Literature, this is a challenging class that will require a substantial amount of work out of class, such as novel and textbook reading and essay writing. Also, all students will be required to do summer reading. At the end of the course, students may elect to take both the AP US History test and the 11th grade AP English Language test. Students will also take the US history and 11th grade English SOL tests. A fee is charged for AP US History workbooks.

### *US History [2360]*

US History provides one social studies credit to satisfy the graduation requirements for both the standard and advanced diploma. The course provides an overview of the political, social, and economic development of the country from the Age of Exploration to the present day. The development of the United States is studied through major events, documents, eras, and personalities. A wide variety of activities supplement the textbook. Students take the US History SOL test at the end of the course.

### *Advanced Placement US History [2319]*

High School Credit: 1.0 AP US History provides one social studies credit to satisfy the graduation requirements for both the standard and advanced diploma. The course traces the political, economic, and cultural development of the United States. Emphasis is on essay writing, reading, and class discussion as preparation for the Advanced Placement exam. Along with the AP exam, students take the SOL test in US History. A fee is charged for AP US History Workbooks.

### *US Government [2440]*

12th grade course. This course offers the student who completes the course successfully with a credit that satisfies the graduation requirements for both the standard and advanced diploma. This course is designed to develop an awareness of national, state, and local governments. Major course themes include the mechanics of democracy, individual rights and responsibilities, foreign policy, and the capitalist economic system. Current issues and events are also discussed. Writing and oral presentations are required for successful completion of the Course. US Government must be taken for the first time during a student's senior year.

### *Advanced Placement Government and Politics: United States [2445]*

[5.0 GPA Scale] - HS Credit: 1.0 12th grade course. Prerequisite: successful completion of World Studies I, World Studies II, VA/US History and have a recommendation from a previous social science teacher  
Students earn one credit that satisfies the graduation requirements for either the standards or advanced diploma. AP US Government and Politics is a college-level course that provides analysis of the structure and function of local, state, and federal governments and a comparison and contrast of the different political systems throughout the world. Emphasis is on essay writing, reading, and class discussion as preparation for the AP Government and Politics exam. AP Government and Politics must be taken for the first time during a student's senior year.

### *African-American History [2998]*

10th grade or higher. This course offers a view of the history of the United States and the world from the African-American perspective. Through reading and research involving the use of books, diaries, narratives, and the internet, students will explore and examine the impact of the African people on the development of the United States.

### *Contemporary World Religion [2381]*

10th grade or higher. Comparative Religion is a one credit elective course designed to examine the role of religion in human societies – past and present as well as non-Western and Western. Students will become proficient in the various methods used by scholars to describe and explain religion, to assess the influence and success of these methods, and to develop new methods for increasing their knowledge of and religious philosophy, thought, and practice. Students will have the opportunity to raise questions about the present and future significance of religious philosophy, thought, and practice. Students will be able to either work on independent projects or remediate skills and knowledge necessary to be successful in SOL classes within the Social Studies Curriculum.

### *Sociology [2500]*

10th grade or higher. The purpose of this course is to study man in social groups. Students will learn about similarities and differences among cultures. The class will focus on basic institutions of society and the nature of social class. Students will investigate the variety and scope of social problems in the United States such as poverty, discrimination, suicide, and aging.

### *Criminology [2997]*

10th grade or higher. This course is a study of criminal behavior within society. Definitions, trends, theories, treatments, control of crime, in addition to its victims are all examined within the framework of the criminal justice system.

### *Psychology [2990]*

10th grade or higher. The course is designed for students interested in the psychological perspective. Basic theories, research techniques, and detailed psychological methods are examined. Students will engage in a variety of activities and experiments to gain an understanding of psychology concepts.

### *Advanced Placement Human Geography [2212]*

[5.0 GPA Scale]. HS Credit: 1.0 Prerequisite: successful completion of World Geography or World Studies I This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will study diverse peoples and areas organized around concepts that include location and place, scale, pattern, spatial organization, and regionalization. They will also learn about the methods and tools geographers use in their science and practice.

### *AP World History I & II [2380 and 2380B]*

[5.0 GPA Scale]. HS Credit: 1.0 per semester These courses are challenging, college-level history courses that seek to offer an understanding of the larger patterns of human history from roughly 10,000 years ago to the present day. With such a broad scope of study, AP World History focuses less on individual nations or regions and instead focuses on patterns of interaction and shared experiences between societies. For example, we will concentrate both on how people of the world came together at significant places and times as well as how different groups of people shared and developed processes that might not have included direct interaction.

### *Dual Enrollment 211 - PLS 135 US Government I*

HS Credit: 0.5 per semester [3 hours college credit]

Teaches the political structure, processes, institutions, and policymaking of the US national government. Focuses on the three branches of government, their interrelationships, and how they shape policy. Addresses federalism; civil liberties and civil rights; political socialization and participation; public opinion, the media; interest groups; political parties; elections; and policymaking.

