HENRY COUNTY PUBLIC SCHOOLS

2024 –2025

HIGH SCHOOL PROGRAM OF STUDIES

A Planning Guide for Students and Parents

Bassett High School

Magna Vista High School

HENRY COUNTY PUBLIC SCHOOLS

Division Vision Statement

Inspiring learners to positively impact their world.

Division Mission Statement

Henry County Public Schools provides our diverse community of learners with meaningful educational experiences that prepare them for a successful future.

Superintendent's Message

Dear Student and Families,

The Program of Studies outlines the academic and elective course content offered to students in grades 9-12. It also outlines the sequence of courses and graduation requirements for the 2024-2025 school year. This has been developed to assist students in planning an appropriate course of study in high school to enable you to make the most effective use of the opportunities available in our schools.

It is extremely important for you to use this as a guide to the variety of resources available to you in our high schools. Teachers, counselors, assistant principals, and the principal are available to assist students and parents in making the most informed decisions about class schedules, course selections, college, and career choices.

Some of the questions you should consider when selecting courses include:

1. What are your strengths?
2. What are your goals after graduation?
3. What courses do you think you should take to achieve these goals?
4. What are your career interests?
5. What are your long-term plans for your future?

The mission of the Henry County Public Schools is to provide our diverse community of learners with meaningful educational experiences that prepare them for a successful future. As you develop your educational plan with the assistance of your family and school staff, make sure you take advantage of the comprehensive academic, career, technology, physical education, and fine arts course offerings.

Best wishes to you as you prepare for a successful 2024-2025 school year.

Sincerely,

Dr. Amy Blake-Lewis

Superintendent

HENRY COUNTY PUBLIC SCHOOLS

Bassett High School
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Bassett, VA 24055
(276) 629-1731
Fax: (276) 629-8221
HYPERLINK
"https://www.henry.k12.va.us/Domain/321
"
https://www.henry.k12.va.us/Domain/321

Magna Vista High School
701 Magna Vista School Road
Ridgeway, Virginia 24148
(276) 956-3147
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https://www.henry.k12.va.us/Domain/215

The Henry County School Board does not unlawfully discriminate on the basis of age, sex, race, color, religion, disability, or national origin in its employment practices or educational programs and activities. Ms. Emily Roop, the Administrator for Special Education, is designated as coordinator for non-discrimination for access to and implementation of programs under Section 504 and the American with Disabilities Act. Mrs. Christy Landon, Director of Human Resources, is designated as coordinator for non-discrimination regarding personnel matters under Section

504, the American with Disabilities Act and Title IX. Specific complaints of alleged discrimination under Title VI of the Civil Rights Act should be referred to Dr. Matthew C. [illegible]my Easley, Compliance & Communications Coordinator.

Introduction

Diploma Requirements

General Information

High School Curriculum

Graduation

Diploma Seal Requirements

Academic

Course Descriptions

Career Clusters
17

Purpose of the Program of Studies

The purpose of the Program of Studies is to assist you and your child in making educational decisions that will ensure participating in the appropriate program and graduating on time. The information in this guide is designed to help students and parents with the selection of courses for ninth through twelfth grades. Students should study this publication and consult with their parents, school counselors, and teachers in planning their individual program of study. School counselors can help with planning by analyzing test scores and records of past achievements and by discussing current interests and long-term goals. School counselors also have up-to-date information available about various training programs, schools, colleges, universities, and employment possibilities.

STANDARD DIPLOMA REQUIREMENTS

Subject Area	Standard Credits	SOL Tests for **Verified Credit**
English	4	2 (*Locally Awarded Assessment in Writing and EOC Reading)*
Mathematics[1]	3	1 *(Algebra I; or Geometry; or Algebra II)*
Science[2,6]	3	1 *(Biology; or Chemistry; or Earth Science)*
History and Social Science[3,6]	3	1 *(World Geography; or World History I; or World History II; or US/VA History*
Health and Physical Education	2	
Economics and Personal Finance	1	
World Language, Fine Arts or Career and Technical Education (CTE)[4]	2	
Electives[5]	4	
On-line Course[10]	Required	
Student-Selected Tests[7]		*Career & Technical Education Course (CTE)*
Industry Certification[8]	Required	
Emergency First Aid/CPR	Required	
Total	22	5

Students may earn a Standard Diploma by earning the required standard and verified units of credits as specified in the chart above.

[1] Courses completed to satisfy this requirement shall include at least three 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.

[2] Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines from among: earth sciences, biology, ecology, chemistry, or physics. Beginning with the 2018-2019 school year, the addition of (non-AP) Environmental Science will also be available for students to satisfy the science requirement.

[3] Courses completed to satisfy this requirement shall include Virginia and U.S. History, U.S. and Virginia Government, and one course in World History I.

[4] Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

[5] Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

[6] 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 (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 of Education as an additional test to verify student achievement.

[7] 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 8 VAC 230-131-110.

[8] Passing an Industry Certification test will be required for graduation beginning with the freshmen class of 2013-2014.

[9] Beginning with first time ninth grader students in the 2016-2017 school year, requirements for the standards and advanced diploma shall include a requirement to be trained in emergency first aid, CPR and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform CPR.

[10] On-line course will be required for graduating beginning with the class of 2013-14.

Industry Certification Test information may be found on the VDOE website. Please click on the following link to view up to date information.
https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/career-and-technical-education-cte/industry-credentialing

-Verified Unit of Credit

A verified unit of credit is awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or a substitute assessment approved by the Board of Education. Students who are enrolled in a career and technical program area and pass a certification exam and/or licensure may earn a student-selected verified credit. A student-selected test for verified credit may come from any end-of-course SOL test that is not already satisfying a required verified credit. Local verified credits will be awarded in accordance with Henry County School Board Policy.

-Standard Unit of Credit

A standard unit of credit is awarded for a course in which the student successfully completes the objectives of the course.

ADVANCED DIPLOMA REQUIREMENTS

Subject Area	**Advanced Credits**	SOL Tests for **Verified Credit**
English	4	2 (*Locally Awarded Assessment in Writing and EOC Reading)*
Mathematics[1]	4	1 *(Algebra I; or Geometry; or Algebra II)*
Science[2]	4	1 *(Biology; or Chemistry; or Earth Science)*
History and Social Science[3]	4	1 *(World Geography; or World History I; or World History II; or US/VA History*
Health and Physical Education	2	
World Language[4]	3	
Economics and Personal Finance	1	
Fine Arts or Career and Technical Education (CTE)	1	
Electives	3	
On-line Course[5]	Required	
Student-Selected Tests[6]		*Career & Technical Education Course (CTE)*
Emergency First Aid/CPR[7]	Required	
Total	26	5

Students may earn an Advanced Studies Diploma by earning the required standard and verified units of credit as specified in the chart above.

[1] Courses completed to satisfy the math requirement shall include Algebra I, Geometry, Algebra II, and at least one additional math course above the level of Algebra II (Trigonometry, Probability and Statistics, AP Statistics, Math Analysis/Pre-Calculus or Calculus.)

[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.

[3] Courses completed to satisfy this requirement shall include Virginia and U.S. History, U.S. and Virginia Government, and two courses either in World history or geography or both.

[4] Courses completed to satisfy this requirement shall include three years of one language or two years each of two languages.

[5] On-line course will be required for graduating beginning with the freshmen Class of 2013-2014.

[6] 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 of Education in 8 VAC 20-131-110.

[7] Beginning with first time ninth grader students in the 2016-2017 school year, requirements for the standards and advanced diploma shall include a requirement to be trained in emergency first aid, CPR and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform CPR.

[8] Students shall (i) complete an Advanced Placement or dual enrollment course; or (ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

Industry Certification Test information may be found on the VDOE website. Please click on the following link to view up to date information.
https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/career-and-technical-education-cte/industry-credentialing

-Verified Unit of Credit

A verified unit of credit is awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or a substitute assessment approved by the Board of Education. Students who are enrolled in a career and technical program area and pass a certification exam and/or licensure may earn a student-selected verified credit. A student-selected test for verified credit may come from any end-of-course SOL test that is not already satisfying a required verified credit. Local verified credits will be awarded in accordance with Henry County School Board Policy.

-Standard Unit of Credit

A standard unit of credit is awarded for a course in which the student successfully completes the objectives of the course.

EXPLANATIONS & CLARIFICATIONS

STANDARD DIPLOMA

English –
4 Required English Credits: English 9, 10, 11, 12
Pass the EOC Reading SOL Test
Pass the Local Performance Assessment to Verify Credits in Writing

Mathematics –
3 Math Credits that **MUST** include: Algebra I, Geometry, and AFDA or Algebra II
Pass a Math SOL Test

Science –
3 Science Credits
Pass a Science SOL Test

History and Social Science –
3 History and Social Science Credits that **MUST** include:
US and Virginia History, US and Virginia Government and one course in World History.
Pass a History/Social Science SOL Test

Health and Physical Education–
2 Required Health and Physical Education Credits: Health & PE 9, 10

Economics and Personal Finance –
Meets the Online Requirement

Electives –
2 Required Elective Credits in sequence from the choices below:

- 2 Fine Arts Courses, or
- 2 Career and Technical Education Courses, or
- 2 World Language Courses

2 Electives Chosen by the Student

Industry Credential –
1 Required Industry Credential
https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/career-and-technical-education-cte/industry-credentialing

ADVANCED DIPLOMA

English –
4 Required English Credits: English 9, 10, 11, 12
Pass the EOC Reading SOL Test
Pass the Local Performance Assessment to Verify Credits in Writing

Mathematics –
4 Math Credits that MUST include: Algebra I, Geometry, Algebra II, and one course above Algebra II
Pass a Math SOL Test

Science –
4 Science Credits
Pass a Science SOL Test

History and Social Science –
4 History and Social Science Credits that MUST include: World History I, World History II, VA/US History, and VA/US Government
Pass a History/Social Science SOL Test

Health and Physical Education–
2 Required Health and Physical Education Credits: Health & PE 9, 10

Economics and Personal Finance –
Meets the Online Requirement

World Language –
3 Credits of One Language or 2 Credits Earned in EACH of two languages

Electives –
2 Required Elective Credits in sequence from the choices below:

- 2 Fine Arts Courses, or
- 2 Career and Technical Education Courses

1 Elective Chosen by the Student

General Information

Promotion Policies
Promotion to the next grade is based on the total cumulative number (units) of credits earned by a student at the end of the school year. They are:
From Grade 9 – 10 : 6 Credits
From Grade 10 – 11 : 12 Credits
From Grade 11 – 12 : 17 Credits and eligible to graduate at the end of the school year or in summer school.

Grading Scale

LETTER GRADE	NUMBER RANGE	HCPS COURSES	DE/AP COURSES
A +	100-97	4.0	5.0
A	96-93	4.0	5.0
A-	92-90	3.7	4.7
B+	89-87	3.3	4.3
B	86-83	3.0	4.0
B-	82-80	2.7	3.7
C+	79-77	2.3	3.3
C	76-73	2.0	3.0
C-	72-70	1.7	2.7
D+	69-68	1.3	2.3
D	67-66	1.0	2.0
D-	65-60	.7	1.7
F	59-0	0	0

Report Cards
All interim progress and report cards will be sent to parents by e-mail. Therefore, all parents and guardians must have completed the procedures for student enrollment.

Test Records
Parents have the right to have their child's test score omitted from his/her transcript for the high school credit course. Should parents choose to omit the test record from the transcript, the parents should submit a written

Course Changes
The student benefits from a well-planned schedule that addresses individual needs and does not require later adjustments that might disrupt the learning process. Commitments for staff, textbooks, and supplies are made based upon the courses selected; therefore, schedule changes are discouraged. If there are extenuating circumstances and if course enrollment allows, requests for schedule changes are carefully reviewed based on the following:

- ☐ Computer or human error (scheduled for a class that was not requested)

Gifted Education

The gifted education program provides services for students in accordance with the Standards of Quality. The program is designed to address individual learning styles, needs, and interests. Henry County Public Schools requires appropriately differentiated instructional services for students at all grade levels. The Henry County Public Schools Local Plan for Education of the Gifted Program provides detailed information on referral and identification processes as well as the services provided for identified students.

Driver Education

The classroom driver education course is offered as part of the tenth grade health education curriculum. When students complete the classroom phase and have secured a learner's permit, they may sign up to take behind-the-wheel driver instruction.

Gifted Education

The gifted education program provides services for students in accordance with the Standards of Quality. The program is designed to address individual learning styles, needs and interests. Henry County Public Schools require appropriately differentiated instructional services for students at all grade levels. The Henry County Public Schools Local Plan for Education of the Gifted Program detailed information on referral and identification processes as well as the services provided for identified students.

General Information *(continued)*

Programs for Students with Disabilities

Special Education is an essential part of the total program of public education in our community, sharing with elementary, middle, secondary, and technical education the responsibility for providing instruction, training, and necessary supportive services for all children of Henry County. The educational interests of children with various types of exceptionality can be best served when they are accepted as an integral part of the total school program. As the law mandates, the education of disabled students in the "least restrictive environment" is emphasized. Special education, as is true for all education, is based on the fundamental concept of the dignity and worth of the human personality. The school division's commitment is to provide an appropriate program for all special needs children.

Repeating a Course

Students who repeat a class to improve a grade shall only have the highest grade recorded; however, all attempts shall be indicated and remain part of a student's transcript.

"Oh Henry" Internship Program

"Oh Henry" student career experiences offer students in grade twelve a snapshot of career opportunities existing in and around our community. Mentors share knowledge and serve as a source of information as the student observes work in a professional setting. Students complete a career assessment and participate in "soft skills" training in preparation for placement at a worksite. In addition, interns assemble portfolios and create resumes for use in obtaining employment and/or pursuing further education. Internships are completed for 80 hours to earn one credit. Applications are available on the Henry County Public School's website. **Beginning in the spring semester of their junior year, students may apply to participate in the Oh Henry Program.** Students can complete an application on the school or division website. ***Available to SENIORS* Students registered for "Oh Henry" must have a complete schedule until job placement has been secured. Once an internship is secured, students' schedules will be altered to accommodate participation in the Oh Henry Internship Program.***

Grades Removal Notification

This notice is to inform parents of rising ninth-grade students that, according to Standards of Accreditation 8VAC-20-131-90, they have the right to have their child's grade omitted from his/her transcript for the high school credit courses in which their child was enrolled during their eighth grade year. These include Algebra I, Spanish I, and French I. Should parents/guardians choose to omit their student's grade, the student will not receive credit for the course. To have a child's grade expunged, parents should submit a written request to the principal of the high school where the student will attend prior to the opening day of school.

English Learners (EL)

At each grade level, EL students engage in instructional activities to increase listening, speaking, reading and writing skills. While building on their prior knowledge and learning new material, students are provided support services through a cohesive program. Proficiency is determined by the WIDA SCREENER Assessment and/or the WIDA ACCESS 2.0 Test. Students build Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) through an inclusion and pull-out model.

Alternative Education

According to Henry County Schools Policy IGBH, an alternative education program may be offered for students in grades six through twelve who are not succeeding in the traditional school environment. Placement in the alternative school program is at the discretion of the Superintendent or Designee.

A regional alternative school is available for students in grades six through twelve who have experienced trouble with juvenile authorities or have multiple suspensions or an expulsion.

Remediation Programs

Remedial education in the subject areas of reading, English, science, history/social sciences and mathematics is offered for eligible students experiencing difficulty with Standards of Learning concepts.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notice for Directory Information

The *Family Educational Rights and Privacy Act (FERPA),* a Federal law, requires that Henry County Public Schools, with certain exceptions, obtain a parent's or legal guardian's written consent prior to the disclosure of personally identifiable information from their child's education records. However, Henry County Public Schools may disclose appropriately designated "directory information" without written consent, unless parents or guardians have advised the school division to the contrary in accordance with procedures. The primary purpose of directory information is to allow Henry County Public Schools to include this type of information from students' education records in certain school publications. Examples include:

- ☐ A playbill, showing your student's role in a drama production
- ☐ The annual yearbook
- ☐ Honor roll or other recognition lists
- ☐ Graduation programs
- ☐ Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised Henry County Public Schools that they do not want their student's information disclosed without their prior written consent.[1] If parents do not want Henry County Public Schools to disclose directory information from their child's education records without their prior written consent, they must notify the school division in writing. Henry County Public Schools has designated the following information as directory information:

- ☐ Student's name
- ☐ Address
- ☐ Telephone listing

[1]These laws are: Section 9528 of the ESEA (20 U.S.C. 7908) as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the *National Defense Authorization Act for Fiscal Year 2002* (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

AHERA Notification Concerning Asbestos Materials in School Buildings

All Henry County Public Schools have been inspected for presence of asbestos containing materials. The results of these inspections have been compiled into a management plan for each school. These management plans are available in the main office of each school for inspection. Any individual who wishes may review these plans. Each six months, a specified maintenance technician inspects the building and assesses any building materials still containing asbestos. The technician verifies that the materials have not been damaged, deteriorated, or become friable by any other means causing a hazard to the occupants of the building. Should any situation be detected, it would be dealt with quickly by a trained and licensed abatement professional. Additionally, each three years, an independent contractor, who is trained and licensed in asbestos inspections and abatement, is employed to inspect each school to ensure the asbestos containment and that the removal plans are being followed. Also, this contractor reports any building materials containing asbestos that might become a hazard.

