HENRY COUNTY PUBLIC SCHOOLS

2025-2026 PROGRAM OF STUDIES

A Planning Guide for Students and Parents

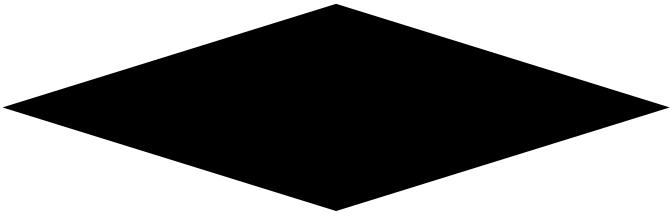
Bassett High School

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 2025-2026 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 2025-2026 school year.

Sincerely,

Dr. Amy Blake-Lewis
Superintendent

HENRY COUNTY PUBLIC SCHOOLS

Bassett High School

85 Riverside Drive
Bassett, VA 24055
(276) 629-1731
Fax: (276) 629-8221
https://bassett.henry.k12.va.us/

Magna Vista High School

701 Magna Vista School Road
Ridgeway, Virginia 24148
(276) 956-3147
Fax: (276) 956-1401
https://magnavista.henry.k12.va.us/

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 Taylor, 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 Marcie Seay, Student Services Specialist or Tammy Easley, Compliance & Communications Coordinator.

Introduction

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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.

DIPLOMA REQUIREMENTS

The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Effective with students who entered ninth grade for the first time in the 2018-2019 school year and thereafter.

Required Courses	Advanced Studies Diploma		Standard Diploma	
	Standard Credits	Verified Credits	Standard Credits	Verified Credits
English	4	2	4	2
Mathematics	4	1	3	1
Laboratory Science	4	1	3	1
History and Social Science	4	1	3	1
Health & Physical Education includes the graduation requirement of First Aid, CPR, And AED Training in the Grade 9 course	2	0	2	0
Economics & Personal Finance includes virtual course graduation requirement	1	0	1	0
World Language courses shall include three sequential languages or two pairs of sequential languages	3	0	0	0
Fine Arts	1	0	6	0
Career & Technical Education				
Electives	3	0		
Total Credits Required	26	5	22	5

Additional Graduation Requirements

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

DIPLOMA REQUIREMENTS *(continued)*

- Virtual Course - Students shall successfully complete one virtual course, which may be a non-credit bearing course or a required or elective credit-bearing course that is offered online. *Note that the Economics and Personal Finance course satisfies this requirement*; ***and***
- First Aid, CPR, and AED Training - Students shall be trained in emergency first aid, cardiopulmonary resuscitation (CPRP, and the use of automated external defibrillators (AED), including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement. *Note that the Grade 9 HE/PE satisfies this requirement*; ***and***
- Demonstration of the 5Cs - In accordance with the Profile of a Virginia Graduate, students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship.

-Verified Unit of Credit

For students who enter the ninth grade during the 2018-2019 school year or thereafter, a verified unit of credit for graduation is a credit awarded for a course in which the student earns a standard unit of credit and: (1) achieves a passing score on a corresponding End-of-Course SOL test; or (2) achieves a passing score on an additional test approved by the board as part of the Virginia assessment program; or (3) meets the criteria for the receipt of a locally awarded verified credit conferred in accordance with board criteria and guidelines as provided in 8VAC20-131-110.B.3 when the student has not passed a corresponding SOL test in English, mathematics, laboratory science, or social studies; or (4) meets the criteria for the receipt of a verified credit for history and social studies by demonstrating mastery of the content of the associated course on authentic performance assessments, as provided in 8VAC20-131-110.B.4; or (5) meets the criteria for the receipt of a verified credit in English (writing) by demonstrating mastery of the content of the associated course on authentic performance assessments, as provided in 8VAC20-131-110 .B .5 . No more than one locally awarded verified credit may be used to satisfy these requirements except as provided in 8VAC20-131-110.B.4 regarding credit accommodations for students with disabilities.

-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 English Credits: English 9, 10, 11, 12
Verified Credit in Reading (SOL Test)
Verified Credit in Writing (Local Performance Assessment)

Mathematics –
3 Math Credits that **MUST** include: Algebra I, Geometry, and AFDA or Algebra II
Verified Credit in Math (SOL Test)

Science –
3 Science Credits
Verified Credit in 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 (taken while in high school)
Verified Credit in 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 Elective Credits in a sequence from the choices below:
Fine Arts Courses, **or**
Career and Technical Education Courses, **or**
World Language Courses

4 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 English Credits: English 9, 10, 11, 12
Verified Credit in Reading (SOL Test)
Verified Credit in Writing (Local Performance Assessment)

Mathematics –
4 Math Credits that MUST include: Algebra I, Geometry, Algebra II, and one course above Algebra II
Verified Credit in Math (SOL Test)

Science –
4 Science Credits
Verified Credit in 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
Verified Credit in 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 –
1 Fine Arts or Career & Technical Education Elective
3 Electives Chosen by the Student (2 electives must meet the sequential elective requirement)

General Information

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

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.