*Dual Enrollment 212 - PLS 136 VA/US Government II*

HS Credit: 0.5 per semester [3 hours college credit]

Teaches structure, powers, and functions of state and local government in the United States as related to federalism; constitutionalism; elections; powers of legislative, executive, and judicial powers of state and local government; state- local-federal relations; fiscal matters; metropolitan issues; and policy issues, like health, education, criminal justice and welfare.

*Dual Enrollment PSY 200: Principles of Psychology [2996]*

HS Credit: 0.5 [3 hours college credit]

Psychology 200 surveys the basic concepts of psychology. The course covers the scientific study of behavior, behavioral research methods and analysis, and theoretical interpretations. Course material includes topics that cover physiological mechanisms, sensation/perception, motivation, learning, personality, psychopathology, therapy, and social psychology.

*Dual Enrollment PSY 230: Developmental Psychology [2951]*

HS Credit: 0.5 Studies the development of the individual from conception to death. Follows a life-span perspective on the developmental of the person's physical, cognitive, and psychosocial growth

⇒ **STUDENT COUNCIL ASSOCIATION**

*Student Government Leadership Class [9826]*

Course length: 18 or 36 weeks Credit: 0.5 or 1.0

Prerequisites: SCA Officer and advisor selection

Students improve their own personal leadership abilities by taking on responsibility for planning and implementing student government proposals and activities throughout the year. Students work with Seminar representatives and class officers in fulfilling the tasks of student government. They determine issues of concern to students, conduct meetings to elicit student opinions, write policy proposals, and represent student opinions to faculty and principals. They also plan and put on various student activities such as Homecoming, Spirit Weeks, Pep rallies, Holidays.

## **SPECIAL EDUCATION PROGRAM**

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⇒ **INCLUSION**

For students earning an advanced or standard diploma. Students in this program are expected to complete course goals and participate in SOL testing. Two teachers work together to maximize student learning.

### **MATH**

*Math for Success [3229]*

This course is designed to remediate for the 8th grade SOL. Students will focus on basic math skills including addition, subtraction, multiplication, division, money, fractions, and beginning algebra.

*Algebra I [Part I—3231, Part II—3232]*

1 credit per semester. This course can be completed in either one or two semesters.

### *Geometry [Part I—3244, Part II--3245]*

1 credit per semester. This course can be completed in one or two semesters. It covers such topics as symmetry, similarity, congruence, vectors, polygons and three dimensional shapes.

## **ENGLISH**

### *English 9 [1130]*

Course focus is on reading and writing skills and the elements of epic tragedy, short story, poem and novel.

### *English 10 [1140]*

This course will focus on reading skills through various genres in literature, including fiction, romance, tragedy, and poetry. Writing emphasizes the application of grammar skills in both personal and critical essays and the development of style. Students will have instruction on test-taking skills. An end of course battery of tests will determine mandatory placement in either SOL Prep or English 11.

### *English 11 [1150]*

Students in this course will study American literature and authors, as well as continue writing and grammar skills.

### *English 12 [1160]*

Students study English literature chronologically. Emphasis on expository writing is also a part of the class.

## **SCIENCE**

### *Biology I [4310]*

Students in biology will learn about plants, animals, cell function and ecology. They will conduct investigations and apply biological concepts. A self-paced, differentiated curriculum to accommodate all learning styles.

### *Earth Science [4210]*

Students enrolled in Earth Science will study geology, meteorology, oceanography, and astronomy. This is a hands-on course with many activities and laboratory exercises.

### *Earth Science II*

Computer use and online research activities will be integrated into the extension of Earth Science topics. This course provides an opportunity for remediation of the Earth Science SOL, if necessary.

## **SOCIAL STUDIES**

### *World Studies I [2215]*

Students enrolled in World History will study maps, themes of geography, and the effect of geography on civilizations and cultures. Literature, research, and writing are used in the examination of cultures and places.

### *United States History [2360]*

Students enrolled in US History will study current events and the events that shaped the fabric of our nation.

### *United States History [2460]*

Students will study an overview of the political, social and economic development of the United States from the Age of Exploration to the present. Studied through major events, documents and personalities through the use of maps, graphs, charts and tables. Students will take the U. S. History SOL test.

## HEALTH AND PHYSICAL EDUCATION

### *Health [7725]*

Students will learn information concerning their physical and mental health. Emphasis is placed on drug and alcohol awareness, teenage pregnancy, and safe driving techniques. This is a two-part course requiring a strict attendance policy required by law.

## ⇒PARALLEL CURRICULUM

Students participating in parallel classes are on the advanced, standard, or modified standard diploma track. They will be responsible for taking all end-of-course SOL tests. Also, there are several elective classes designed to assist the self-contained student in the transition from high school to real life.