HIGH SCHOOL CURRICULUM

General Information

The information in this guide is designed to help students and parents with the selection of courses for ninth through twelfth grades. Students should study this publication and consult with their parents, school counselors, and teachers in planning their individual program of study. School counselors can help with planning by analyzing test scores and records of past achievements and by discussing current interests and long-term goals. School counselors also have up-to-date information available about various training programs, schools, colleges, universities, and employment possibilities.

Registration

Registration will take place online through the Student/Parent Portal in PowerSchool. Students will have access to information concerning course selection for the coming year as well as the opportunity to meet with a counselor to discuss appropriate course selection. This Program of Studies should be used to review diploma requirements and the explanations of courses offered. The courses listed will be offered for the school year only if there is sufficient enrollment and available staff. Grade levels listed for courses indicate the grade(s) in which the course is normally taken. All students will be expected to maintain a full-day schedule of classes in order to meet at least the minimum standards necessary for graduation as mandated by Henry County Public Schools and the Virginia State Board of Education.

Counseling

School counselors, together with parents, assist students in developing self-understanding in order to determine the best use of their abilities. Counselors encourage students to examine educational and career opportunities and to make realistic plans and decisions for the future. Educational and career planning are reviewed with each student annually. Both individual and group counseling services are available for those students who are experiencing social, emotional, or academic difficulties. Parents are encouraged to meet with counselors if they have concerns about their child's progress and to attend meetings relating to educational planning and the instructional programs offered in the school.

Access to Courses

Course descriptions indicate if any prerequisite courses are required in order to enroll in a class. ACE Academy, Governor's School, and IDEA Academy courses require application and admission to the program. P&HCC Dual Enrollment courses require a P&HCC application.

PowerSchool

PowerSchool is a web-based student information system used by Henry County Public Schools to maintain student data including attendance, grades, and course information.

Canvas

Canvas is a Learning Management System (LMS) that used by Henry County Public Schools. Teachers will use Canvas to post assignments, send messages to parents and students, display daily schedules, post homework, and so much more. Parents and Guardians may be observers in their students' Canvas accounts in order to view grades, assignments, and course information. Navigate to https://www.henry.k12.va.us/Page/22175 and select "Click here for an account" to begin the account creation. Parents and Guardians will need an email address, user-defined password and student pairing code. Students can generate pairing codes from the User Settings inside their Canvas account. You may also obtain those codes from the child's classroom teacher. For additional assistance, follow the step-by-step instruction guide that can be found here: https://community.canvaslms.com/t5/Observer-Guide/How-do-I-sign-up-for-a-Canvas-account-as-a-parent/ta-p/540 or contact your

ParentSquare

HCPS uses ParentSquare for school-to-home communications. This united communications platform is designed to keep parents and guardians informed and encourage greater engagement and connection with schools and the district. It provides a safe way for district administrators, school principals, teachers, staff, and parents to:

- Receive all district, school, and classroom communications via email, text or app
- View the school and classroom calendar and RSVP for events
- Easily sign up to volunteer and/or bring items
- Securely receive report cards, IEPs, and other important student documents

Parents and guardians will receive an invitation email or text to join ParentSquare. Please click the link to activate your account. It takes less than a minute. ParentSquare can be used on any device. Download the free mobile app for iOS or Android or use the desktop version at www.parentsquare.com.

Student Enrollment

HCPS families may now enroll new students and verify information for returning students online. The website to enroll and update information is https://www.henry.k12.va.us/domain/2798

**It is important that parents/guardians remember the email account and password created as this will be the platform for all communication. **

Early College Scholars

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

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

STANDARDS OF LEARNING TESTS

Standards of Learning Tests

Each student in middle and high schools shall take all applicable end-of-course SOL tests following course instruction. The division superintendent shall certify to the Department of Education that the division's policy for dropping courses ensures that students' course schedules are not changed to avoid end-of-course SOL tests. Students who achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course in accordance with the provisions of 8VAC20-131-110. Students may earn verified units of credit in any courses for which end-of-course SOL tests are available. **Students shall not be required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation, unless such test is necessary in order for the school to meet federal accountability requirements.**

Local Performance Assessment for Verified Credit

In accordance with the changes by the VDOE to the Writing End of Course SOL test, Henry County students will use a local performance assessment to earn their verified credit in writing for graduation. Students will create a portfolio over three years to demonstrate their proficiency in the three modes of writing: persuasive, argumentative, and analytical.

END-OF COURSE TESTS			
ENGLISH	**MATH**	**SCIENCE**	**SOCIAL STUDIES**
EOC Reading	Algebra I	Earth Science	World History to 1500 A.D.
Local Performance Assessment for Verified Credit in Writing	Geometry	Biology	World History from 1500 A.D.
	Algebra II	Chemistry	World Geography
			VA and U.S. History

ONLINE COURSE OFFERINGS

All online and off-campus courses must be pre-approved by the building principal. The school division will contract with an online vendor to offer courses that may not be available due to scheduling conflicts that prevent the class(es) from being offered during the regular school setting. The cost of these courses shall be the responsibility of the school division.

Additionally, students may be interested in taking a course that HCPS is ***unable to offer***. Students may choose to take this online course if approved by the principal. Students will report to the media center during the block in which the online class is scheduled. If a student elects to take an online course, instead of a course offered by HCPS, the cost of the online course is the responsibility of the student/parent/guardian. HCPS uses Virtual Virginia and Edgenuity as online vendors. Prices vary depending on courses and availability. Contact your building principal and counselor concerning costs.

Per policy and regulation JEA-R regarding remote learning, HCPS will consider remote learning for the following circumstances:

- Quarantine: Students required to quarantine as per public health guidelines.
- Extended Illness: Documented by a doctor's note indicating the need for an extended period away from the school.
- Medical Condition: Students with a documented medical condition included in a 504 plan.

Only students who meet the above criteria will be eligible for remote learning. All other students are expected to be present in school every day. The superintendent or superintendent designee reserves the right to make special accommodations for extenuating situations as needed.

Students enrolled in Virtual Virginia courses who wish to drop a course must withdraw within 21 calendar days from the first day of the course. Parents are assessed an administrative fee for students who withdraw more than 21 calendar days after the start of the course. Students who fail to log in over a 30 calendar day period will be administratively dropped from the course by Virtual Virginia, and parents will be invoiced for the withdrawal fee. Information about the program, course selection, and fees is available at http://www.virtualvirginia.org/, or speak with your school counselor.

ADVANCED PLACEMENT COURSES &

DUAL ENROLLMENT COURSES

Advanced Placement Courses

An Advanced Placement Course is a college level course taught in the high school context using a standardized course syllabus aligned with the College Board Advanced Placement test for that course. The advanced placement courses are for those students willing to accept the challenge of a rigorous academic curriculum. The degree of difficulty, workload, and time required are equivalent to an introductory college course. Students and parents should work closely with counselors to ensure that the four-year plans include the prerequisites and subsequent advanced courses.

Teachers who teach Advanced Placement courses received specialized training from College Board to ensure preparation to deliver the curriculum. Course syllabi, including content, instructional materials, and activities are suggested by College Board and are designed to prepare students for the AP exams at the end of each course. Students are encouraged to take the AP exam at the conclusion of the semester. Henry County Schools will pay exam fees for all students. However, any student who registers for the exam but does not take it must reimburse Henry County Schools the cancellation fee before enrollment is allowed in any additional AP courses. Earning qualifying scores on such exams may result in college credits being granted in those subject areas. However, this decision is made by the individual college. Henry County Public Schools offers Advanced Placement courses in several curriculum areas. School counselors should be contacted for additional information.

Henry County Public Schools offers Advanced Placement courses in several curriculum areas. School counselors should be contacted for additional information.

Dual Enrollment Courses

Dual Enrollment courses are courses that allow high school students to meet the requirements for high school graduation while simultaneously earning college credit. Henry County students are eligible to take Dual Enrollment courses through Patrick & Henry Community College. Dual Enrollment provides students access at the high school to the same course content and curriculum that is offered on the community college campus. Therefore, additional assignments will be required by P&HCC in order to obtain dual enrollment credit. Henry County Schools will pay for all dual enrollment courses for students as long as students maintain a passing grade. Students who fail a course must pay for the failed course before enrollment is allowed in any additional dual enrollment courses.

Enrollment in these classes is contingent upon a student achieving all of the following by May 1: a minimum 3.0 GPA and acceptance in the course by the college. Course availability is based on the number of credentialed instructors and student enrollment.

Dual Enrollment	Advanced Placement
Biology	Biology
Calculus	Calculus
English Language & Composition 11	English Language & Composition
English Literature & Composition 12	English Literature & Composition 12
Precision Machining	Chemistry
Motorsports Academy Courses	Environmental Science
Certified Nurse Aide	French
Criminal Justice Academy Courses	Psychology
Welding	Statistics
Psychology	U.S. History
Math Analysis/Pre-Calculus	U.S. Government & Politics
U.S. History	Physics
VA U.S. Government	Spanish

CAREER AND TECHNICAL EDUCATION

To help students investigate careers and design their courses of study to advance their career goals, the Office of Career Technical Education in Henry County Public Schools has adopted the nationally accepted structure of sixteen career clus The career clusters are as follows:

The 16 Career Clusters	
Agriculture, Food and Natural Resources	Architecture & Construction
Arts, A/V Technology & Communications	Business Management & Administration
Education & Training	Finance
Government & Public Administration	Health Science
Hospitality & Tourism	Human Services
Information Technology	Law, Public Safety, Corrections & Security
Manufacturing	Marketing, Sales & Services
Science, Technology, Engineering & Mathematics	Transportation, Distribution & Logistics

DEFINITIONS

A ***concentration*** is a coherent sequence of courses completed by a student in a specific career area.

A career and technical education ***completer*** is a student who has met the requirements for a career and technical concentration and all requirements for high school graduation or an approved alternative education program. Students may take additional career and technical education courses that will enhance their career pathway goals.

A ***specialization*** is a choice by a student to specialize in an occupational field by taking additional courses in a specific career area as appropriate to his/her career pathway.

Industry Credential, Licenses & Assessment

Certain CTE courses enable students, who complete a CTE sequence of courses, to earn industry credential, a state license, and/or a national certification. Requirements for the standard diploma shall include a requirement to earn a career and technical education credential that has been approved by the Board. For a complete list of available certifications, licenses and assessments, please see the comprehensive list from the Virginia Department of Education using this link https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/career-and-technical-education-cte/industry-credentialing

Cooperative Education

Cooperative education is a method of instruction in the marketing program that combines career and technical classroom instruction with paid employment directly related to the classroom instruction. Both student instruction and employment are planned and supervised by the school and the employer so that each contributes to the student's career objectives and employability. Students interested in cooperative education should see their school counselor.

Career Academy

The Career Academy is an off campus advanced learning community located in Figsboro where students receive academic instruction in a work based learning environment. Students at the Career Academy will spend two blocks during their school day focusing on a career they have an interest in that will lead to potential job opportunities in the community or surrounding areas. Courses in industrial maintenance, agriculture, cybersecurity, and cosmetology are currently offered. *Due to extended instructional time, classes at the Career Academy will have additional credit considerations.*

GRADUATION

Graduation Ceremony

Students who complete graduation requirements during the regular school year are eligible to participate in the graduation ceremony. If requirements ***are not met*** during the regular school year, students ***will not*** be allowed to participate in the graduation ceremony. Students completing graduation requirements during the summer term will be eligible to participate in the summer graduation ceremony. Honor graduates will be denoted in the graduation program.

Fine Arts or Career and Technical Education Course

The following courses will meet the fine arts graduation requirement: all art courses, all music courses, and all drama courses. All Career and Technical courses will meet the graduation requirement. The course taken to satisfy the Fine Arts or Career and Technical Education course requirement may also serve as one of the two credits required to satisfy the sequential electives requirement.

DEFINITIONS

Standard Unit of Credit

A standard unit of credit is awarded for a course in which the student successfully completes the objectives of the course.

Verified Unit of Credit

A verified unit of credit is awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or a substitute assessment approved by the Board of Education. Students who are enrolled in a career and technical program area and pass a certification exam and/or licensure may earn a student-selected verified credit. A student-selected test for verified credit may come from any end-of-course SOL test that is not already satisfying a required verified credit. Local verified credits will be awarded in accordance with Henry County School Board Policy.

Sequential Electives

Sequential electives are defined as two years of study in a focused sequence of elective courses.

Honor Graduate Recognition

- Graduates with a 3.8 GPA or higher will be recognized as Honor Graduates.
- With the exception of class speakers, all students *(including Honor Graduates)* will be seated alphabetically regardless of class rank.
- Honor Graduates will be denoted in the graduation program.

Graduate of Distinction

The following criteria will be need to be met by each student:

- **Academic**
  - Cumulative grade point average of 3.8 or higher or,
  - Score 1250 or higher on SAT using any two of the subtests, or at least one of the subtests or,
  - Score 28 or higher on the ACT composite score or,
  - Earn a state or national academic award/office and 3.5 GPA
- **Service-Learning or Volunteering**
  - Student will have to complete at least 40 hours
- **Extracurricular Activities**
  - Students will be expected to participate in a minimum of two activities during their junior or senior year

Students will be recognized with a medallion, or similar item, and reception. The School Board, administration from each school, and parents of Graduates of Distinctions will be invited to the event.

Students must complete an application and maintain a HCPS provided volunteer hour log and extra-curricular activity log. Completed applications and student logs should be turned in January 9, 2025 to guidance.

The Graduate of Distinction application and student logs may be found using the following link:
https://www.henry.k12.va.us/Page/16129

HIGH SCHOOL DIPLOMA SEAL REQUIREMENTS

Governor's Seal

The Governor's Seal shall be awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), or Dual Enrollment (DE).

Board of Education Seal

The Board of Education Seal shall be awarded to students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of "A."

Board of Education Bi-literacy Seal

The Virginia Board of Education has established criteria for awarding a Diploma Seal of Bi-literacy and will award it for any student graduating from a public high school in the Commonwealth. The Board of Education's Seal of Bi-literacy certifies attainment of a high level of proficiency by a graduating high school student in one or more world languages, in addition to English, and certifies that the graduate meets all of the following criteria:

A. The Board of Education's Seal of Bi-literacy will be awarded to students who earn a Board of Education approved diploma and (1) pass all required End-of Course Assessments in English reading and writing at the proficient or higher level; and (2) be proficient at the intermediate-mid level or higher in one or more languages other than English, as demonstrated through an assessment from a list of approved tests by the Superintendent of Public Instruction and posted on the VDOE website.

B. For purposes of this diploma, "world language" means a language other than English and includes American Sign Language.

Board of Education STEM Seal

The Board of Education's STEM Seal shall be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and:

- satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, and
- successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and
- satisfy all requirements for a Career and Technical Education concentration. A concentration is a coherent sequence of two or more state-approved courses as identified in the course listing within the CTE Administrative Planning Guide, and

☐ pass one of the following:

- O a Board of Education CTE STEM-H credential examination, or
- O an examination approved by the Board that confers a college-level credit in a STEM field

Career and Technical Education Seal

To earn a Career and Technical Education Diploma Seal, students must:

1. Fulfill the requirements for either a standard or advanced studies diploma.
2. Complete prescribed sequence of courses in a CTE concentration or specialization.
3. Meet one of the following conditions:

- ☐ Maintain a B or better average in CTE courses.
- ☐ Pass an exam that confers certification from a recognized industry, trade, or professional association. Example: Microsoft Office Specialist (MOS)
- ☐ Acquire a professional license in a career and technical field. Example: Licensed Cosmetologist

Board of Education's Seal for Excellence in Civics Education

The Board of Education's Seal for Excellence in Civics Education will be awarded to students who earn either a Standard or Advanced Studies Diploma and:

(i) complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher; and,

(ii) have good attendance and no disciplinary infractions as determined by local school board policies and,

(iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy requirements of clause (iii) of this subdivision include:

(a) volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate;

(b) participating in Boy Scouts, Girl Scouts, or similar youth organizations;

(c) participating in JROTC;

(d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly;

(e) participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.

ACADEMIC AND CAREER PLAN

Using a digital program called Major Clarity (MajorClarity.com), a personal Academic and Career Plan will be developed for each seventh-grade student, reviewed annually, and adjusted as course selections are determined. The Academic and Career Plan is designed to be a digital working document that maximizes student achievement by having the student accomplish goals in middle and high school that lead to postsecondary and career readiness. The plan will be student-driven and maintained online, so students and parents can refer to it often, assisting the student in reaching his or her academic and career goals. The student, parent or guardian, and school professional will collaboratively create a plan agreed upon by all parties to ensure everyone is focused on working toward the same goals. The academic and career plan will be reviewed often and adjusted as needed. Above is a sample plan.