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)
- Prerequisite not met
- Passing or failing a course after registration period
- Moving to an AP or DE level course

Requests will not be honored for changes related to the following:

- Changing teachers, lunch schedule, or for social reasons

Driver Education

The classroom driver education course is offered as part of the tenth grade health education curriculum. Students not in the tenth grade cohort will not be able to take until the second semester. When students complete the classroom phase and have secured a learner's permit, they may sign up to take behind-the-wheel driver instruction. Students who take JROTC 10 instead of Drivers Ed/Physical Education must secure Driver's Ed on their own.

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, academic 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.

General Information *(continued)*

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.

Language Instruction Educational Program (LIEP)

The LIEP is designed to support the language acquisition and academic growth of non-native English speakers through meaningful access to, and participation in, the same curriculum and instruction as their native English-speaking peers. English Learners are engaged in instruction across the four domains of language, including reading, writing, listening, and speaking. Students who receive English Language development instruction and are enrolled in verified credit courses must take the associated SOL tests, but may be provided accommodations to assist in overcoming language barriers.

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.

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.

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.

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.

Report Cards

All interim progress and report cards will be sent to parents by ParentSquare. 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 request to the principal of the high school where the student attends. Questions concerning this option should be directed to a child's counselor.

Work Based Learning Internship Program

Work Based Learning 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 local 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 Work Based Learning Internship Program.** Students can complete an application on the school or division website. ***Available to SENIORS* Students registered for "Work Based Learning" 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 Work Based Learning Internship Program.***

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/Parent Portal

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

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
- Communicate with child's teacher

Parents & guardians will receive an invitation email or text to join ParentSquare. 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/family

**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 & 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. Students who do not complete the portfolio may take a substitute test to meet the writing verified credit requirement.

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 Edmentum as online vendors. Prices vary depending on courses and availability. Contact your building principal and counselor concerning costs.

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.

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

CAREER AND TECHNICAL EDUCATION

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

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

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

HCPS students earn a verified credit in English writing by demonstrating mastery of the content by completing an authentic performance assessment portfolio that complies with guidelines adopted by the Board of Education.

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, 2026 to guidance.

The Graduate of Distinction application and student logs may be found using the following link: https://www.henry.k12.va.us/students/high-school-students/graduate-of-distinction

POSTSECONDARY PREP OPTIONS

DUAL ENROLLMENT

- Dual enrollment courses allow students to fulfill high school graduation requirements while obtaining college credit
- Courses are taken through P&HCC
- Students must have at least a **3.0 GPA** to be eligible
- A full list of DE course and program options can be found in the High School Program of Studies

GOVERNOR'S SCHOOL

- Program that allows students to earn their Associate Degree in Science alongside their high school diploma
- 2 year program that has a heavy STEM focus
- Students apply and test spring of 10th grade year
- Required to pass Algebra 2 before end of 10th grade (finishing language requirement preferred) and must have at least a **3.0 GPA**

ACE ACADEMY

- Program that allows students to earn an Associate Degree alongside their high school diploma
- Program offers 3 tracks: General Studies, Health Sciences, or Teacher Education
- Students apply spring of 10th grade year
- Required to pass Algebra 2 before end of 10th grade (finishing language requirement preferred) and must have at least a **3.0 GPA**

Scan me to see the Program of Studies

SCAN ME

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 Department of Education (VDOE) awards the Virginia Seal of Biliteracy to students who attain proficiency in English and one or more world languages by high school graduation. Criteria to earn the *Seal of Biliteracy* include:

A. Pass all required End-of Course Assessments in English reading and writing at the proficient or higher level.

B. Demonstrate proficiency at the intermediate-mid level or higher in one or more languages other than English, as demonstrated through a state-approved assessment,

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

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 the 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; or
(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.

Excellence in Science and the Environment Seal

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

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

ACADEMIC 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. Below is a template plan.

Major Clarity

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	Military
N/A	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

COURSE DESCRIPTIONS

Selecting Courses

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

This course supports students in acquiring the literacy skills needed to succeed at the secondary level and beyond. The goal is demystifying the reading process in order to grasp content. Instruction will focus on individual needs in comprehension, vocabulary, fluency, and text structure. Students will also learn organizational, study, and test-taking skills.