## MATH

### *Math for Success [3229]*

Credit: 1. This course is designed to remediate for the 8th grade SOL. Students will focus on basic math skills including addition, subtraction, multiplication, division, money, fractions, and beginning algebra.

### *Algebra I [3235]*

Credit: 1 or 2. This course can be completed in either one or two semesters.

### *Geometry [3246]*

Credit: 1 or 2. This course can be completed in one or two semesters. It covers such topics as symmetry, similarity, congruence, vectors, polygons and three dimensional shapes. Students will use graphing calculators regularly.

## ENGLISH

### *English 9 [1135]*

This course will focus on reading and writing skills while studying the elements of epic, tragedy, short story, poem and novel.

### *English 10 [1145]*

This course will build on skills acquired in English 9 with emphasis on reading comprehension skills in various genres of literature, including fiction, romance, tragedy, and poetry. Writing will focus on the application of grammar skills in both personal and critical essays and the development of style. Students will also gain test-taking skills in preparation for the English 11 SOL's.

### *English 11 [1154]*

This course will continue to build on skills acquired in English 9 and English 10. Students in this course will study American authors and their literature, as well as continue to improve writing and grammar skills through the compilation of a researched essay. Students will take the English 11 Reading and Writing SOL test.

### *English 12 [1164]*

Students study chronologically the literature of England. Review of grammar and usage as well as an emphasis on expository writing is also a part of the class.

## ⇒ Transition and Career and Technical Electives

Unless listed, electives for the students receiving special services are offered through the general curriculum. Care should be taken to ensure that the chosen elective or course is suitable for the student's needs and abilities and whether appropriate accommodations can be made to enable the student to achieve success.

### *Adaptive PE [7700]*

Students will participate in activities designed to increase physical activity, teamwork, gross and fine motor skills, and sportsman-like conduct. Games, dance and exercise are incorporated into the curriculum.

### *Careers [7835]*

Students taking this class will explore different careers and career pathways. They will complete hands-on activities designed to assist them in planning their future.

## ⇒ Education Training Program

Students will investigate various occupational fields, and examine occupation requirements. They begin to focus on improving and gaining skills required for specific occupations. They practice solving real world problems in home, school, and the workplace.

### *ETP II*

Credit: 1. Students begin to make the transition from school to work by gaining technical skills, conducting a job search, and maintaining successful employment by demonstrating positive work traits and attitudes and continuing to develop technical skills. They focus on balancing their roles of worker, family member and citizen.

### *ETP CO-OP*

Credit: 1-3. Students receive school-based and community-based instruction organized around an approved job that leads toward their career goal. The teacher-coordinator, on-the-job training sponsor, parent, and student develop an individualized training plan that identifies learning experiences according to the student's occupational objective. The on-the-job unpaid or paid training is an extension of the classroom instruction coordinated by the classroom teacher into a coherent set of performance objectives and skills.

### *Ornamental Horticulture*

Students will participate in a hands-on vocational curriculum designed to increase their knowledge and skills in the area of horticulture, and be instructed on how to grow and maintain healthy plants. Students will learn to identify different plants, insects and how to control pests, the uses of chemicals, general landscaping and beginning flower arranging. Students will also explore the business and accounting aspects of owning and operating a greenhouse, as well as explore advertising and sales techniques.

### *Resource for Vision Impaired and Hard of Hearing*

This course provides support for students who are hard of hearing or who have visual impairments. The class provides instruction in study and organizational skills, as well as support for instruction and remediation in all areas of the general curriculum. Students receive their vision and hearing services from a certified teacher as determined by the IEP.

## Self Advocacy [7892]

Students will explore and enhance their own self advocacy skills. They will explore their rights as students and citizens, including completing a unit on IEP's and diploma styles. The class will offer instruction in communication and independent living through direct instruction, collaborative learning and role play.

### *Technology Awareness*

This course is designed to allow students to explore the basics of computers, complete hands-on technology activities and learn the foundations of technology. This class is an exploratory for Tech Foundations.

## ⇒Youth Intervention Program

### *Youth Intervention 1: Self-Awareness*

Students will focus on the core competency skills of self-awareness: identifying emotions, building an accurate self-perception, recognizing personal strengths, building positive self-confidence and maintaining a healthy self-efficacy. 1 credit

### *Youth Intervention 2: Self-Management*

Students will focus on the core competency skills of self-management: managing impulse control, developing healthy stress management skills, managing emotions through self-discipline, building an attitude that is self-motivating, recognizing how to set goals and building effective skills to be organized in school. 1 credit

### *Youth Intervention 3: Social Awareness*

Students will focus on the core competency skills of social awareness: thinking about how others think and feel through perspective-taking, building empathetic thinking, appreciating diversity and respecting others. 1 credit

### *Youth Intervention 4: Establishing Positive Relationships*

Students will focus on the core competency skills of relationship building: how to communicate and build positive and healthy relationships, how to socially engage with peers and adults, how to identify different types of relationships and how to participate in effective teamwork. 1 credit

### *Youth Intervention 5: Responsible Decision-Making*

Students will focus on the core competency skills of responsible decision making: how to identify problems, how to analyze situations and solve problems, how to evaluate and reflect on situations while acting responsibly and ethically. 1 credit

## ⇒Applied Skills Curriculum

Students enrolled in the Applied Skills Courses will be given the opportunity to learn in a hands-on, small group environment. The students will take three classes in the Applied Skills and one elective per semester. Students in this curriculum will earn an IEP diploma.