Academic and Career Plan

Name	School	Student ID
Student Name	Bassett High School	0000000

Initiation date	Dates reviewed
N/A	N/A

Career assessment	Career goal
0/48 completed	N/A
Personality traits	**Learning styles**
Realistic, Investigative, Artistic	N/A
Selected pathway	**Selected career cluster**
N/A	N/A

Secondary Education Goal

Diploma type Diploma recognition
N/A No recognition

Postsecondary Goal

College or university
N/A

Military
N/A

ACT score	PSAT score	Workplace Readiness Skills Assessment	Clubs and activities
N/A	N/A	Not taken	Your student has not added any clubs or activities.
SAT score	**ASVAB**	**Career Readiness Certificate**	
N/A	Not taken	Not taken	

Student signature	Guardian signature	Counselor signature

ACADEMIC AND CAREER PLAN (continued)

Plan of Study

Pathway
N/A

Cluster
N/A

Year	7	8	9	10	11	12
English	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Math	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Science	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Social Studies	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Common Electives	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Pathway Electives	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

COURSE DESCRIPTIONS

Selecting Courses

Visit https://majorclarity.com/ to view more!

The Henry County School Board supports the use of best practices that research and experience have shown to be effective for high school aged students. Such practices include, but are not limited to, teacher-directed instruction, group work, cooperative learning, peer tutoring, and student-directed learning. The high school offers a minimum of six and one-half hours of instruction each day, exclusive of the lunch period. Classes are arranged in a 4x4 block format schedule. All students will maintain a full day schedule of classes.

The following pages describe high school course offerings. Course selection patterns may affect course offerings. Students registered for a class with an enrollment too small or too large are notified by the school counselor and given the opportunity to make another course selection.

ENGLISH

Reading Foundations—1 elective credit (Prerequisite: None)

This course introduces students to literacy skills needed to succeed at the secondary level and beyond. Students learn how to read the text structure of fiction and non-fiction and how to demystify the reading process in order to grasp its content. Students will learn organizational, study and test-taking skills essential to higher education. Teacher directed instruction will focus on comprehension, vocabulary, fluency, and text structure.

English 9 – 1 credit

Students will use multimodal tools to create presentations both independently and in small groups. Students will expand vocabulary using the structural analysis of roots and affixes to understand complex words. In fiction texts, students will apply knowledge of literary terms and analyze a variety of genres. Students will make inferences and draw conclusions using explicit and implied textual evidence in nonfiction texts. Students will use the recursive writing process while writing in a variety of forms with an emphasis on analysis and persuasion. They will produce arguments in writing that demonstrate knowledgeable judgments and address counterclaims. Students will be expected to have greater control over the conventions of writing. Students will complete a persuasive essay, the first component of their EOC Writing Portfolio.

English 10 – 1 credit

Students will continue to use multimodal tools to create presentations both independently and in small groups. Students will continue the development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. There is a sustained emphasis on reading comprehension by comparing fiction and nonfiction texts. Students will use the recursive writing process while writing in a variety of forms with an emphasis on analysis and persuasion. They will produce arguments in writing that demonstrate knowledgeable judgments and address counterclaims. Students will be expected to have greater control over the conventions of writing and write and revise to a standard acceptable both in the workplace and postsecondary education. Students will apply research techniques to analyze information gathered from diverse sources, evaluate the validity and authenticity of sources, and apply research techniques to quote, summarize, paraphrase, and embed findings. Students will complete an argumentative essay, the second component of their EOC Writing Portfolio.

English 11 – 1 credit

Students will create media messages and analyze the cause-and-effect relationships between mass media coverage and public opinion trends. Students will create persuasive, multimodal presentations that address alternative perspectives. Students will continue the development of vocabulary. Students will examine and analyze fiction texts by American authors describing the contributions of other cultures and identifying prevalent themes and characterizations, which are reflective of American history and culture. Students will continue to develop as writers using the recursive writing process while writing in a variety of forms with an emphasis on persuasion and argumentation. Students will be expected to have greater control over the conventions of writing and write and revise to a standard acceptable both in the workplace and postsecondary education. Students will apply research techniques to synthesize information from primary and secondary sources to produce a research product. Students will take the EOC Reading SOL Test and complete an analytical essay, the third and final component of their EOC Writing Portfolio.

English 12 – 1 credit

Students will create persuasive/argumentative, multimodal presentations both independently and in collaborative groups. Students will continue the development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. Students will examine and analyze fiction texts by British authors, evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. Students will use the recursive writing process while writing in a variety of forms with an emphasis on persuasion and argumentation. Students will be expected to have greater control over the conventions of writing and write and revise to a standard acceptable both in the workplace and in postsecondary education. Students will apply research techniques to synthesize information to produce a research product.

ENGLISH *(continued)*

Research Methodology and Design—1 credit (Prerequisite: Successful completion of Grade 10 English)
This course is an introduction to the research process, which includes research design, sampling techniques, elementary statistical analysis, library research, scientific writing, presentation skills, and development of multimedia presentations. All students will complete the preliminary report of an original research project. Students will design the study, collect and analyze data, and report the results.

AP/DE English Language and Composition – 1 credit (Students must have a 3.0 overall GPA)
This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

AP/DE English Literature and Composition — 1 credit (Prerequisite: Successful completion of English 11 and a 3.0 overall GPA)
DE/AP English Literature and Composition is the equivalent of a college freshman English course. It offers advanced language studies and provides opportunities to practice a variety of rhetorical modes through assignment of frequent essays. Students read works of British, American, and world literature, and complete follow-up assignments requiring application of advanced techniques of literary analysis. A documented research paper and an oral presentation are required. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. DE/AP English Language and Composition is the prerequisite for this course. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

Advanced Composition – 1 credit (Prerequisite: Successful completion of Grade 10 English)
Advanced Composition is designed especially for college-bound students to develop their composition skills in the areas of expository, descriptive, and narrative writing. The course includes an in-depth study of the four major modes of writing. Emphasis is placed on improving both the content and mechanics of writing. The course of study includes the mechanics of composition, analysis of selections, and development of a critical vocabulary.

Creative Writing – 1 elective credit (Prerequisite: None)
This course offers students the opportunity to develop stronger reading and writing skills through the use of professional texts. After studying examples of short stories, poetry, and plays by published authors, students will incorporate the techniques into their own writing. Attention will be given to ideas, structure, and style. Students will also participate in peer review workshops with opportunities to submit their best work to creative writing competitions.

Journalism I – 1 elective credit (Prerequisite: None)
This course introduces students to all types of writing for the media, closely following formats established in the professional press. The class emphasizes writing, design, layout, and web-based publishing.

Journalism II – IV – 1 elective credit each (Prerequisite: Successful Completion of Journalism I and each succeeding course)
These courses cover all facets of a journalist's craft: reporting, writing, design, graphics, photography, broadcast, and multimedia. Contact with professional area journalist accompanies instruction and provides career information. Students produce the school's newspaper using various computer applications and graphic design strategies. Students read and critique metropolitan and high school newspapers and discuss related works.

Photo Journalism I – 1 elective credit (Prerequisite: None)
This course includes a study of the principles of layout, photography, copy and caption writing, and editing. As students work toward publication of the school's yearbook, they will develop skills in yearbook design, use of technology, time management, and public relations.

ENGLISH *(continued)*

Photo Journalism II – V – 1 elective credit each (Prerequisite: Successful completion of Photo Journalism I and each succeeding course)
This course will provide continued study in all phases of yearbook publication while placing increased emphasis on students' leadership skills, staff organization, and advanced yearbook design.

MATHEMATICS

Algebra Readiness—1 elective credit (Prerequisite: None)
This course is designed for students who wish to enroll in Algebra 1, but require an extension of skills and understanding of concepts in the real number system. Students will solve first-degree equations and inequalities and perform operations with polynomials. Functions, relations, and their graphs are introduced. Manipulatives, graphing calculators, and application software are used for solving problems and verifying solutions.

Algebra I – 1 credit (Prerequisite: None)
In Algebra I, students continue the study of algebraic concepts including operations with real numbers and polynomials. They solve first-degree equations and inequalities, quadratic equations, and systems of equations. Concepts associated with functions and relations, including their graphs, are emphasized. A study of statistics and matrices is also included in this course. Manipulatives, graphing calculators, and application software are used for solving problems and verifying solutions.

Geometry – 1 credit (Prerequisite: Algebra I)
This course includes the deductive axiomatic method of proof to justify theorems and to tell whether conclusions are valid. It also includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Students use graphing utilities and computer software as appropriate.

Algebra Functions and Data Analysis—1 credit (Does not count as a math credit for an Advanced Studies Diploma) (Prerequisite: Algebra I and Geometry)
This course is designed for students who have successfully completed the standards for Algebra I. Within the context of mathematical modeling and data analysis, students will study functions and their functions and their behaviors, system of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems that require formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations.

Algebra II – 1 credit (Prerequisite: Algebra I and Geometry)
A thorough treatment of advanced algebraic concepts is provided through the study of functions, polynomials, rational expressions, complex numbers, matrices, and sequences and series. Oral and written communication concerning the language of algebra, the logic of procedures, and interpretation of results also permeate the course. A transformational approach to graphing functions is used. Students vary the coefficients and constants of an equation, observe the changes in the graph of the equation, and make generalizations that can be applied to many graphs.

MATHEMATICS *(continued)*

Trigonometry /Math Functions – 1 credit (Prerequisite: Algebra II)

Trigonometric and circular functions are introduced in this course. Evaluation of trigonometric functions, use of basic formulas, and laws of cosines and sines are presented. Emphasis is placed on the applications of trigonometry, solutions of trigonometric equations, applications of triangles and vectors, and polar graphing. Advanced topics in algebra, analytical geometry, polynomial functions, and sequences are also included.

DE Math Analysis/Pre-Calculus—1 credit (Prerequisite: Trigonometry, C or Better in Math Analysis/Pre-Calculus and must have a 3.0 overall GPA)

Students enrolled in Mathematical Analysis are assumed to have mastered Algebra II concepts and have some exposure to trigonometry. Mathematical Analysis develops students' understanding of algebraic and transcendental functions, parametric and polar equations, sequences and series, and vectors. The content of this course serves as appropriate preparation for a calculus course.

AP/DE Calculus – 1 credit (Prerequisite: Math Analysis/Pre-Calculus and must have a 3.0 overall GPA)

This course extends the theory of elementary functions. Topics include: derivatives of algebraic functions, and transcendental functions; derivatives of the sum, difference, product, quotient and power of algebraic/ transcendental functions; the definite integral and improper integrals and concepts related to integration; logarithmic differentiation; techniques of integration; differential equations, and applications of the derivative and the definite integral. Both applications and formal proof are emphasized. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

Probability and Statistics – 1 credit (Prerequisite: Algebra II)

Probability and Statistics is a semester course designed to introduce the methods used in the field of applied statistics. Emphasis is given to the basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. The major focus of this course is to provide students with experience in using the computer to solve problems that can be set up as mathematical models.

AP Statistics – 1 credit (Prerequisite: Algebra II)

AP Statistics is equivalent to a one-semester introductory, non-calculus-based, college course in statistics. Students are introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns and statistical inference. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

SCIENCE

Earth Science – 1 credit

The Earth Science standards connect the study of the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. The standards emphasize historical contributions in the development of scientific thought about the Earth and space. The standards stress the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyzes, and report data; and science skills to perform systematic investigation. Problem solving and decision-making are an integral part of the standards, especially as they relate to the costs and benefits of utilizing the Earth's resources. Major topics of study include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe.

Biology – 1 credit

The standards of Biology are designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and acquire and use scientific literature. The history of biological thought and the evidence that support it are explored and provide the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the changes in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level.

For courses requiring animal dissection, Henry County Schools shall provide students with alternatives to animal dissection techniques within the relevant public school curriculum or course. Students and parents have the option to decline to participate in animal dissection. Please contact the instructor for more information.

SCIENCE *(continued)*

AP/DE Biology – 1 credit (Prerequisite: Successful completion of Biology and two of the following – Earth Science, Chemistry, Physics, or AP Physics, and must have a 3.0 overall GPA)

This course is an intensive study of modern biology, taught at the college level. Course content provides in-depth coverage of molecular biology, genetics, cellular biology, embryology, plant and animal physiology, and human anatomy and physiology. Experience will be provided in special techniques and laboratory materials and equipment used in modern biological research.

Biology II – Anatomy and Physiology- 1 credit (Prerequisite: Biology and Chemistry)

The purpose of this course is to introduce students to the gross and microscopic study of the anatomy and physiology of the human body by way of cells, tissues, organs and systems. This course will provide students a solid foundation of the various different structural and functional components of the human body, by studying anatomical parts and the physiological processes of each system. Topics will also include anatomical terminology, homeostasis, levels of organization, and integration of systems. Biology SOL test required, if not already taken.

Chemistry – 1 credit (Prerequisite: Successful Completion of Biology and Algebra I)

The Chemistry standards are designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated through the use of laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology will be employed in experimental and analytical investigations, and concepts will be illustrated with practical applications. Algebra II is a recommended prerequisite for this course.

AP Chemistry – 1 credit (Prerequisite: Successful completion of Biology, Chemistry, Algebra II)

In Advanced Placement Chemistry, concepts introduced in Chemistry are extended and higher levels of subject matter and scientific investigations are explored. Laboratory techniques are refined and expanded with emphasis placed on the study of descriptive chemistry and chemical principles through the use of chemical models. Importance is placed on the student's development of a strong problem-solving orientation to chemistry. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

Physics – 1 credit (Prerequisite: Biology and Algebra II)

The Physics standards emphasize a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra, inferential statistics, and trigonometry, is important, but conceptual understanding of physical systems remains a primary focus. Students build on physical science principles by exploring, in depth, the nature of characteristics of energy and its dynamic interaction with matter. Key areas covered by the standards include force and motion, kinetic molecular theory, energy transformations, wave phenomena and the electromagnetic spectrum, light, electricity fields, and non-Newton physics. The standards stress the practical application of physics in other areas of science and technology and how physics affects our world.

AP Physics – 1 credit **(Prerequisite: Successful completion of Biology and Physics)**

AP Physics is equivalent to an introductory college physics course. Students focus on reading, understanding, and interpreting physical information as well as describing and explaining the sequence of steps in the analysis of a particular physical phenomenon or problem. In addition, students use mathematical reasoning as they perform experiments and interpret results of observations. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

Ecology– 1 credit (Prerequisite: Earth Science and/or Biology)

The goal of this course is to raise students' awareness of the need to preserve Earth's limited resources. Through study of environmental issues associated with biotic and abiotic components of ecosystems, students will develop a deeper understanding of and appreciation for Earth's systems and cycles. In addition, students will further develop scientific investigation skills through laboratory exercises and field studies that target local environmental issues. Biology SOL test required, if not already taken.

Environmental Science – 1 credit

Environmental Science is the science which studies the interaction between humans and the environment, emphasizing the links between different subjects related to this issue like ecology, economics, geography, geology, meteorology, politics, and sociology. Environmental Science provides students with a balanced approach to the diverse study of the environment. Topics to be studied are scientific investigation, ecology, populations, water, air, land usage, mineral and energy resources, and our health and future.

SCIENCE *(continued)*

AP Environmental Science – 1 credit (Prerequisite: Earth Science, Biology, Chemistry)

AP Environmental Science is equivalent to a one-semester introductory college environmental science course. This course emphasizes scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This course includes a strong laboratory and field investigation component that focuses on local organisms and/or systems. Earth Science SOL test required, if not already taken. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

Forensic Science – 1 elective credit (Prerequisites: Chemistry, and Algebra I)

This course is designed to introduce students to various aspects of science and how they relate to the law. The main focus of this course will be techniques used during crime scene investigations. Topics will include fingerprinting, collection of evidence, processing evidence, documentation of evidence and crime scenes through sketches and photography, questioned documents, trace evidence, firearms and tool marks, etc. Principles of criminal law and procedure, preparation and presentation of evidence, examination of witnesses, methods of legal research and procedural rules affecting the collection and use of physical evidence will also be discussed. Students will apply their knowledge to laboratory assignments, simulation crime scenes and mock trials.

HISTORY / SOCIAL SCIENCES

World History I: to 1500 A.D. – 1 credit (Prerequisite: None)

This course enables students to explore the historical development of people, places, and patterns of life from ancient times until about 1500 A.D. Students study the origins of much of our heritage using texts, maps, pictures, stories, diagrams, charts, chronological skills, inquiry/research skills, and technology skills. Students will extend their historical understanding of a variety of cultures as they practice skills related to chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. Topics covered include Human Origins, Early River Valley Civilizations, the Rise of Religious Traditions, Classical Civilizations, Post-Classical Civilizations, and Regional Interactions. The impact each of these topics had on the development of Western civilization will be emphasized.