### *Applied Academics*

[9th—7847, 10th—7857, 11th—7877, 12th—7887]

Students will work on basic education skills including reading, math, science and social studies. Students will be placed in classes according to their grade level.

### *Applied Independent Living Skills*

[9th—7848, 10th—7858, 11th—7878, 12th—7888]

This class is designed to help students learn to live more independently. They will work toward goals in home-care, self-care, cooking, and consumer skills. Community Based Instruction is an instructional model used in this class.

### *Applied Vocational Skills*

[9th—7849, 10th—7859, 11th—7879, 12th—7889]

This class is designed to meet the vocational needs of the LCCE student. Students will explore career options, as well as begin the journey into the world of work. They will complete projects for various community businesses, as well as practice on-the-job-training within the school.

*Applied Science and History*

A life skills class designed to meet requirements for the Science and History VAAP. Students will learn skills in map reading, rocks and minerals, nutrient cycles, physics, life processes, the formation of the Constitution, the importance of good citizenship, the history of our country, and important events in our history.

*Applied Art*

A life skills class designed to give students a basic understanding of the principles of design, elements of art, and to develop their own personal artistic voice, by expressing themselves visually in drawings, paintings, 2D and 3D design, and using technology in a studio based environment which fosters aesthetics and an appreciation of art.

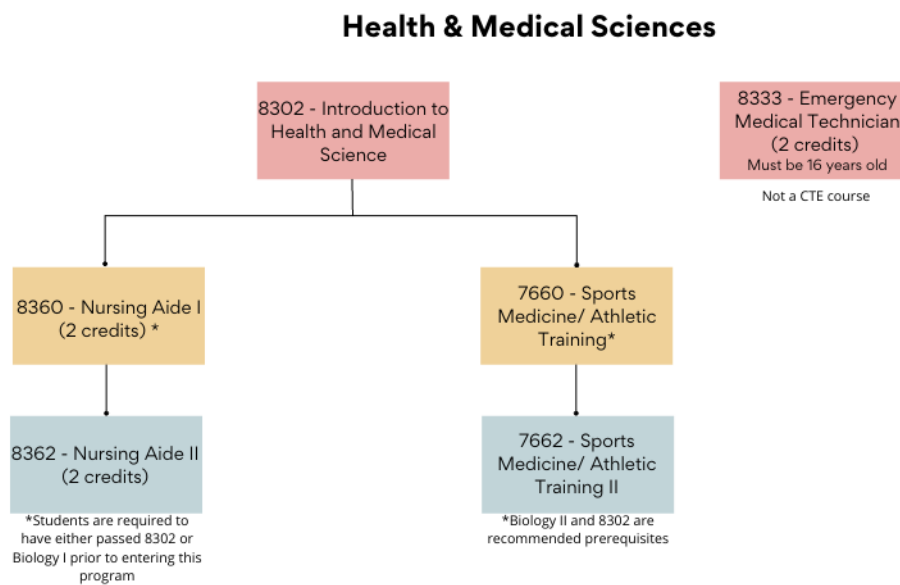
*Applied Health and P.E.*

A life skills class designed to give students a basic understanding of the importance of living a healthy lifestyle. Includes basic first aid, dangers of drugs and alcohol, and the elements of healthy eating and exercise. This class also explores good sportsmanship and structured physical activity.

*Applied Music*

A life skills class designed to give students a basic understanding of music. Students will learn about various rhythms, tones and components of several different styles of music.

## CTE Elective Pathways



Classes must follow the pathway

# Family & Consumer Sciences

8219 - Independent Living

8232 - Child Development and Parenting

Recommended pathway, not required

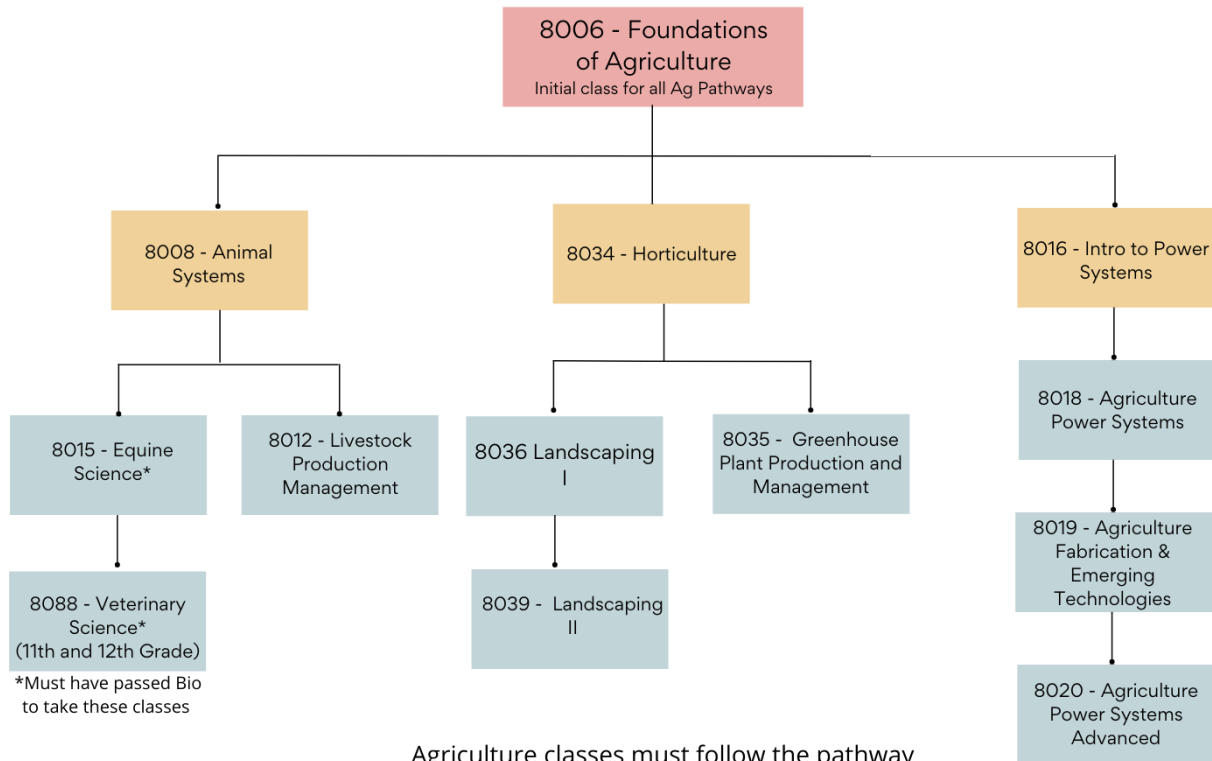
9808 - Community Service Learning/  
Hornet Helpers  
11th and 12th Grade Only  
This is not a CTE class