World History II: 1500 A.D. to the Present – 1 credit (Prerequisite: World History I)

This course covers history and geography from 1500 A.D. to the present with emphasis on the development of the modern world. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nation-states. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues. Student will use texts, maps, pictures, stories, diagrams, charts, and a variety of chronological, inquiry/research, and technology skills to develop competence in chronological thinking, historical comprehension, and historical analysis.

United States and Virginia History – 1 credit (Prerequisite: None)

This course expands upon the foundational knowledge and skills previously introduced to include the historical development of American ideas and institutions from the Age of Exploration to the present. While continuing to focus on political, geographic, and economic history, this course provides students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history. As a foundation to develop historical thinking skills, students will apply social science skills to understand the challenges facing the development of the United States. These skills will support the investigation and evaluation of the fundamental political principles, events, people, and ideas that developed and fostered our American identity and led to our country's prominence in world affairs.

HISTORY / SOCIAL SCIENCES *(continued)*

AP/DE United States and Virginia History – 1 credit (Prerequisite: 3.0 overall GPA, World History I and World History II)

In this course, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

United States and Virginia Government – 1 credit (Prerequisite: United States History)

This course focuses on knowledge that enables citizens to participate effectively in civic and economic life. Students will apply social science skills as a foundation to examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the characteristics of the United States economy. This course emphasizes an understanding of the duties and responsibilities that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. Emphasis will also be placed on the evolving political and economic roles of Virginia and the United States in the global community.

AP/DE Virginia and United States Government – 1 credit (Prerequisite: 3.0 overall GPA, United States and Virginia History)

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

Western Civilization – 1 credit (Does not count as a history credit for an Advanced Studies Diploma, Prerequisite: World History I: to 1500 A.D.)

This course is a survey of the history of Western Civilization from Prehistory to the early 16th century. This is a locally developed Social Studies elective that is designated to be an extension of concepts and skills covered in World History I. The following units are included in this course: Prehistory, River Valley Civilizations, Classical Civilizations, Post-Classical Civilizations, the Medieval Period (includes kingdoms that flourished in Africa and the Americas), and the Renaissance. Students will explore the geographic, economic, political, and social development of these civilizations.

African American History – 1 credit (Does not count as a history credit for an Advanced Studies Diploma, Prerequisite: World History I)

The course is designed to provide students a broad overview of the African American experience and explore ancient Africa through modern times. This course, supported by a local curriculum and five online modules via Virtual Virginia and WHRO, addresses the introduction of Africans to the Americas and the African American experience from 1619 to the present day. In addition, the course will highlight the social, cultural and political contributions of African Americans to American society.

HISTORY / SOCIAL SCIENCES *(continued)*

Psychology – 1 elective credit (Prerequisite: None)
Providing a broad, general introduction to psychology, this course emphasizes how the basic subject matter of psychology has been attained by scientific methods. This course examines patterns and variations of human behavior and the process of human development. Students will study how psychological knowledge is applied to improve the quality of life. Recommended for eleventh and twelfth graders.

AP/DE Psychology – 1 elective credit (Prerequisite: 3.0 overall GPA, 11th & 12th grade students only)
This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about ethics and methods psychologists use in their science and practice. Major topics in the DE/AP course include methods, approaches and history; biological bases of behavior; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; personality; testing and individual differences; psychological disorders; treatment of psychological disorders; social psychology. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

Legal Studies– 1 credit (Prerequisite: None)
Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens. Students gain practical knowledge and life skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, cyber law, and careers in the legal profession.

ECONOMICS AND PERSONAL FINANCE

Economics and Personal Finance—1 credit (Online Course) (Prerequisite: None)

Successful completion of an Economics and Personal Finance course is ***required*** for graduation. Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. In addition to developing personal finance skills, students in the 36-week course will also study basic occupational skills and concepts in preparation for entry-level employment in the field of finance.

FUNCTIONAL CORE CLASSES

ENGLISH

Language Arts Laboratory I-IV – 1 elective credit (Prerequisite: None)

A relevance-based English/Language Arts program emphasizing essential reading, writing, and speaking skills and driven by the Individual Education Plan. This elective course can be paired with appropriate grade level English for students with disabilities pursuing Standard or Advanced Diplomas or as a stand alone course for students pursuing an Applied Studies Diploma.

MATH

General Mathematics I-IV – 1 elective credit (Prerequisite: None)

A relevance-based Math program emphasizing essential consumer, daily living, and functional skills and driven by the Individual Education Plan. This elective course can be paired with appropriate grade level Math for students with disabilities pursuing Standard or Advanced Diplomas or as a stand alone course for students pursuing an Applied Studies Diploma.

SCIENCE

General Science I-IV – 1 elective credit (Prerequisite: None)

A relevance-based Science course emphasizing basic concepts from Life, Physical and Earth Sciences and driven by the Individual Education Plan. This elective course can be paired with appropriate grade level Science for students with disabilities pursuing Standard or Advanced Diplomas or as a stand alone course for students pursuing an Applied Studies Diploma.

Social Studies

General Social Studies I-IV – 1 elective credit (Prerequisite: None)

A relevance-based Social Studies course emphasizing basic concepts of citizenship, community, and consumerism, and driven by the Individual Education Plan. This elective course can be paired with appropriate grade level Social Studies for students with disabilities pursuing Standard or Advanced Diplomas or as a stand alone course for students pursuing an Applied Studies Diploma.

ART

As we study various works of art from history, students may encounter pieces that contain mature content. Parents who would like to view these pieces in advance or who would like to request alternate assignments for their students are encouraged to meet with the teacher early in the semester so that each student's art experience is relevant and enriching.

Art I: Art Foundations – 1 credit (Prerequisite: None)

Art Foundations emphasizes the development of abilities to recognize visual arts content, concepts, and skills to create, discuss, and understand original works of art. The standards represent a thematic approach to visual communication and production, cultural context and art history, judgment and criticism and aesthetics through which students will develop understanding and appreciation for the visual arts. At this level, studio production involves beginning experiences utilizing a variety of media.

Art II: Intermediate – 1 credit (Prerequisite: Art I: Art Foundations)

This course extends and refines abilities to investigate and respond to the visual arts. The standards emphasize the importance of content, concepts, and skills involved in the creation of original works of art. The standards introduce a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society. Areas covered are drawing, painting, sculpture, pottery, printing and various crafts. Students are encouraged to develop self-expression through their individual works.

Studio Art – 1 credit (Prerequisite: Art I, Art II, Art III, and Art IV)

Studio art is a course for advanced art students who want to study areas of art in depth. There is a continued emphasis upon aesthetic knowledge, visual problem-solving, creative growth, and the use of media skills for personal expression. Students are allowed more time for pursuing individual projects, for exploration of art media and techniques, and for developing art skills. The students are allowed to choose areas in which they want to work. Along with the teacher, the student chooses media and subject matter. This may include any area of art such as sculpture, painting, graphics, drawing or crafts. This course may be taken more than once for further knowledge and experience.

Art III: Advanced Intermediate – 1 credit (Prerequisite: Art II: Intermediate)

Advanced Intermediate Art continues the emphasis on development of abilities to organize and analyze visual arts content, concepts, and skills in creating works of art. The focus on art history, critical evaluation and aesthetics is increased, and includes cultural and stylistic issues and creative problem solving. At the advanced level, previous understandings and skills are further emphasized and developed while the students are allowed and encouraged to pursue individual projects and to plan and execute creative products by using a variety of techniques and visual concepts.

Art IV: Advanced – 1 credit (Prerequisite: Art III: Advanced Intermediate)

Advanced Art reinforces competence and confidence in skills of analysis evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills, and the student-directed approach at this level richly enhances personal expressive abilities. Visual communication and production, cultural context and art history, judgment and criticism, and aesthetics remain the foundation areas of standards. Students pursue independent projects that allow then to expand their unique talents and interests. Students conduct research that is related to their studio production and are given opportunities to exhibit and develop portfolios for college or employment review.

Graphic Design I – 1 credit (Prerequisite: Art I: Art Foundations)

Graphic Design allows students to study foundation skills and explore the potential of computer image making and video. Students will use the computer's most complex creativity tools and the industry standard in digital imaging. They may include, but are not limited to, Adobe Photoshop and Adobe Illustrator. They will work independently on computer tutorials with the help of the instructor. Students will explore common production requirements faced by graphic designers.

ART *(continued)*

Graphic Design II – 1 credit (Prerequisite: Graphic Design I)
Students will continue to use the computer's most complex creativity tools and the industry standard in digital imaging and web design. This class provides a working knowledge of web page design and construction. Students will learn how to create a web site by focusing on full web development software and HTML, the code that builds web sites. Emphasis is on project planning and management; content organization; visual design, approach, and navigation; and the technology of launching a successful site on the Internet. The course features lectures, systematic class assignments, and opportunity for individual projects. Students will work independently on computer tutorials with the help of the instructor. They will explore common production requirements faced by web designers.

MUSIC

Beginning Chorus – 1 credit (Prerequisite: None)
This course emphasizes fundamental vocal development, traditional notation, and the introduction to ensemble singing. It requires performance, creativity, and investigation at a fundamental level. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music.

Intermediate Chorus – 1 credit (Prerequisite: Beginning Chorus)
This course is designed for students who have achieved competency in beginning vocal/choral skills. Emphasis is placed on the continuing development of vocal production techniques and ensemble participation. Opportunities to explore the relationship between music and the arts and disciplines outside of the arts are continued.

MUSIC *(continued)*

Advanced Chorus – 1 credit (Prerequisite: Beginning and/or Intermediate Chorus)
This course emphasizes proficiency in ensemble singing and will begin to develop competency in individual performance. Singing with refined expressive qualities, the student will perform vocal/choral selections and sight-reading material at increased levels of difficulty. Students will demonstrate an expanded ability in performance, creativity, and analytical investigation and will also gain experiential knowledge of leadership and evaluative skills in group and in individual settings. Opportunity for students to explore the relationship between music and other disciplines continues to be provided.

Select Vocal Ensemble – 1 credit (Prerequisite: Prior choral participation preferred, but not necessary)
This course is open to students through audition only. The choir studies a varied repertoire of music and emphasis is on performance. Students are required to perform at various special school events and functions throughout the community.

Hand Bells – 1 credit (Prerequisite: Middle School Band, Hand Bells or prior music reading skill)
This course provides students the opportunity to extend their skills in hand bell performance and reading music. Participation in school and community concerts and performances are mandatory. This course is offered for one term only.

Music Appreciation, History and Theory (Prerequisite: None)
This course provides students with the necessary tools to work with music from creative and performance viewpoints. The basic fundamentals of music reading are stressed with emphasis on scales, intervals, chords, four-part writing and form analysis. Ear training and basic music composition skills will be stressed. Students will also be introduced to the understanding of music in western civilization, correlated with political, religious, and sociological occurrences that shaped music. Study will also include the study of rhythm, melody, harmony, texture, form and color.

MUSIC *(continued)*

Advanced Band - 1 credit (Prerequisite: Performance Ensemble)

This course stresses learning and performing on a band instrument. It is a continued study designed to promote technical proficiency on the techniques of ensemble and full band performances by participating regularly in a band setting. Students at the advanced level should be able to perform at Virginia Band and Orchestra Directors Association Selective List for solo repertoire levels 5-6. The fundamentals of music are continued and extended to broaden knowledge of all major and chromatic scales (the Standard 26 American Drum Rudiments for Percussion), selected minor scales, keys, rhythm patterns, and basic expression symbols. Instrumental techniques are improved with a study of intonation, tone quality, breath control (including vibrato), extensions of range, auxiliary fingering, alternate positions, basic improvisational skills, articulation, phrasing, and execution of trills. Percussion students will become more proficient in the use of mallet instruments, keyboard, and timpani. Emphasis is placed on the proper balance and function of the various instrumental choirs of the band. Students are expected to have the ability to discuss musical concepts, cultures, styles, composers and historical periods. A broad range of musical literature is studied in order to acquaint the students with musical styles. Marching band is a part of this program.

Performance Ensemble – 1 credit (Prerequisite: None)

This performance-oriented band participates in concert appearances. Students continue the in-depth mastery of basic fundamentals of music while preparing pieces for performances. Students in this class expand their knowledge and skills of instrumental techniques, tone production, musical interpretation, and ensemble/solo performance to an advanced level. Students at the advanced level should be able to perform at Virginia Band and Orchestra Directors Association Selective List for solo repertoire levels 2-5. Performances and rehearsals outside school hours are required.

Percussion Ensemble – 1 credit (Prerequisite: None)

This class is designed to develop all percussion skills used for marching band, concert band, indoor drum line and percussion ensemble. It is designed for students interested in learning proper percussion technique. Emphasis will be placed on snare drum, tenor drum, and bass drum techniques used for marching band as well as keyboard and accessory percussion technique. The level, instrumentation, and performance opportunities will be left to the discretion of the instructor. This is a performance-oriented course that includes extracurricular activities. Students must be willing and able to perform with the marching band and other scheduled performances.

Visual Ensemble – 1 credit (Prerequisite: Successful Audition)

These ensembles are designed to meet specific needs and/or interests. Content includes study of appropriate ensemble literature and rehearsal and performance techniques from the various areas of musical composition. After-school performances and rehearsals, both in and out of school, may be required. Students will do routines set to music. Routines will include dance and use of equipment such as flags and rifles. Students in the course will participate in marching band as part of the color guard.

THEATRE

Film/TV Production - 1 elective credit (Prerequisite: None)

This course is designed to give students the opportunity to participate in a variety of film projects, from creating commercials to creating an episode for a television sitcom. All coursework is created to help students gain an understanding of the film-making process. Topics include, but are not limited to, film creation, film etiquette, roles and jobs in front of and behind the camera.

Introduction to Speech Communication and Theatre – 1 credit (Prerequisite: None)

This challenging course is for ninth through twelfth grade students who have a serious interest in developing their speaking and acting skills. Students will be exposed to the dynamics of speech and the categories of speech (forensics) competition. This course is also designed to provide students with a survey of the theatre arts, allowing opportunities to participate in the creative processes of oral interpretation, performance and production. This course provides the theatrical and speech opportunities that enable students to determine personal areas of interest.

Theatre I – 1 credit (Prerequisite: None)

Theatre I explores both theory and practice of theatre arts. Students will be enabled to participate in creative processes of developing, refining. producing, and performing theatre. Throughout this course, students will gain an appreciation for the theatre artist and their process through analyzing, interpreting, and evaluating dramatic literature and theatrical works. The course emphasizes foundational concepts, ensemble work, and skill development and provides opportunities for students to apply these skills to areas of personal interest.

THEATRE *(continued)*

Theatre II – 1 credit (Prerequisite: Theatre I)
Theatre II builds upon concepts and skills acquired in Theatre I. Students will investigate dramatic literature, theatrical styles, and historical periods. They will experience and respond to a variety of theatrical performances that refine their communicative, collaborative, analytical, interpretive, and problem-solving skills. Students expand their artistic abilities by examining a variety of creative and technical roles in performance and production.

Theatre III – 1 credit each course (Prerequisite: Theatre I and Theatre II)
Students will develop advanced acting concepts and build upon skills acquired in Theatre II. Students will investigate acting styles and explore the process of playwriting, which includes research, character development, and creation of dramatic structure, conflict, and resolution. Students study and respond to a variety of theatrical works in relation to the historical and cultural influences present in the work. They continue to cultivate and refine their artistic abilities and creative choices for performance and production.

Theatre IV– ***1 credit each course (Prerequisites: Theatre I, II & III)***
Students will refine the concepts learned and skills acquired in Theatre III while reinforcing the principles learned in Theatre I and II. Through research and inquiry of theatre topics of personal interest, students develop and refine creative choices for performance, production, and direction. They study and respond to a variety of theatrical experiences, applying their critical thinking skills. Students develop and showcase leadership skills involving communication, problem solving, and collaboration to achieve unified productions

Technical Theatre – 1 credit (Prerequisite: None)
This course offers students the opportunity to gain expertise in all elements of technical theatre. Students study scenic design, theatre management, sound design, stagecraft, makeup, masks, costume design and construction, scenery painting, stage management, lighting design, theatre spaces, scenic painting, props, and special effects.

HEALTH & PHYSICAL EDUCATION

Health and Physical Education 9 – 1 credit (Prerequisite: None)
In grade 9, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. Activities include games, sports, dances, and recreational pursuits. Students demonstrate the ability to use basic skills, strategies, and tactics as they show more specialized knowledge in identifying and applying key movement concepts and principles. Students develop and assess a personal physical activity program aimed at improving their skill performance. Students demonstrate the ability to plan and improve components of fitness to achieve and maintain a health-enhancing level of personal fitness. **Physical fitness testing occurs twice each semester.**

Health education includes information concerning alcohol and other drugs, consumer health, disease prevention and control, personal health, growth and wellness, mental health, nutrition, and family life education. Additionally, **All students must participate and successfully complete CPR/First Aid and AED training in order to complete graduation requirements.**

NOTE: Students may earn, in any combination, no more than two elective credits from the following courses: Advanced Physical Education I, Advanced Physical Education II, Physical Training I and Physical Training II.