9063 - Dual Enrollment Introduction to Teaching EDU 200

9064 - Dual Enrollment Human Growth and Development EDU 207

Required pathway

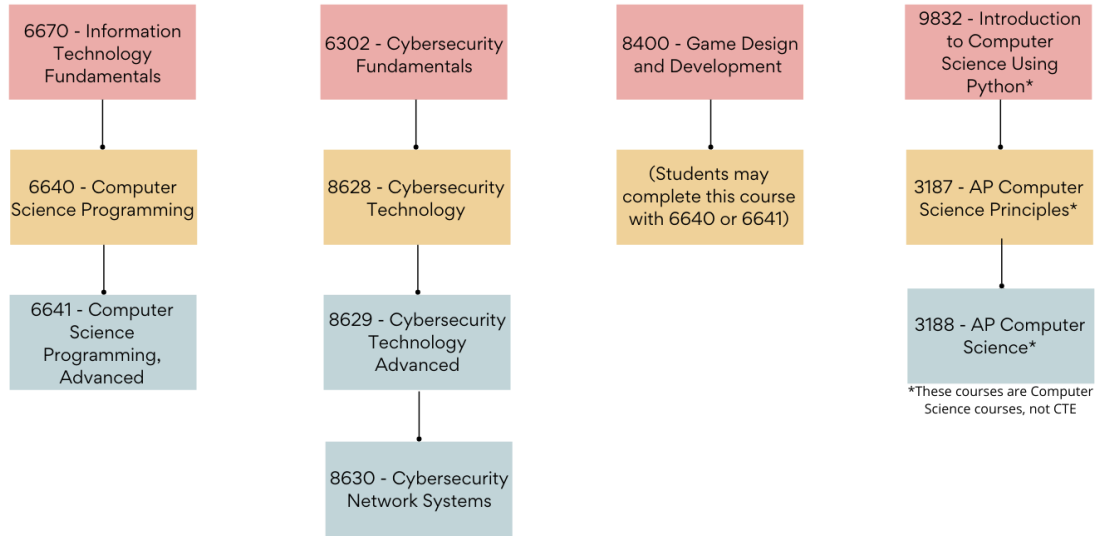
# Agriculture



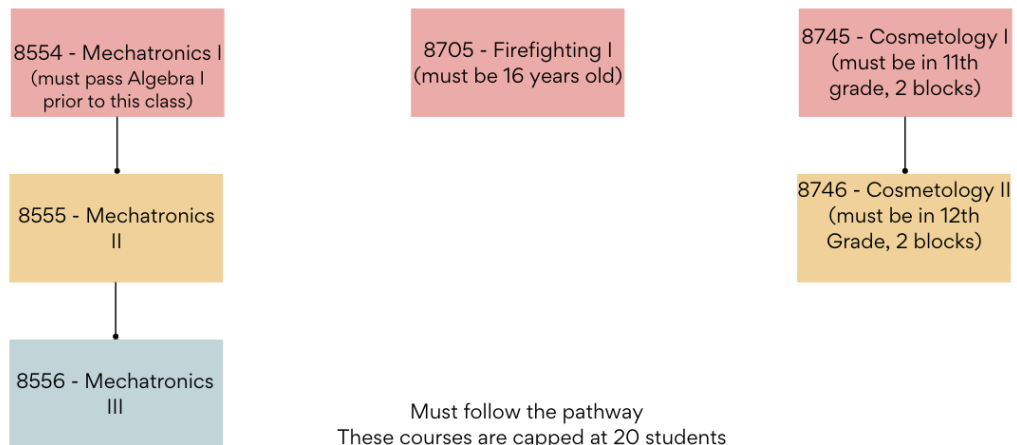
\*Must have passed Bio to take these classes

Agriculture classes must follow the pathway  
These courses are capped at 20 students