Health and Physical Education 10 – 1 credit (Prerequisite: Health and Physical Education 9)
In grade 10, students are proficient in all fundamental movement skills. Students self-select physical activities that they are likely to participate in throughout life. Students understand and apply key movement and fitness principles and concepts for activities in which they demonstrate competence. Students develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students must demonstrate a level of competency in at least three lifetime physical activities and implement, self-assess, and modify a personal fitness plan. **Physical fitness testing occurs twice each semester.**

Classroom instruction mostly consists of driver education but includes lessons on nutrition and family life education as well. Classroom and in-car driver education focus on safe driving attitudes, time, space, and distance perception, skill development, and recognition of appropriate response to hazards in the ever-changing driving environment. Students apply basic driving skills in low-to-moderate traffic situations and progress to demonstration of skill proficiency in more complex traffic situations. Throughout the course, emphasis is placed on extensive supervised practice with a licensed parent or guardian to develop precision in the use of skills, processes, and responsibilities.

HEALTH & PHYSICAL EDUCATION *(continued)*

Advanced Physical Education I – 1 credit (Prerequisite: Health & P.E. 9 and Health & P.E. 10 - successful completion, only Junior/Senior Students)

This course provides students opportunities to expand the scope of their skills in physical education to include officiating, orienteering, coaching, and teaching. An additional goal is to foster lifetime fitness. Emphasis is placed on the five health-related components of fitness including cardiovascular fitness, muscular strength and endurance, flexibility, and body fat control. Individual student fitness levels are assessed. Instruction includes emphasis on health risk factors related to lifestyles and how nutrition affects wellness. Activities include weight training and conditioning, outdoor recreation, fundamentals of officiating, fundamentals of coaching and teaching, flag football, softball, tennis, golf, badminton, soccer, archery, basketball and volleyball. Physical fitness testing occurs twice each semester. Throughout this course, student fitness levels will be monitored with the use of individual records that incorporate charts and graphs.

Advanced Physical Education II– 1 credit (Prerequisite: Advanced Physical Education I)

This course provides students opportunities to expand the scope of their skills in physical education to include officiating, orienteering, coaching, and teaching. An additional goal is to foster lifetime fitness. Emphasis is placed on the five health-related components of fitness including cardiovascular fitness, muscular strength and endurance, flexibility, and body fat control. Individual student fitness levels are assessed. Instruction includes emphasis on health risk factors related to lifestyles and how nutrition affects wellness. Selected movement activities may include archery, soccer, weight training, orienteering, ultimate Frisbee, softball, golf, badminton, tennis, volleyball, basketball, team handball, flag football, and fitness testing. Many of these activities are extensions of those offered in Advanced Physical Education I. Physical fitness testing occurs twice each semester. Throughout this course, student fitness levels will be monitored with the use of individual records that incorporate charts and graphs.

Physical Training I – 1 credit (Prerequisite: Health & P.E. 9 and Health & P.E. 10 - successful completion, only Junior/Senior Students)

This course provides students opportunities to expand the scope of their skills in strength training. It teaches appropriate use of weight training equipment. The objectives of this course are to introduce the student to methods and techniques for improving muscular strength and endurance through program design. Methods of training include machines, free weights, and training without apparatus. Physical fitness testing occurs twice each semester.

Physical Training II – 1 credit (Prerequisite: Physical Training I)

This course provides students opportunities to expand the scope of their skills in strength training. It teaches appropriate use of weight training equipment. The objectives of this course are to expound on advanced methods and techniques for improving muscular strength and endurance through program design. Methods of training include machines, free weights, and training without apparatus. Students will develop and utilize a personalized sport specific or lifestyle specific training program. Physical fitness testing occurs twice each semester.

Sports Exercise and Health I – 1 credit

This course is designated for students interested in the medical profession and athletics. The material presented will combine medical principles with the athletic setting. Specific topics will include human anatomy, injury prevention and identification, medical documentation, record keeping, preventive taping, equipment fitting, first aid, rehabilitation guidelines, and career options. Special topics/current issues in health care will also be discussed. Students will participate in hands-on learning activities and be expected to perform practical skills.

Sports Exercise and Health II – 1 credit (Prerequisite – Sports Exercise and Health I)

This course is designed as an advanced look at the treatment, evaluation, and rehabilitation of athletic related injuries. Topics include medical documentation, record keeping, preventive taping, equipment fitting and professional considerations. Instruction will include advanced first aid and life support techniques.

WORLD LANGUAGES

French I – 1 credit (Prerequisite: None)
Level I French focuses on students' communicative competence in French and their understanding of the cultures of French-speaking countries. In level I French classes, students learn to communicate in real-life contexts about topics that are meaningful to them. French I concentrates on the development of the four language skills: listening, speaking, reading, and writing. Emphasis is placed on the use of French in the classroom and on the use of authentic materials to learn about the language and the culture. An important component of French classes is the use of the French language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology in the classroom.

French II – 1 credit (Prerequisite: French I or its equivalent)
In French II, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations. They are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily life. Emphasis continues to be placed on the use of French in the classroom as well as on the use of authentic materials to learn about the culture.

French III – 1 credit (Prerequisite: French II or its equivalent)
In French III, students continue to develop their proficiency in the three modes of communicative competence. They communicate using more complex structures in French on a variety of topics, including some of an abstract nature, such as social rights and responsibilities. They comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when the topics are familiar. French is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

French IV – 1 credit (Prerequisite: French III or its equivalent)
In French IV, students continue to develop their communicative and cultural competence, understanding oral and written texts, and making oral and written presentations in French. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events. They comprehend spoken and written French texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students compare and contrast everyday situations with those of our own culture. Additional emphasis is placed on appropriate verbal and non-verbal behaviors. Students will focus on global understanding of the language, increase accuracy and appropriateness of oral communication with emphasis on creativity, examine authentic materials and explore various literary genres, and refine their creative expression. Students are strongly encouraged to explore individual interest areas in depth and share these interests with the class.

AP French V – 1 credit (Prerequisite: French IV)
In this course students prepare for the AP French Language Exam and develop a strong command of the French language with proficiency in integrating language skills and synthesizing written and aural materials, centered on the six cultural themes outlined in the AP curricular requirements: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students master the formal writing process and aural comprehension skills, as well as develop extensive interpersonal and presentational speaking and writing practice. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

Spanish I – 1 credit (Prerequisite: None)
Level I Spanish focuses on students' communicative competence in Spanish and their understanding of the cultures of Spain and other Hispanic countries. In level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. Spanish I concentrates on the development of the four language skills: listening, speaking, reading, and writing. Emphasis is placed on use of Spanish in the classroom and on use of authentic materials to learn about the language and culture. An important component of Spanish classes is the use of the Spanish language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom.

WORLD LANGUAGES *(continued)*

Spanish II – 1 credit (Prerequisite: Spanish I or its equivalent)

In Spanish II, students continue to develop their proficiency in the three modes of communicative competence; interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations. They are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

Spanish III – 1 credit (Prerequisite: Spanish II or its equivalent)

In Spanish III, students continue to develop their proficiency in the three modes of communicative competence. They communicate using more complex structures in Spanish on a variety of topics, including some of an abstract nature. They comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

Spanish IV – 1 credit (Prerequisite: Spanish III or its equivalent)

In Spanish IV, students continue to develop their communicative and cultural competence, understanding oral and written texts, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students compare and contrast everyday situations with those of our own culture. Additional emphasis is placed on appropriate verbal and non-verbal behaviors. Students will focus on global understanding of the language, increase accuracy and appropriateness of oral communication with emphasis on creativity, examine authentic materials and explore various literary genres, and refine their creative expression. Students are strongly encouraged to explore individual interest areas in-depth and share these interests with the class.

AP Spanish V – 1 credit (Prerequisite: Spanish IV or its equivalent)

In this course students prepare for the AP Spanish Language Exam and develop a strong command of the Spanish language with proficiency in integrating language skills and synthesizing written and aural materials, centered on the six cultural themes outlined in the AP curricular requirements: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students master the formal writing process and aural comprehension skills, as well as develop extensive interpersonal and presentational speaking and writing practice. ***Upon completion of the course, students are encouraged to take the Advanced Placement Exam.***

Spanish for Fluent Speakers I– 1 credit (Prerequisite: Placement Test)

Spanish for Fluent Speakers is designed to meet the needs of students whose primary language is Spanish but who have had little or no formal education in Spanish, and who are proficient in understanding and speaking Spanish. The course will build on existing listening and speaking skills, and focus on the acquisition of comparable competencies in reading and writing, with an emphasis on grammatical concepts. Students seeking to earn an advanced studies diploma must also take a sequence of Spanish III, IV or Spanish IV and V.

Spanish for Fluent Speakers II– 1 credit (Prerequisite: Spanish for Fluent Speakers I or Placement Assessment)

Spanish for Fluent Speakers II is designed to increase proficiency in reading and writing of students whose primary language is Spanish. This course is designed for Spanish speakers who have some proficiency in all skills, including listening, speaking, reading, and writing. The course will focus on the enhancement of skills acquisition placing emphasis on style and structural accuracy, comprehension and communication, the continued exploration of diverse cultures, and increased Spanish literacy.

ENGLISH LEARNERS

EL Level I – 1 credit

Students engage in listening, speaking, reading, and writing English through an integrated language arts curriculum. Building both on their prior knowledge and on newly introduced material, they are provided support through a cohesive program. Placement is made following assessment. The goal is to help students build the Basic Interpersonal Communication Skills (BICS) and vocabulary necessary for Cognitive Academic Language Proficiency (CALP).

EL Level II – 1 credit

Students continue to engage in listening, speaking, reading, and writing English needed for building BICS and CALP. Placement is made following assessment.

CAREER AND TECHNICAL EDUCATION

AGRICULTURE

Foundations of Agriculture, Food and Natural Resources – 1 credit (Prerequisite: None)
This course is designed to develop competencies in each of the career pathways as they pertain to agricultural education, including the areas of Virginia's agriculture industry; the global scope of agriculture; scientific research concepts in plant, animal, and food science; principles of leadership and opportunities within student organization [FFA]; agribusiness and Supervised Agricultural Experience program opportunities; agricultural skills and safety; forestry and wildlife; and natural resources and environmental systems.

Introduction to Animal Systems –1 credit (Prerequisite: Foundations of Agriculture, Food and Natural Resources)
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. Students will be exposed to principles of leadership and opportunities within student organization [FFA] along with Supervised Agricultural Experience opportunities.

Agricultural Production Technology – 1 credit (Prerequisite: Foundations of Agriculture, Food and Natural Resources)
This course emphasizes one or more areas of plant science, animal science, soil science, agricultural business management, and agricultural mechanization, based upon the student's employment objective. Supervised occupational experience programs and leadership training are important parts of the course.

Livestock Production Management – 1 credit (Prerequisite: Foundations of Agriculture, Food and Natural Resources)
This course includes instruction in agricultural mechanics, with emphasis placed on the application of mechanical skills to farm power and machinery, soil and water management, supervised farming programs, and leadership training [FFA].

Agricultural Business Management—1 credit Prerequisite: Foundations of Agriculture, Food and Natural Resources)
This course teaches students the economics of raising meat animals for food production. Students will obtain animals through special low interest student loans for the government's Farm Service Agency. They will learn fundamental animal husbandry skills, record keeping, and business management. Activities include resume preparation, portfolio design, study of international agriculture and participation in the FFA.

Equine Science – 2 credits (Prerequisite: Foundations of Agriculture, Food and Natural Resources or Introduction to Animal Systems)
In this course, students learn how to care for and manage horses. Equine health, nutrition, management, reproduction, training, evaluation, and showmanship are the major instructional areas. In addition, course content includes instruction in the tools, equipment, and facilities for equine enterprises. Business management topics include the economics of boarding, training, and merchandising horses. Leadership development activities are included, and participation in FFA activities is encouraged. **(2 Blocks at the Career Academy)**

Equine Science Advanced – 2 credits (Prerequisite: Equine Science; For Grades 11 & 12 Only)
In this course, students learn about equine nutrition, handling and training techniques, grooming and foot care, anatomy and reproduction, transportation and stable management, as well as required safety procedures and protocols used in the equine industry. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations. **(2 Blocks at the Career Academy)**

AGRICULTURE *(continued)*

Veterinary Science—2 credits (Prerequisites: Foundations of Agriculture, Food and Natural Resources)
This course provides students with the employability and technical skills needed to succeed in postsecondary education and a career in veterinary medicine or in a related occupation. Course content will include the integration of academics and career skills and instruction in the use of tools, equipment, and facilities for veterinary medicine. Business management, leadership and FFA activities are included in the course. Students enrolled in the course should have a strong back-ground in math and science and knowledge of small animal care. **(2 Blocks at the Career Academy)**

Veterinary Science II—2 credits (Prerequisites: Veterinary Science; For Grades 11 & 12 Only)
In this course, students will 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 and/or 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. Opportunities to handle live animals may occur. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership

Introduction to Natural Resources and Ecology Systems– 1 credit (Prerequisite: Foundations of Agriculture, Food and Natural Resources)
This course serves as the introductory level course for the Natural Resources Career Pathway. Students will explore the study of natural resources and begin to develop skills and knowledge required for employment in occupations related to forestry, wildlife and natural resources management, and conservation. Special emphasis is placed on opportunities in the FFA.

Forestry Management – 2 credits (Prerequisite: Foundations of Agriculture, Food and Natural Resources and Intro to Natural Resources and Ecology Systems)
This course will offer students instruction in the management of the forest as a resource and as a business. Students will develop knowledge in areas like tree physiology, forest ecology, silviculture, and the management and marketing of forest products. Strong emphasis is placed on developing career skills for the forestry industry as well as are continued opportunities available through FFA. **(2 Blocks at the Career Academy)**

Small Animal Care I —2 credits (Prerequisite: Foundations of Agriculture, Food and Natural Resources)
Students learn how to care for and manage small animals, focusing on instructional areas in animal health, nutrition, management, reproduction, evaluation, training, and, when applicable, showmanship. Course content also includes instruction in the tools, equipment, and facilities for small animal care, and provides activities to foster leadership development. FFA activities are included. **(2 Blocks at the Career Academy)**

Small Animal Care II —2 credits (Prerequisite: Small Animal Care I)
Students advance their skills in the care and management of small animals, focusing on the specific needs of various breeds. Instruction includes grooming and handling animals, as well as technical functions related to animal health, office-management instruction and it affords students the opportunity to practice leadership skills. FFA activities are included. **(2 Blocks at the Career Academy)**

HORTICULTURE

Applied Horticultural Science – 1 credit (Prerequisite: None)
This allows students to view the seasonal production and marketing of greenhouse and floral products. Course content covers basic plant science and an introduction to floral design, greenhouse production and landscape design. Plant identification includes greenhouse and landscape materials.

HORTICULTURE *(continued)*

Introduction to Floral Design— (Prerequisite: Applied Horticulture Science plus any other Horticulture Class)
This class incorporates skills required for composition of basic table arrangements. It includes the history of design styles, identification of flowers and greens, identification and use of equipment, and condition of handling flowers.

Floral Design I – 1 credit (Prerequisite: Applied Horticultural Science)
This course offers an expanded study of floral design that began in Applied Horticultural Science. Specific design styles examined include body flowers, bud vases, balloon bouquets and decorations, mass arrangements, line-mass arrangements, silk Christmas design, and wedding design. Plant identification curriculum includes advanced placement work in herbaceous plant materials.

Floral Design II – 1 credit (Prerequisite: Applied Horticultural Science and Floral Design I)
Course content covers a range of specialty floral design including historical and contemporary design, party decorations, floragraphy, dried arrangements and sympathy work. The business aspect of the industry is addressed through the study of pricing, advertising, shop display and design. Plant identification curriculum includes advanced placement work in herbaceous plant materials.

Landscape Design, Construction and Maintenance I – 1 credit (Prerequisite: Applied Horticultural Science)
Landscape Design principles are studied. Hardscapes and plant materials are examined for their function in the landscape. Basic maintenance procedures on a residential landscape are introduced. Elementary drafting skills are practiced as features of a residential landscape design. Plant identification curriculum includes advanced placement work in woody materials.

Landscape Design, Construction and Maintenance II – 1 credit (Prerequisite: Applied Horticultural Science and Landscape Design, Construction and Maintenance I)
Complete residential and commercial landscape plans are developed incorporating principles of landscape design, hardscapes and plant materials. Maintenance plans for landscape designs are developed. Special elements of the landscape such as golf courses, water features, and irrigation systems are examined. Computer landscape design graphics are practiced. Plant identification curriculum includes advanced placement work in woody materials.

Landscape Drawing Applications— 1 credit (Prerequisite: Applied Horticulture Science plus any other Horticulture class)
Students enrolled in this course apply theories of landscape design and drawing to actual design projects and tasks. Emphasizes drawing techniques and use of advanced media in applications. Includes hard line, free-style, and computer assisted landscape drawing in simple landscape drawing applications.

Plant Production and Management – 1 credit (Prerequisite: Applied Horticultural Science and Landscape Design, Construction and Maintenance I)
Greenhouse structures are examined and compared for commercial applications. Environmental systems for greenhouses including irrigation, heating, cooling, fertilization, and photoperiodic control are studied. Greenhouse crop schedules for poinsettias, bedding plants, bulbs, and specialty crops are introduced. Plant identification curriculum includes advanced placement work in herbaceous materials.

Specialty Horticulture Arts – 1 credit (Prerequisite: Applied Horticultural Science and Landscape Design, Construction and Maintenance I)
A wide range of specialty topics are studied including topiary, fruit and vegetable production, interior landscaping, terrariums, dish gardens, and bonsai. Horticulture as an opportunity for entrepreneurship is examined. Plant identification curriculum includes advanced placement work in woody plant materials.

Advanced Plant Horticulture Articulation – 1 credit (Prerequisite: Applied Horticultural Science)
The Henry County Horticulture Program is one of eight in the state of Virginia that has signed an articulation agreement with Virginia Tech. Students have an opportunity to earn up to nine semester credits. These credits will transfer to Virginia Tech's Agriculture Technology program. If a student transfers from the two-year Agriculture program to a four-year Horticulture degree program, these credits would be accepted. Advanced Placement course work includes Herbaceous Perennials and Woody Landscape Plant Materials.

BUSINESS AND INFORMATION TECHNOLOGY

Accounting – 1 credit (Prerequisite: None)
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.

Business Management - 1 credit (Prerequisite: None)
Business Management students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations. Quality concepts, project management, problem solving, and ethical decision making are an integral part of the course. Student leadership skills may be enhanced by participation in school-based or virtual enterprises, job shadowing, internships, and/or the Future Business Leaders of America (FBLA).

Computer Information Systems – 1 credit
Computer Information Systems 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. Completion of this course may prepare students for the certification exam for Microsoft Office Specialist (MOS).

Advanced Computer Information Systems – 1 credit (Prerequisite: Computer Information Systems)
Advanced Computer Information Systems students apply problem-solving skills to real-life situations through advanced integrated software applications, including printed, electronic, and Web publications. Students work individually and in groups to explore advanced computer maintenance activities, Web site development, programming, networking, emerging technology, and employability skills. Completion of this course may prepare students for the certification exam for Microsoft Office Specialist (MOS).
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Design, Multimedia, and Web Technologies – 1 credit
Design, Multimedia, and Web Technologies students develop proficiency in designing and creating desktop-published projects, multimedia presentations/projects, and Web sites. 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. Completion of this course may prepare student for the certification exam for Microsoft Office Specialist (MOS).

BUSINESS AND INFORMATION TECHNOLOGY *(continued)*

Cybersecurity/IT Fundamentals – 1 credit (Prerequisite: None)

Cybersecurity affects every individual, organization, and nation. This course introduces the essential technical and professional skills required for students to pursue programs leading to professional careers and IT certifications. It focuses on the evolving all-pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, exploring 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. It prepares students for cybersecurity courses at the career academy during their junior and senior years.

Cybersecurity in Manufacturing – 2 credits (Prerequisite: Cybersecurity/IT Fundamentals)

This course will emphasize manufacturing systems, safety, materials, production, business concepts, and the manufacturing process. Students will learn the principles of cybersecurity, explore emerging technologies, and examine threats and protective measures. Students will participate in enterprise team activities to create products that demonstrate elements of business and manufacturing while demonstrating cybersecurity concepts and policies, including risk management. ***(2 Blocks at the Career Academy)***

Advanced Cybersecurity in Manufacturing- 2 credits (Prerequisite: Cybersecurity in Manufacturing)

This course will continue to expose students to the revolutionary and growing field of cybersecurity as it relates to manufacturing. Students will apply the principles of cybersecurity, research emerging technologies, analyze threat intelligence, and design protective measures. Students will participate in enterprise team activities to secure automated production processes while demonstrating cybersecurity concepts and policies. Upon completion, students will take an industry certification test. ***(2 Blocks at the Career Academy)***

Introduction to Game Design & Development – 1 credit (Prerequisite: None)

This course is an introductory overview of video game design and development and the fundamentals of the game industry. Topics include a brief history of video games, the elements that define a video game, content creation strategies, the design and development process, industry professions, and game design and development techniques. Game design and development involves the creation of video games, a topic residing primarily in the domain of computer science, with some coverage of digital arts. Students will design and develop their own original games by using MIT's free Scratch web application and Unity, free software that is used widely by game industry professionals. Students of all backgrounds are encouraged to take Intro to Game Design and Development. Students will understand the value of diversity in the video game industry and will gain a strong foundation to pursue further study in game design, game development, or related studies in computer science or digital arts. This course will be offered online only through Virtual Virginia.

JUNIOR ROTC (JROTC)

Leadership Education and Training (LET I-A, LET I-B) – 1 credit (Prerequisite: None)

This course is designed to teach students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. The course prepares students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. Students receive instruction in citizenship skills, leadership theory and application, learning styles, communication skills, conflict resolution and financial planning. Students will be issued a uniform free of charge, and will be required to meet established grooming standards. They will also be required to participate in physical fitness training. Students can participate in JROTC co-curricular activities (Drill team, Air-Rifle Team, or Raider Team) if they maintain a minimum 2.0 GPA.

Leadership Education and Training (LET II-A, LET II-B) – 1 credit (Prerequisite: Successful completion of LET I-A & LET I-B)

This course builds upon the citizenship and leadership skills learned in LET IA-B. Students are afforded the opportunity to earn advanced rank in the JROTC unit, allowing them to lead others in practical application situations. Students receive instruction in achieving a healthy lifestyle, first aid for emergency and non-emergency situations, and drug awareness. Students also receive instruction in earth science, geography, and environmental awareness. Finally, students learn about the American political system, the U.S. Constitution, the shaping of American institutions and practices, the Bill of Rights, and citizen's roles in American democracy. Students lead physical fitness training and can participate in JROTC co-curricular activities if they maintain a minimum 2.0 GPA.

Leadership Education and Training (LET III-A, LET III-B) – *1 credit (Prerequisite: Successful completion of LET II-A, LET II-B)*

Students advance to positions of increased responsibility leading other students in accomplishing a myriad of tasks such as planning for the annual service-learning project. They receive instruction in the function and organizations within the Department of Defense, the Peace Corps, and AmeriCorps. Students are taught advanced leadership principles such as management skills, styles of leadership, communication and motivation. They learn teaching skills and are given the opportunity to teach LET I students. LET IV students are given the opportunity to complete citizenship and history projects. Students lead physical fitness training and can participate in JROTC co-curricular activities if they maintain a minimum 2.0 GPA.

Leadership Education and Training (LET IV-A, LET IV-B) - 1 credit (Prerequisite: Successful completion of LET III-A, LET III-B)

Students can advance to the highest positions within the JROTC unit and experience the duties and responsibilities of leaders and staff officers within a large organization. The students conduct all the planning that is required to run the JROTC unit and ensure successful execution of all tasks assigned. They receive advanced instruction in citizenship, leadership, life skills, wellness, fitness, first aid, geography and environmental awareness and American history and government. The LET V-VIII students lead physical fitness training and not only can participate in JROTC co-curricular activities but have the opportunity to be Captains or hold other advanced leadership positions within the various teams if they maintain a 2.0 GPA.

FAMILY AND CONSUMER SCIENCES

Introduction to Culinary Arts – 1 credit (Prerequisite: None)

The food occupations competencies focus on identifying and exploring the individual careers within the food service industry. Units of study include food science and technology, dietetics and nutrition services, contemporary cuisines and service styles, food and beverage production and preparation, and food safety and sanitation. Teachers reinforce math, science, social studies and English Standards of Learning while teaching the required competencies. Teachers also focus on workplace readiness skills.

Culinary Arts I – 2 credits (Prerequisite: None)

Students practice managerial, production, and service skills used in government, commercial, or independently owned institutional food establishments and related food industry occupations. Students plan, select, store, purchase, prepare, and serve food and food products. They study basic nutrition, sanitation, and food safety; the use and care of commercial equipment; and the operation of institutional food establishments. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of culinary arts are emphasized. Teachers highlight the basic skills of mathematics, science, and communication when appropriate in content. Introduction to Culinary Arts is a recommended prerequisite for this course.

Culinary Arts II – 2 credits (Prerequisite: Culinary Arts I)

Culinary Arts II provides students an opportunity to refine skills in serving, dining room management, and other skills learned in Culinary Arts I. Students prepare for occupations such as chef/cook, baker/pastry helper, pastry decorator, hospitality worker, dietetic aide/assistant, food demonstrator, and entrepreneur. Critical thinking, practical problem solving, and entrepreneurship opportunities within the field of culinary arts are emphasized. Teachers highlight the basic skills of mathematics, science, and communication when appropriate in content.

Culinary Arts Specialization III – 2 credits (Prerequisite: Culinary Arts II)

Culinary Arts III provides students with an opportunity to enhance their skills in planning menus, applying nutritional principles, implementing sanitation and safety standards, and exploring careers. Depending on the locality, students have the prospect of specializing in one of the following food-preparation techniques: Baking and Pastry, Catering/Banquet, Restaurant/Business, or Quantity Foods. Critical thinking, practical problem solving, and entrepreneurial opportunities within the field of culinary arts are emphasized.

Nutrition and Wellness – 1 credit (Prerequisite: None)

Students enrolled in Nutrition and Wellness focus on making choices that promote wellness and good health; analyzing relationships between psychological and social needs and food choices; choosing foods that promote wellness; obtaining and storing food for self and family; preparing and serving nutritious meals and snacks; selecting and using equipment for food preparation; and identifying strategies to promote optimal nutrition and wellness of society. Teachers reinforce math, science, social studies and English Standards of Learning while teaching the required competencies. Teachers also focus on workplace readiness skills.

FAMILY & CONSUMER SCIENCES *(continued)*

Intro to Teachers for Tomorrow – 1 credit

This course fosters student interest, understanding, and appreciation of the teaching profession and allows students an introduction to careers in education. Students are taught to develop self-awareness, collaborate and communicate with peers, build positive learning environments, and discover learning differences of others. The curriculum is designed to help students set attainable goals in the Education and Training Career Cluster. This course introduces students to the high school Virginia Teachers for Tomorrow (VTfT) program.

Teachers for Tomorrow – 1 credit (Prerequisite: Intro to Teachers for Tomorrow)

Virginia Teachers for Tomorrow (VTfT) fosters student interest, understanding, and appreciation of the teaching profession and allows students to explore careers in education. Students build a foundation for teaching; learn the history, structure and governance of teaching; apply professional teaching techniques in the VTfT classroom and field experience; and reflect on their teaching experiences.

Teachers for Tomorrow II – 1 credit (Prerequisite: Intro to Teachers for Tomorrow I)

Students continue to explore careers in the Education and Training Career Cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience.

Entrepreneurship – 1 credit (Prerequisite: None)

This course introduces students to the concept that an entrepreneur is an individual who undertakes the creation, organization, ownership, and risk of a business. Students will acquire information to guide business decision making and understand fundamental economic concepts to obtain a foundation for employment in business. Upon completion of this course, students will also demonstrate an understanding of business ownership, financial statements, marketing principles and basic economic principles. Students will develop sales and customer service skills.

HEALTH AND MEDICAL SCIENCES

Introduction to Health and Medical Sciences– 2 credits (Prerequisite: None)

This course introduces the student to all healthcare pathways and careers and develops basic skills common to all health occupations. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment. In addition, instruction may include the basics of medical laboratory procedures, pharmacology fundamentals, biotechnology concepts, and communication skills essential for providing quality patient care. This course serves as a prerequisite to the Medical Assistant and Nurse Aide courses. **(2 Blocks at the Career Academy)**

Medical Assistant I - 2 Credits (Prerequisite: Introduction to Health and Medical Sciences)

Students gain foundational knowledge in basic anatomy and physiology, pharmacology, medical ethics, medical asepsis, medical terminology, medical mathematics, and legal responsibilities. Students also develop basic skills and techniques to assist the healthcare provider and/or other medical professionals in patient examinations, basic emergency care, simple laboratory tests, and administrative duties. Additionally, students explore medical assisting career pathways through HOSA-Future Health Professionals and potential on-the-job clinical instruction and/or observation in a healthcare facility. **(2 Blocks at the Career Academy**

Medical Assistant II- 2 Credits (Prerequisite: Medical Assistant I)

Students apply and implement medical-assisting skills and techniques learned in Medical Assistant I. They also learn management of health records; cardiopulmonary resuscitation; care and use of equipment; collection and analysis of laboratory specimens; special diagnostic testing related to basic diseases and disorders, treatment, and medication; pharmacology, and job preparedness skills. Advanced on-the-job clinical experience in a healthcare facility is a part of the course. Successful completion of the program may lead to employment in a healthcare setting and an industry credential. **(2 Blocks at the Career Academy)**

MARKETING

Principles of Business and Marketing – 1 credit

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

Marketing (Co-op Option) – 1 credit

Students are introduced to functions and foundations involved in the marketing of goods, services, and ideas and achieve skills necessary for successful marketing employment. Students study risk management, selling, promotion, pricing, purchasing, marketing-information management, product/ service planning, distribution, and financing. Foundation skills include economics, human resources, and marketing and business necessary for success in marketing occupations. Academic skills (mathematics, science, English, and history/social science) related to the content area are a part of this course. Students participating in the co-op option may earn one additional credit for a minimum of 280 hours worked.

Advanced Marketing (Co-op Option) – 1 credit (Prerequisite: Marketing [Co-op Option])

Students continue to gain knowledge of marketing functions and foundations as they relate to supervisory and management responsibilities and develop skills needed for advancement. They develop skills for supervisory positions and/or for continuing education in a marketing-related field. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. Students participating in the co-op option may earn one additional credit for a minimum of 280 hours worked.

Fashion Marketing (Co-op Option) – 1 credit

In this specialized course, students gain 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 applied to the apparel and accessories industry, and specialized skills unique to fashion marketing. Personal selling, sales distribution, market planning, and product/service technology as well as academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course. Students participating in the co-op option may earn one additional credit for a minimum of 280 hours worked.

Sports, Entertainment, & Recreation (Co-op Option) – 1 credit (Prerequisite: None)

Students develop skills in the areas of marketing analysis, event marketing, communication, and human relations, along with a thorough understanding of the sports, entertainment, and recreation industry and career options available. Students participating in the co-op option may earn one additional credit for a minimum of 280 hours worked.

TRADE AND INDUSTRIAL

Heating, Ventilation, Air Conditioning and Refrigeration I – 2 credits per year
This program provides students an introduction to HVAC system operation including safety, tool selection/usage, copper tubing procedures and refrigeration cycles. **(2 Blocks at the Career Academy)**

Heating, Ventilation, Air Conditioning and Refrigeration II – 2 credits per year (Prerequisite: Heating, Ventilation, Air Conditioning, and Refrigeration I)
This instructional program prepares students to install, repair, and maintain the operating conditions of heating, air conditioning, and refrigeration systems. **(2 Blocks at the Career Academy)**

Industrial Maintenance Technology I – 2 credits (Prerequisite: None)
This program provides students an introduction to maintenance procedures including safety, tool selection/usage and basic welding procedures. **(2 Blocks at the Career Academy)**

Industrial Maintenance Technology II – 2 credits Prerequisite: Industrial Maintenance Technology I)
This course focuses on the adjustment, maintenance, part replacement, and repair of tools, equipment, and machines used in industry, including hydraulic and pneumatic systems. **(2 Blocks at the Career Academy)**

Cosmetology I – 2 credits (Prerequisite:* None*)
Cosmetology is the study of hair, skin and nails, and their related care. Students study and prepare in a clinical lab setting, using mannequins and live models for manipulative skill practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and presentation of a professional image. Competency completions prepare the student for the Virginia Board of Cosmetology licensing exam. **(2 Blocks at the Career Academy)**

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Cosmetology II – 2 credits (Prerequisite: Cosmetology I)
Cosmetology is the study of hair, skin and nails, and their related care. Students study and prepare in a clinical lab setting, using mannequins and live models for manipulative skill practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and presentation of a professional image. Competency completions prepare the student for the Virginia Board of Cosmetology licensing exam. Students are required to take the Virginia Board of Cosmetology licensing exam. **(2 Blocks at the Career Academy)**

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Bengal Tech Academy (BTA) and Warrior Tech Academy (WTA) offer traditional courses in a project based or problem based learning environment where learning is student-driven, engaging, and meets the needs of a wide variety of academic abilities. Students work in collaborative teams to solve timely and complex problems that often encourage their success as responsible, globally-conscious citizens. All students are taught, evaluated, and assessed on five learning outcomes in every project in every class.