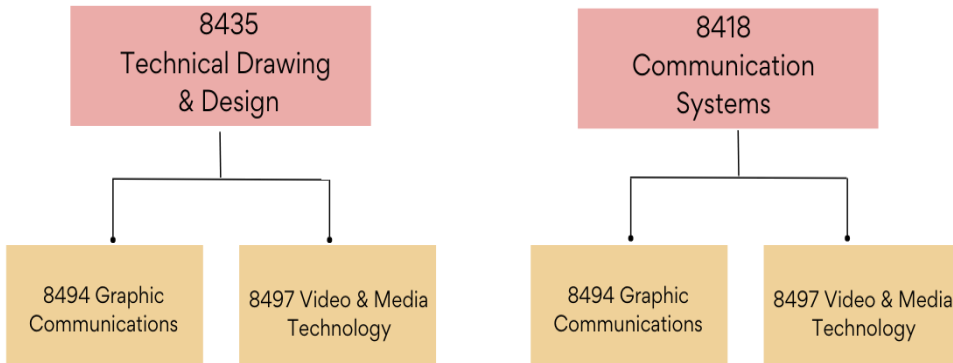
## Computer Science & Programming



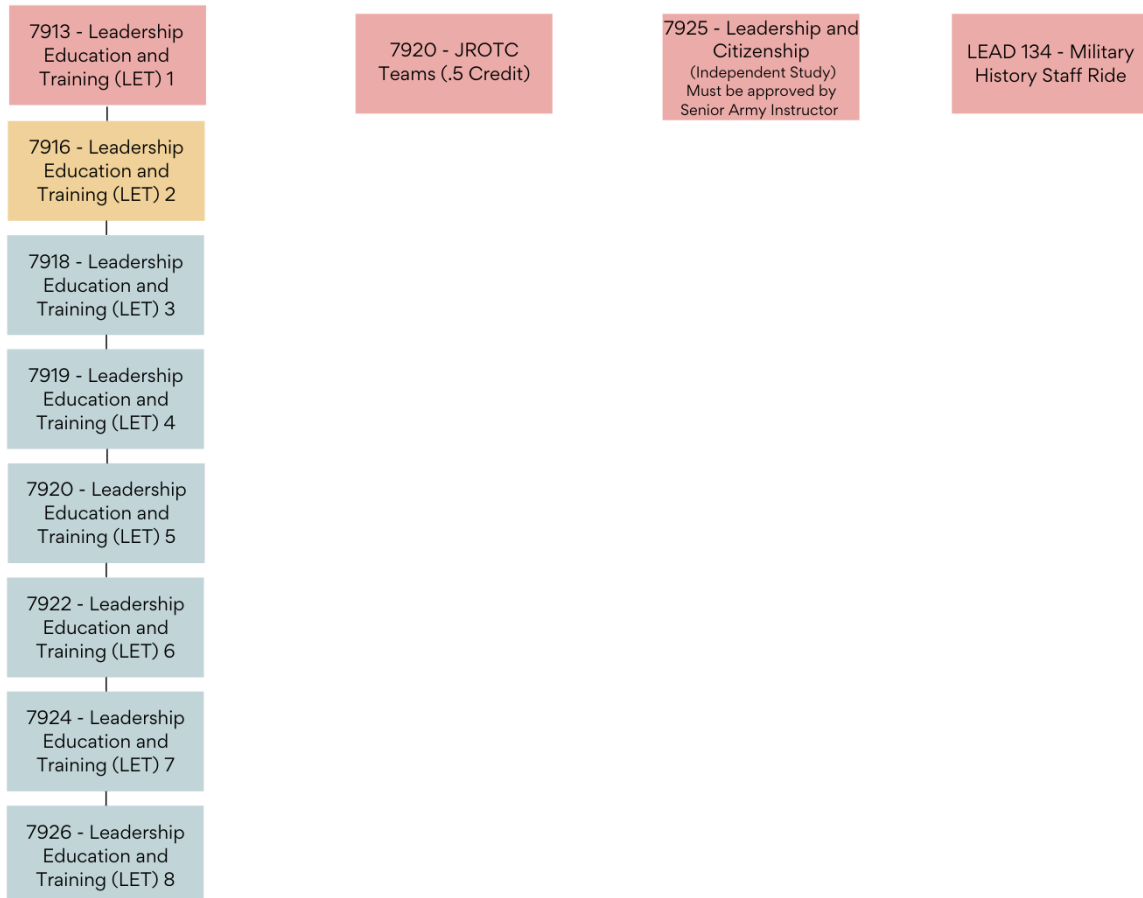
## Trade & Industrial Education



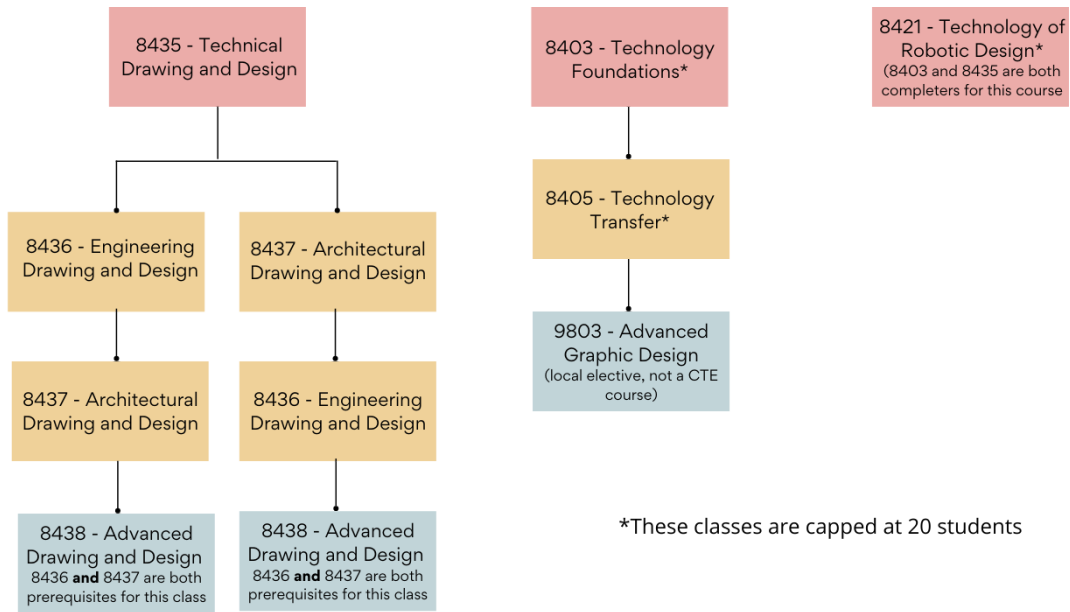
## Communications



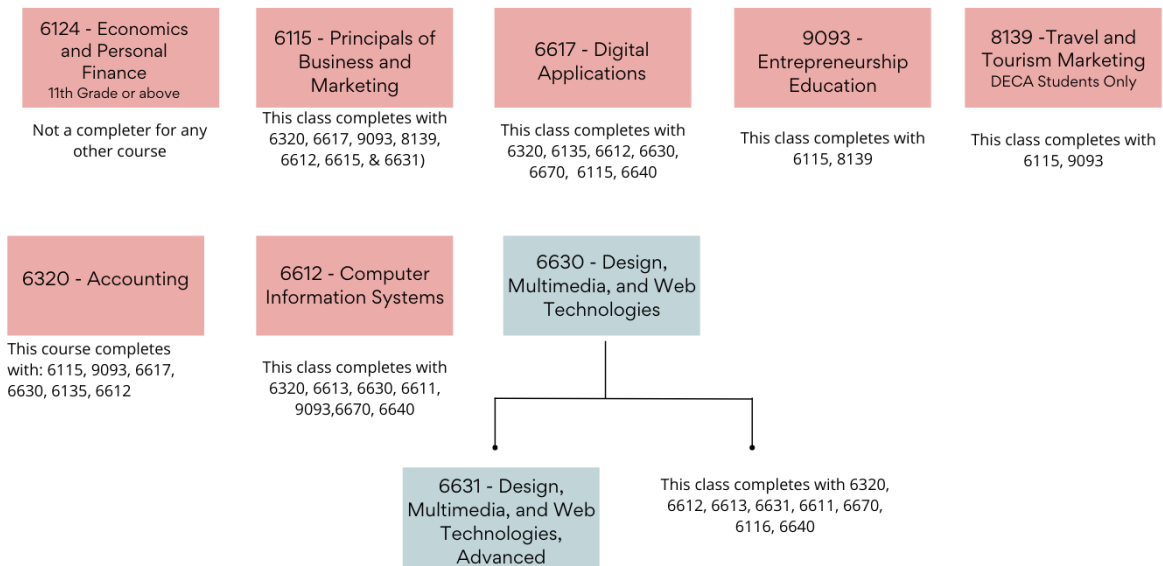
## Military Science



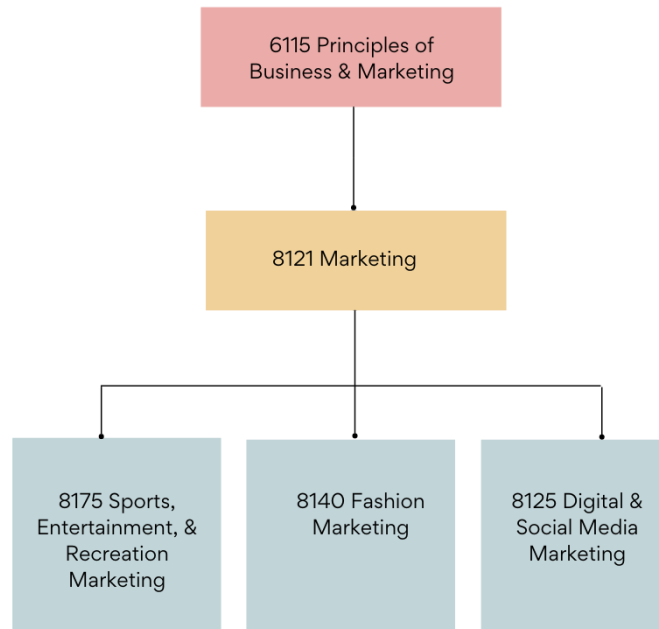
## Technology Education



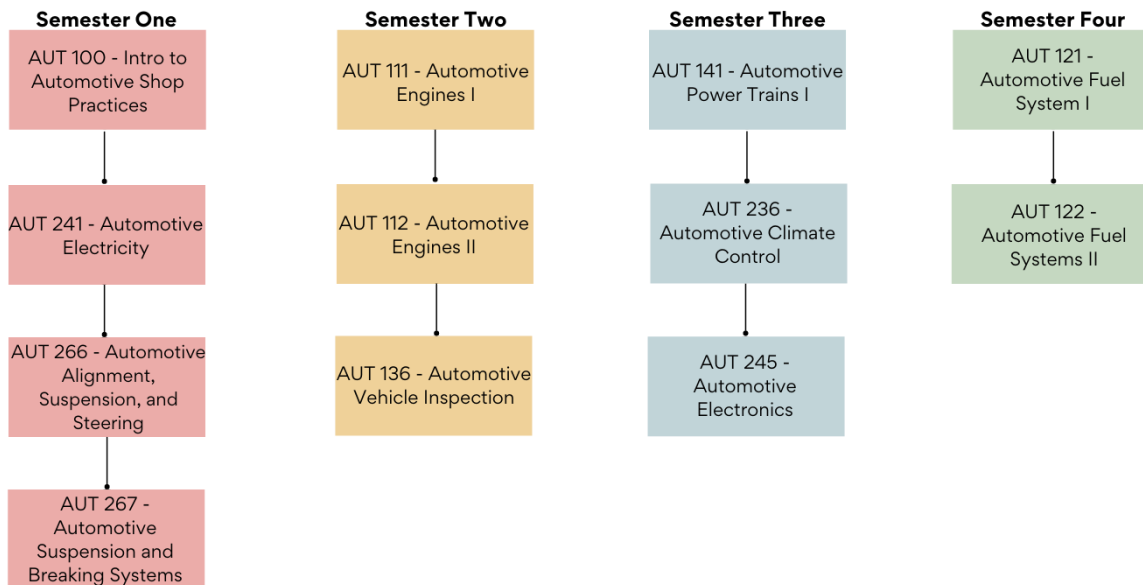
## Business & Information Technology



## Marketing



## Automotive



Semesters One and Two: 8506AT - Dual Enrollment Automotive Technology

Semesters Three and Four: 8507AT - Dual Enrollment Automotive Diagnostician