- Agency (10%): The ability to grow one's own intelligence and skill through effort, practice, and challenge and the ability to learn how to learn and monitor progress to be successful on tasks, school, and life.
- Collaboration (10%): The ability to be a productive member of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.
- Knowledge & Thinking (50%): The ability to reason, problem solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.
- Oral Communication (15%): The ability to communicate knowledge and thinking through effective oral presentations.
- Written Communication (15%): The ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and convention.

BTA and WTA are part of a national educational network called New Tech. In New Tech classes, learning is contextual, creative, and collaborative because project based learning (PBL) is at the center of the instructional approach. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order to answer challenging questions or to solve complex problems rooted in the subject areas.

NEW TECH ACADEMIES

In addition, students are immersed in an environment of TRR (trust, respect, and responsibility) as part of a commitment to a schoolwide culture of empowerment.

BENGAL TECH ACADEMY (BTA) & WARRIOR TECH ACADEMY (WTA)

BTA and WTA are 1:1 schools, and each student uses a Macbook or iPad to complete course work. Some classes are integrated while others are single subject. **ALL BTA AND WTA GENERAL COURSE DESCRIPTIONS ARE THE SAME AS TRADITIONAL CLASSES. The primary difference is in the delivery of the curriculum (project based/problem based learning) and in the assessed learning outcomes (agency, collaboration, knowledge and thinking, oral communication, and written communication).**

Students in BTA and WTA are able to enroll in both Piedmont Governor's School and ACE as juniors and seniors while remaining in the tech academy program. AP/DE courses are available at the junior and senior level.

Class	Grade Level: 9	Grade Level: 10	Grade Level: 11	Grade Level: 12	Integrated *	Single Subject	PBL+	PrBL++
English 9 and World History I	X				X		X	
Biology and Health/PE 9	X				X		X	
English 10 and Ecology		X			X		X	
World History II		X				X	X	
English 11 and US/VA History *or* AP/ DE English 11 and US/VA History			X		X		X	
English 12 and US Government *or* AP/ DE English 12 and US Government				X	X		X	
Algebra I	X					X		X
Geometry	X	X				X		X
Algebra II		X	X			X		X

***Integrated** – Integrated courses combine two subject areas into a one year long class. One curriculum is taught in conjunction with the other.

+ PBL: Project Based Learning **++ PrBL**: Problem Based Learning

PATRICK & HENRY COMMUNITY COLLEGE

CTE Course Descriptions

Patrick & Henry Community College offers several career specific programs that include Motorsports Technology, Criminal Justice, Welding, Nurse Aide, and Precision Machining.

Enrollment in Dual Enrollment Classes is contingent upon a student having 2.0 overall GPA and acceptance in the course by the college. Course availability is based on the number of credentialed instructors and student enrollment.

MOTORSPORTS ACADEMY

YEAR 1:

AUT 111 Automotive Engines I:
Presents analysis of power, cylinder condition, valves and bearings in the automotive engine to establish the present condition, repairs or adjustments. Part I of II.

MTS 135 Sheet Metal Fabrication:
Introduces sheet metal terminology, fabrication, and installation for covering structural framework of race cars. Provides project oriented, problem-based experiences with equipment and machinery used in the Motorsports Industry.

AUT 112 Automotive Engines II:
Presents analysis of power, cylinder condition, valves and bearings in the automotive engine to establish the present condition, repairs or adjustments. Part II of II.

MTS 120 Introduction to Motorsports Technology:
Introduces the student to a survey of the Motorsports Industry. Explores the student to a broad overview of the industry, terminology and technology associated with developing a competition racecar.

YEAR 2:

MTS 125: Motorsports Technology I:
Introduces the student to the various systems of the racecar. Focuses on the inter-related functions and the theoretical concepts of the high performance race engine. Emphasizes hands-on skills with identification and installation of component parts of a race engine.

MAC 161: Machine Shop Practices I:
Introduces safety procedures, bench work, hand tools, precision measuring instruments, drill presses, cut-off saws, engine lathes, manual surface grinders, and milling machines.

MTS 130: Motorsports Structural Technology:
Introduces the student to the basic design and fabrication of a racecar. Develops skills for the use of the tools, equipment, and materials in the production of a racecar. Emphasizes safety, accuracy, and aesthetics of the racecar and the work environment.

MTS 131: Motorsports Structural Technology II:
Introduces the student to the design and fabrication of a roll cage. Develops skills in the use or tools, equipment, and materials selection to bend, form, and fabricate the primary structural safety component. Emphasizes NASCAR and other sanctioning bodies' specifications.

CRIMINAL JUSTICE ACADEMY

YEAR 1:

ADJ 100 Survey of Criminal Justice:
Presents an overview of the United States criminal justice system; introduces the major system components--law enforcement, judiciary, and corrections.

ADJ 236 Principles of Criminal Investigation:
Surveys the fundamentals of criminal investigation procedures and techniques. Examines crime scene search, collecting, handling and preserving of evidence.

ADJ 105 The Juvenile Justice System:
Presents the evolution, philosophy, structures and processes of the American juvenile delinquency system; surveys the right of juveniles, dispositional alternatives, rehabilitation methods and current trends.

ADJ 237 Advanced Criminal Investigations:
Introduces specialized tools and scientific aids used in criminal investigation. Applies investigative techniques to specific situations and preparation of trial evidence.

YEAR 2:

ADJ 133 Ethics and the Criminal Justice Professional:
Examines ethical dilemmas pertaining to the criminal justice system, including those in policing, courts and corrections. Focuses on some of the specific ethical choices that must be made by the criminal justice professional.

ADJ 130 Introduction to Criminal Law:
Surveys the general principles of American criminal law, the elements of major crimes, and the basic steps of prosecution procedure.

ADJ 111 Law Enforcement Organization and Administration I:
Teaches the principles of organization and administration of law enforcement agencies. Studies the management of line operations, staff and auxiliary services, investigative and juvenile units. Introduces the concept of data processing; examines policies, procedures, rules, and regulations pertaining to crime prevention. Surveys concepts of protection of life and property, detection of offenses, and apprehension of offenders.

ADJ 131 Legal Evidence:
Surveys the identification, degrees, and admissibility of evidence for criminal prosecution; examines pre-trial and trial procedures as they pertain to the rules of evidence.

WELDING ACADEMY

Students will learn welding skills including utilizing oxyacetylene, ARC, Flux Core, and MIG welding. Students are required to commit two blocks to this program for both fall and spring semester. Students have the opportunity to earn American Welding Society (AWS) certifications during the semester based on their skill development. **Welding Academy courses are available to Seniors Only.**

WEL 120 - Introduction to Welding
Introduces history of welding processes. Covers types of equipment, and assembly of units. Stresses welding procedures such as fusion, non-fusion, and cutting oxyacetylene. Introduces arc welding and plasma arc cutting. Emphasizes procedures in the use of tools and equipment.

WEL 123 - Shielded Metal Arc Welding (Basic)
Teaches operation of AC & DC power sources, welding polarities, heats and electrodes for use in joining various metal alloys by the arc welding process. Deals with running beads, butt, and fillet welds in all positions. Emphasizes safety procedures.

WEL 160 - Gas Metal Arc Welding
Introduces semi-automatic welding processes with emphasis on practical application. Includes the study of filler wires, fluxes, and gases.

WEL 161 - Flux Cored Arc Welding (FCAW)
Introduces flux cored semi-automatic welding processes with emphasis on practical application. Includes the study of filler wires, fluxes, and gases.

Nurse Aide Curriculum

The purpose of this program is that it prepares a student for entry level practice in the health care field to provide patient care in a variety of health service facilities. Students who successfully complete the appropriate courses may be eligible for employment in hospitals, skilled/residential nursing facilities, home care, physician offices, or other health related facilities. After successful completion of the nurse aide courses, student will be eligible to apply to take the certification test for Certified Nurse Aide in Virginia. After successful completion of the Cardiopulmonary Resuscitation course, student will receive American Heart Association Basic Life Support certification. A student who resides outside of Virginia and plans to apply for certification as a nurse aide subsequent to completion of this education program may not meet the requirements of certification for the student's state of residence.

The program prepares completers to demonstrate skillful delivery of patient care at the nurse aide level of preparation. Physical Requirement: The minimal functional requirements for all entering nurse aide students include:

- *sufficient eye-hand coordination and manual and finger dexterity to provide direct patient care and to manipulate and operate equipment in the delivery of patient care;*
- *sufficient ability to fully observe patients/patient conditions and provide patient care, read patient health information, and observe and manipulate equipment, including in dimly lit environments;*
- *sufficient hearing to communicate with patients and healthcare team members, including ability to recognize and report changes;*
- *satisfactory communication skills, to include competence in reading, writing and speaking in English, in the classroom, laboratory, and clinical settings to allow for accurate recording and reporting of patient information;*
- *ability to perform patient care activities that require full range of motion including handling, lifting, or moving patients and/or equipment;*
- *ability to lift and carry items weighing up to 50 pounds;*
- *ability to successfully perform all required duties and responsibilities in classroom, laboratory and clinical settings in stressful situations or conditions;*

Nurse Aide Students will be required to undergo mandatory drug screening and criminal background check. Students must have a negative drug screen and criminal background check to be eligible for clinical learning experiences. Students must earn a grade of C or higher in the nurse aide lecture, lab, and clinical courses (NUR 27 and NUR 21) in order to earn the career studies certificate. Clinical/field/preceptor experiences require access to contracted clinical agencies.

Courses Required

NUR 27 5 credits (lecture/lab) total instructional hours 60 Lecture/45 lab
NUR 21 1 credit (clinical) includes 45 total hours
HLT 105 1 credit CPR (this will only be needed if the students do not have AHA CPR from the high school).

Participation Requirements:

- *Drug screening*
- *Criminal background check*
- *Uniform with closed toe/heel white shoe*
- *Watch with a second hand*
- *Physical examination and TB Skin Test*
- *Textbook/Workbook*
- *Certification examination*
- *COVID Vaccine (May be required by Medical Facility in which clinical hours take place)*
- *Transportation to clinical agencies as required*

Precision Machining

The Precision Machine program will prepare and equip students for work in machine shop environments through the use of project based learning. Students will understand the correct use of and reading of precision measuring tools, reading and understanding blue prints, as well as job planning. The students will learn how to operate and maintain band saws, manual lathes, knee mills, as well as an introduction to CNC lathe programming and operation.

YEAR 1:

MAC 161 – Machine Shop Practices I:
Introduces safety procedures, bench work, hand tools, precision measuring instruments, drill presses, cut-off saws, engine lathes, manual surface grinders, and milling machines.

MAC 162 – Machine Shop Practices II:
Introduces safety procedures, bench work, hand tools, precision measuring instruments, drill presses, cut-off saws, engine lathes, manual surface grinders, and milling machines..

MAC 163 – Machine Shop Practices III:
Offers practice in the operation of the drill press, engine lathe, vertical milling machine, horizontal milling machine, and the surface grinder. Introduces practical heat treatment of directly hardenable steels commonly used in machine shops.

MAC 164 – Machine Shop Practices IV:
Offers practice in the operation of the drill press, engine lathe, vertical milling machine, horizontal milling machine, and the surface grinder. Introduces practical heat treatment of directly hardenable steels commonly used in machine shops.

YEAR 2:

MAC 295 – Topics in Precision Machining:
Provides an opportunity to explore topical areas of interest to or needed by students.

PIEDMONT GOVERNOR'S SCHOOL

Students selected to attend The Piedmont Governor's School for Mathematics, Science and Technology are enrolled for two years in a half-day program located at an off-site location provided by Patrick & Henry Community College. Courses at Governor's School earn a student dual enrollment credit and students have the opportunity to earn an Associates' Degree in Science at the end of their senior year. Students interested in applying to Governor's School should speak with a school counselor regarding their plan of study. It is recommended that students complete their third year of world language.

Those interested in attending the Piedmont Governor's School should contact a school counselor during the fall of their sophomore year to learn more about the requirements for admission. Admission to the Piedmont Governor's School is highly competitive and students can apply during the spring semester of their sophomore year if they are eligible. Selection criteria includes standardized test scores, a writing sample and academic performance through tenth grade along with teacher recommendations.

Students wishing to attend the Piedmont Governor's School should meet the following criteria:

- Possess a GPA of 3.0 or higher
- Have completed Algebra II by the end of his/her 10th grade year

The Piedmont Governor's School offers opportunities which will strengthen students in areas that will help them excel in college, a career, and life after high school. The curriculum at PGS is characterized by and contains the following:

- Heavy research focus
- Student and faculty collaboration
- Completion of a digital portfolio
- Program oriented field trips
- Interdisciplinary units
- Hands-on labs
- Project based learning

PGS JUNIOR COURSE DESCRIPTIONS

Juniors must take the following courses during their Junior year:

- *Science: College Chemistry*
- *Math: Precalculus with Trigonometry or Advanced Calculus I (based on P&HCC Math Placement results)*

All Juniors are required to take Research Methodology and Design, Statistical Reasoning, and Information Technology course.

Pre-Calculus w/ Trigonometry (MTH 167 -1 high school credit/5 College semester hours/year (Prerequisite: Algebra II)

Presents topics in power, polynomial, rational, exponential, and logarithmic functions, systems of equations, trigonometry, trigonometric applications, including Law of Sines and Cosines, and an introduction to conics.

Advanced Calculus I – (MTH 263 1 high school credit/4 College semester hours/year)

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.

PGS JUNIOR COURSE DESCRIPTIONS *(continued)*

College Chemistry CHM 111 & 112 - 1 high school credit/8 College semester hours/year

The course explores the fundamental laws, theories, and mathematical concepts of chemistry. Topics will include: structure of matter, states of matter, reactions (types stoichiometry, equilibrium, kinetics, and thermodynamics) and descriptive chemistry. There is an emphasis on the laboratory experience as a primary means for the development of chemical concepts. Experimental design, gathering data, and the use of statistics to analyze data is studied jointly with the research methodology and design course or senior research application and evaluation. The course will cover the Standards of learning for chemistry. Students will take the End-of-Course test for the course at their base school.

ITE 152 – Information Technology – 1 high school credit/3 College semester hours/year

Presents the information literacy core competencies focusing on the use of information technology skills. Skills and knowledge will be developed in database searching, computer applications, information security and privacy, and intellectual property issues.

Statistical Reasoning (MTH 155 – 1 high school credit/3 College semester hours/year (Prerequisite: Algebra II)

Presents elementary statistical methods and concepts including visual data presentation, descriptive statistics, probability, estimation, hypothesis testing, correlation, and linear regression. Emphasis is placed on the development of statistical thinking, simulation, and the use of statistical software.

Junior Research Methodology and Design (ENG 131) – 1 high school credit/3 College semester hours/year (Prerequisite: None)

The course is an introduction to the research process which includes research design, sampling techniques, elementary statistical analysis, library research, scientific writing, presentation skills, and development of multimedia presentations. All students will complete the preliminary report of an original research project. Students design the study, collect and analyze data, and report results.

PGS SENIOR COURSE DESCRIPTIONS

Seniors must take the following courses during their Senior year:

- *Science: Seniors can choose between Physics, Biology, or Human Anatomy*
- *Math: Seniors can choose between Advanced Calculus I, Advanced Calculus II, or Statistics*

All seniors are required to take senior research application and evaluation course.

College Physics PHY 201 & 202 -1 high school credit/8 College semester hours/year (Prerequisite: Advanced Mathematical Analysis)

The course is an advanced curriculum that stresses development of problem solving, thinking and laboratory skills. The content covers mechanics, thermodynamics, wave phenomena, electricity and magnetism, and selected topics in modern physics. Classroom activities include collecting and analyzing data in a computer-based lab and introducing students to application of theoretical concepts. Experimental design, gathering data, and the use of statistics to analyze data are studied jointly with the research methodology and design course or senior research application and evaluation.

College Biology BIO 101 & 102 -1 high school credit/8 College semester hours/year (Prerequisite: Algebra II)

This course is a college-level introduction focusing on the fundamental characteristics of living matter from the molecular level to the ecological community level. Introduces the diversity of living organisms, their structure, function, and evolution. Topics covered include major concepts in molecular and cellular biology, microbiology, biochemistry, genetics, botany, physiology, and ecology.

Advanced Calculus I (MTH 263 - 1 high school credit/4 College semester hours/year)

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.

***PGS* SENIOR COURSE DESCRIPTIONS** *(continued)*

Human Anatomy and Physiology (BIO 141 & 142) – 1 high school credit/ 8 college semester hours/year (Prerequisite: College Chemistry)
This course integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology.

Advanced Calculus II (MTH 264 - 1 high school credit/4 College semester hours/year)
Continues the study of calculus of algebraic and transcendental functions including rectangular, polar, and parametric graphing, indefinite and definite integrals, methods of integration, and power series along with applications. Designed for mathematical, physical, and engineering science programs.

Statistics I (MTH 245 & 246) – 6 college semester hours/year (Co-requisite: Calculus II)
Presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression.

Senior Research Application and Evaluation (ENG 210) – 1 high school credit/3 College semester hours/year (Prerequisite: Research Methodology and Design)
This course provides students with the opportunity to explore an area of personal interest that promotes the mission of the school. Students take an active part in formulating the problems and the methods by which the problems are investigated. Appropriate investigative techniques are utilized to produce or analyze raw data and/or produce original interpretations rather than rely exclusively on the conclusions of others. When completing projects, students select from a wide range of alternative products and communicate their results to real, rather than a contrived audience in a professionally appropriate manner. Students actively participate during their junior year in planning their senior research experience.

ACE ACADEMY

Accelerated College Education Academy (ACE)

ACE Academy is a partnership between Patrick & Henry Community College and Henry County Public Schools. Students selected to participate in the ACE Academy will earn an Associate's Degree from Patrick & Henry Community College by taking courses during their junior and senior years of high school. The Advanced Placement curriculum will be taught in the courses offered at the student's home school.

Students interested in enrolling in the ACE Academy should speak with a school counselor regarding their plan of study. It is recommended that students complete their third year of world language by the end of their sophomore year.

Students should contact a school counselor in the winter of their sophomore year for an application. Admission to the ACE Academy is highly competitive. Selection criteria include GPA, SOL scores, teacher recommendations and acceptance to Patrick & Henry Community College.

Students accepted to the ACE program have the option of following the General Studies Track or selecting the Teacher Education or Health Sciences Track. Students choosing the General Studies track will attend Patrick & Henry for one-half day during their senior year. All other courses will be taught at their home school.

The Health Sciences track includes the courses that are pre-requisites to apply to P&HCC's RN program. If students choose the Health Sciences track, they will attend Patrick & Henry for a half-day during fall of their senior year and for first block during the spring Semester of their senior year. Upon successful completion of the Health Sciences track, students will be eligible to apply for admission to the P&HCC RN program during March of their senior year. If accepted, students will begin the Nursing program in August following their high school graduation.

Students wishing to pursue a career as a teacher can choose to participate in the Teacher Education track. The courses selected as part of this pathway are courses that are required by most senior institutions as part of their teacher education preparation programs. Course requirements vary by institution.

ACE Academy	ACE Academy - Health Sciences	ACE Academy - Teacher Education	High School Course	Schedule
Junior Year				
SDV 100	SDV 100	SDV 100		Summer before Junior Year
HIS 121 & HIS 122	HIS 121 & HIS 122	HIS 121 & HIS 122	AP/US VA History	As scheduled at high school
ENG 111 & ENG 246	ENG 111 & ENG 246	ENG 111 & ENG 246	AP/DE English 11/DE Language & Composition	As scheduled at high school
PSY 200	PSY 200	PSY 200	AP/DE Psychology	As scheduled at high school
REL 237 & REL 238	REL 237 & REL 238	REL 237 & REL 238	DE World Religions	As scheduled at high school
Senior Year				
ENG 112 & ENG 245	ENG 112 & ENG 245	ENG 112 & ENG 245	AP/DE English 12	As scheduled at high school
PLS 135 & PLS 136	PLS 135 & PLS 136	PLS 135 & PLS 136	AP/DE US/VA Government	As scheduled at high school
MTH 167	MTH 155	MTH 167	DE Math Analysis/Pre-Calculus	As scheduled at high school
MTH 263		MTH 263	AP/DE Calculus	As scheduled at high school
BIO 101 & BIO 102	BIO 101 & BIO 102	BIO 101 & BIO 102	AP/DE Biology	As scheduled at high school
ITE 152	ITE 152	ITE 152		Fall at P&HCC
CST 110	CST 110	CST 110		Fall at P&HCC
PED 210	PSY 230	ENG 250		Fall at P&HCC
SOC 200	BIO 141	EDU 200		Fall at P&HCC
	BIO 142	PSY 230		Spring at P&HCC
		GEO 210		Spring at P&HCC

COURSES PRIOR TO JUNIOR YEAR

Students enrolled in the ACE Academy must complete one introductory course prior to the beginning of their junior year. These courses are scheduled by staff at Patrick & Henry Community College and are offered multiple times throughout the summer.

College Success Skills - (SDV 100: 1 college credit)

Assists students in transition to colleges. Provides overviews of college policies, procedures, curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning, and other college resources available to students. May include English and Math placement testing. Strongly recommended for beginning students. Required for graduation.

JUNIOR COURSE DESCRIPTIONS

Juniors must enroll in ALL courses offered by Patrick & Henry Community College listed for them that year.

AP/DE US/VA History—1 high school credit (HIS 121-122: 6 college credits)

The focus of this course is on the major themes, events, and ideas that shaped the history of the United States. Students probe, in depth, the dynamics of American political and diplomatic decision-making, national and sectional interests, and a variety of personalities and social movements related to the development of the United States. Distinguishing characteristics of cultures are examined through literature, art, architecture, music, religion, philosophy and geography. Students will be required to write thoughtful and factually supported papers on historical topics.

AP/DE English 11 —1 high school credit (ENG 111: 3 College credits)

AP/DE English 11 incorporates the requirements for the regular English 11 classes in addition to extensive writing assignments and novel studies, as well as, summer reading assignments. 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 research project. SAT preparation will be included as a unit of study.

AP/DE Language and Composition—1 high school credit (ENG 246: 3 college credits)

This course offers advanced language studies and provides opportunities to practice a variety of rhetorical modes through assignment of frequent essays. Students read certain works of British, American, and world literature, and complete follow-up assignments requiring application of advanced techniques of literary analysis. A documented research paper and an oral presentation are required.

DE World Religions—1 high school credit (REL 237-238: (6 college credits)

REL 237-Religions of the East: Studies major religious traditions originating in India and East Asia, including Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Daoism, and Shinto. Examines origins, values, ethics, teachings, and practices.

REL 238-Religions of the West: Studies major traditions originating in the Near East, including Judaism, Christianity, and Islam. Examines origins, values, ethics, and practices.

AP/DE Psychology—1 high school credit (PSY 200: 3 college credits)

This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about ethics and methods psychologists use in their science and practice. Major topics in the course include methods, approaches and history; biological bases of behavior; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; personality; testing and individual differences; psychological disorders; treatment of psychological disorders; social psychology.

SENIOR COURSE DESCRIPTIONS FOR GENERAL STUDIES TRACK

AP/DE English 12—1 high school credit (ENG 112 & ENG 245: 6 college credits)

This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

AP/DE US/VA Government—1 high school credit (PLS: 135-136: 6 college credits)

AP/DE US/VA Government provides students with challenging assignments in reading, analysis, synthesis, writing, and speaking. Students examine the principles and practices of government, particularly of American government, at national, state, and local levels. The framework for this course includes units on the development of the theories of government, law and the justice system, and current domestic and foreign policy. Students will be required to differentiate among the operations of each of the levels of the United States Government.

AP/DE Biology—1 high school credit (BIO 101-102: 8 college credits)

In this course, students are provided in-depth coverage of molecular biology, genetics, cellular biology, embryology, plant and animal physiology, and human anatomy and physiology. Experience will be provided in special techniques and laboratory materials and equipment used in modern biological research.

AP/DE Math Analysis/Pre-Calculus-1 High School Credit (MTH 167: 5 college credits) Prerequisite: Trigonometry/Math Functions

Students enrolled in Mathematical Analysis are assumed to have mastered Algebra II concepts and have some exposure to trigonometry. Mathematical Analysis develops students' understanding of algebraic and transcendental functions, parametric and polar equations, sequences and series, and vectors. The content of this course serves as appropriate preparation for a calculus course. This is a year-long class combined with calculus.

AP/DE Calculus –1 high school credit (MTH 263: 4 college credits) Prerequisite: Math Analysis/ Pre-calculus

AP/DE Calculus extends the theory of elementary functions. Topics include: derivatives of algebraic functions, and transcendental functions; derivatives of the sum, difference, product, quotient and power of algebraic/ transcendental functions; the definite integral and improper integrals and concepts related to integration; logarithmic differentiation; techniques of integration; differential equations, and applications of the derivative and the definite integral. Both applications and formal proof are emphasized. This is a year-long class combined with Pre-Calculus.

Introduction to Digital and information Literacy and Computer Applications - 1 high school credit (ITE 152: 3 college credits)

Develops understanding of digital and information literacy. Introduces basic computer concepts in hardware, software, cyber, cloud, database, and operating systems. Includes hands-on experience developing word processing, spreadsheet and presentation documents. Evaluates the reliability of sources. Covers creating a simple web page. Examines topics such as social, legal, and ethical issues.

Introduction to Communication – 1 high school credit (CST 110: 3 college credits)

Examines the elements affecting speech communication at the individual, small group and public communication levels with emphasis on practice of communication at teach level.

Introduction to Physical Education and Health- 1 high school credit (PED 210-3 college credits)

Provides an overview of the historical, philosophical, psychological, physiological, and sociological principles of health, physical education, and recreation.

Introduction to Sociology – 1 high school credit (SOC 200: 3 college credits)

Introduces the fundamental concepts and principles of sociology with attention to sociological theory, research methods, and the impact of social inequality. Examines a variety of topics such as culture, race, social class, gender, major social institutions and their role in contemporary society, and the processes of social change.

SENIOR COURSE DESCRIPTIONS FOR HEALTH SCIENCES TRACK

AP/DE English 12 - 1 high school credit (ENG 112-245: 6 college credits)

This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

AP/DE US/VA Government - 1 high school credit (PLS 135-136: 6 college credits)

AP/DE US/VA Government provides students with challenging assignments in reading, analysis, synthesis, writing, and speaking. Students examine the principles and practices of government, particularly of American government, at national, state, and local levels. The framework for this course includes units of the development of the theories of government, law, and the justice system, and current domestic and foreign policy. Students will be required to differentiate among the operations of each of the levels of the United States Government.

AP/DE Biology - 1 high school credit (BIO 101-102: 8 college credits)

In this course, students are provided in-depth coverage of molecular biology, genetics, cellular biology, embryology, plant and animal physiology, and human anatomy and physiology. Experience will be provided in special techniques and laboratory material and equipment used in modern biological research.

Introduction to Digital and information Literacy and Computer Applications - 1 high school credit (ITE 152: 3 college credits)

Develops understanding of digital and information literacy. Introduces basic computer concepts in hardware, software, cyber, cloud, database, and operating systems. Includes hands-on experience developing word processing, spreadsheet and presentation documents. Evaluates the reliability of sources. Covers creating a simple web page. Examines topics such as social, legal, and ethical issues.

Introduction to Communication – 1 high school credit (CST 110: 3 college credits)

Examines the elements affecting speech communication at the individual, small group and public communication levels with emphasis on practice of communication at teach level.

Developmental Psychology – 1 high school credit (PSY 230: 3 college credits)

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

Human Anatomy & Physiology I – 1 high school credit (BIO 141: 4 college credits)

Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part I of II.

Human Anatomy & Physiology II – 1 high school credit (BIO 142: 4 college credits)

Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part II of II.

MTH 155 – Statistical Reasoning (3 college credits)

Presents elementary statistical methods and concepts including visual data presentation, descriptive statistics, probability, estimation, hypothesis testing, correlation and linear regression. Emphasis is placed on the development of statistical thinking, simulation, and the use of statistical software.

AP/DE English 12—1 high school credit (ENG 112 & ENG 245: 6 college credits)

This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

AP/DE US/VA Government—1 high school credit (PLS: 135-136: 6 college credits)

AP/DE US/VA Government provides students with challenging assignments in reading, analysis, synthesis, writing, and speaking. Students examine the principles and practices of government, particularly of American government, at national, state, and local levels. The framework for this course includes units on the development of the theories of government, law and the justice system, and current domestic and foreign policy. Students will be required to differentiate among the operations of each of the levels of the United States Government.

AP/DE Math Analysis/Pre-Calculus-1 High School Credit (MTH 167: 5 college credits) Prerequisite: Trigonometry/Math Functions

Students enrolled in Mathematical Analysis are assumed to have mastered Algebra II concepts and have some exposure to trigonometry. Mathematical Analysis develops students' understanding of algebraic and transcendental functions, parametric and polar equations, sequences and series, and vectors. The content of this course serves as appropriate preparation for a calculus course. This is a year-long class combined with calculus.

AP/DE Calculus –1 high school credit (MTH 263: 4 college credits) Prerequisite: Math Analysis/Pre-calculus

AP/DE Calculus extends the theory of elementary functions. Topics include: derivatives of algebraic functions, and transcendental functions; derivatives of the sum, difference, product, quotient and power of algebraic/ transcendental functions; the definite integral and improper integrals and concepts related to integration; logarithmic differentiation; techniques of integration; differential equations, and applications of the derivative and the definite integral. Both applications and formal proof are emphasized. This is a year-long class combined with Pre-Calculus.

AP/DE Biology - 1 high school credit (BIO 101-102: 8 college credits)

In this course, students are provided in-depth coverage of molecular biology, genetics, cellular biology, embryology, plant and animal physiology, and human anatomy and physiology. Experience will be provided in special techniques and laboratory material and equipment used in modern biological research.

Introduction to Computer Applications & Concepts – 1 high school credit (ITE 115: 3 college credits)

Covers computer concepts and internet skills, and uses a software suite which includes word processing, spreadsheet, database, and presentation software to demonstrate skills. Recommended prerequisite keyboarding skills.

Introduction to Human Communication – 1 high school credit (CST 110: 3 college credits)
Examines the elements affecting human communication in individual (e.g., intrapersonal, interpersonal), small group, and public communication contexts with an emphasis on the practice of communication skills in each context. The assignments in the course require college-level reading and analysis of scholarly studies and coherent communication through written reports including the production of at least one APA/MLA-formatted individual writing assignment.

Children's Literature – 1 high school credit (ENG 250: 3 college credits)
Examines the history and development of children's literature of diverse genres, time periods, and authors. Focuses on analysis of texts for literary qualities and audience. Develops critical thinking and interpretive skills through close reading, discussion, and analysis of literary texts.

Foundations of Education – 1 high school credit (EDU 200: 3 college credits)
Explores the foundational topics related to education. Emphasizes the historical, philosophical, social, legal, ethical, and professional aspects of teaching. This course requires a practicum with a minimum of 20 hours of observation in a K-12 setting.

Developmental Psychology – 1 high school credit (PSY 230: 3 college credits)
Traces development in context from pre-conception to death, including the physical, cognitive, and psychosocial domains. Examines methods of scientific inquiry as they apply to lifespan development. Addresses the interrelatedness of developmental domains, as well as the interdependent influences of environment and biology.

People and the Land: Intro to Cultural Geography – 1 high school credit (GEO 210: 3 college credits)
Provides an introduction to themes in human geography and the ways in which human geographers study spatial relationships in the world. Emphasizes geospatial tools and concepts to examine global patterns of human demographics, culture, geopolitics and economic and environmental interdependence through introduction to a broad range of subject matter.

P&HCC Course	High School Course	Credits	Term
Sophomore	Henry County Teacher Prep ACE Academy		
College Survival Skills (SDV 100)		1	Summer before Junior Year
Junior Year			
U.S. History I & II (HIS 121 & HIS 122)	AP US/VA History	6	As scheduled at school
College Composition (ENG 111 & ENG 246)	AP English 11/Language and Composition	6	As scheduled at school
Principles of Psychology (PSY 200)	AP Psychology	3	As scheduled at school
World Religions (REL 231/REL 232)	DE World Religions	6	As scheduled at school
Senior			
Survey of English Literature I & II (ENG 112 & ENG 245)	AP English 12/Lit and Composition	6	As scheduled at school
U.S. Government I & II (PLS 135 & PLS 136)	AP US/VA Government	6	As scheduled at school
Pre-Calculus with Trig (MTH 167)	Pre-Calculus (Fall Semester)	5	As scheduled at school
AP/DE Calculus (MTH 263)**	AP Calculus (Spring Semester)	4	As scheduled at school
AP Biology (BIO 101 & BIO 102)	AP Biology	8	As scheduled at school
Foundations of Education (EDU 200)		3	Fall at P&HCC – morning
Introduction to Speech Communication (CST 110)		3	Fall at P&HCC – morning
Children's Literature (ENG 250)		3	Fall at P&HCC – morning
Introduction to Digital and Information Literacy and Computer Applications (ITE 152)		3	Fall at P&HCC – morning
Developmental Psychology (PSY 230)		3	Spring at P&HCC – morning (online or face-to-face)
People and the Land: Intro to Cultural Geography (GEO 210)		3	Offered Online through P&HCC – morning
Total Credits	**69**		