English 9

In ninth grade, the student will continue to build upon skills previously learned in earlier grades with a variety of texts. There is a continued emphasis on reading comprehension by explaining, comparing, and analyzing literary and informational texts. In literary texts, the student will apply knowledge of literary terms to describe, differentiate, and analyze a variety of genres. In ninth grade, there will be an increased emphasis on informational reading, and the student will examine the function of a text within context. The student will demonstrate their comprehension by writing and use the texts read in class to understand the author's craft to compose original compositions. The student will continue to expand vocabulary using the structural analysis of roots and affixes, as well as figurative language, to understand complex words. With an explicit focus to integrate reading and writing processes, the grade-nine student will use mentor texts as models to plan, draft, revise, and edit expository writing in preparation for postsecondary work and career. There is also an emphasis on persuasion, defending a position using counterclaims, reasons, and evidence from credible sources. The student will complete a persuasive essay, the first component of the EOC Writing Portfolio.

English 9 - Honors

English 9 Honors is a course intended to prepare students for the direction of college level and/or postsecondary education courses. With a strong foundational understanding of various forms of writing and a fundamental grasp specifically on persuasive essays and basic writing conventions, students will transition into the inclusion of research in writing to evaluate and validate their argument. As students develop reading comprehension in both fiction and nonfiction texts, there will be a focus on analyzing literature for themes, symbols, and characterization, with a focus on writing in response to reading passages. Students will complete a persuasive essay, the first component of the EOC Writing Portfolio. Prerequisites: Completion of 8th grade English with an A or B, a score of 475 or higher on the Reading 8 SOL test, and reading at least two years above grade level.

English 10

In tenth grade, the student will continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading comprehension by comparing and analyzing literary and informational texts. The student will analyze the historical, cultural, and social function and universal themes of literary texts from different cultures. The tenth-grade student will analyze and synthesize information from informational texts to solve problems, answer questions, and generate new knowledge. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-ten student will use mentor texts as models to write with an emphasis on argument while showing relationships among claims, reasons, and evidence from reliable sources. The student will continue to build research skills presenting information gathered from diverse sources, identifying misconceptions and possible bias while crediting sources using MLA or APA style. The student will complete an argumentative essay, the second component of the EOC Writing Portfolio. Prerequisite: Successful completion of English 9.

English 10 – Honors

English 10 Honors is a course intended to prepare students for the expectations and rigor of college-level English courses. Through study of more complex fiction and nonfiction texts, students will further analyze the author's purpose, use of vocabulary, and use of literary devices. With the fundamental understanding of writing in a variety of forms with an emphasis on analysis and persuasion, students will be able to delve deeper into the inclusion of the research component required in the EOC Writing Portfolio argumentative essay. Prerequisites: Complete English 9 with an A or B and score 18 or higher on the 9th grade EOC Writing essay.

ENGLISH *(continued)*

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 - College

In twelfth grade, there is a sustained emphasis on reading comprehension by comparing, analyzing, and evaluating literary and informational texts. The student will examine and analyze literary texts by British authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-twelve student will use mentor texts as models to analyze and evaluate informational text and use the writing process to write with an emphasis on technical writing for multiple purposes and audiences to create focused, organized, and coherent writing. The student will write to a standard acceptable to both the workplace and to postsecondary education. The student will explain and analyze how media influences beliefs, interpretations, and behaviors. The student will create interactive multimodal presentations both independently and in collaborative groups. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The student will continue to demonstrate the ability to work within diverse teams and collaborative groups. This course is designed for those students who plan to continue their education at the college level.

English 12 - Career

In twelfth grade, the grade-twelve student will analyze and evaluate informational text and use the writing process to write with an emphasis on technical writing to a standard acceptable in workplace. The student will explain and analyze how media influences beliefs, interpretations, and behaviors. The student will read and analyze key literary texts by British authors, evaluating how those texts impact society. The student will continue development of essential vocabulary. The student will continue to demonstrate the ability to work within collaborative teams with a focus on verbal skills necessary in the workplace. This course is designed for students who intend to enter the workforce immediately after graduation.

Reading and Writing 9

Intended to be taken in the fall prior to English 9 in the spring, this course is designed to support students by reviewing essential skills for reading complex texts and writing multi-paragraph essays. Students will focus on those skills needed to be successful in English 9 and the EOC Writing Portfolio essay.

Reading and Writing 10

Intended to be taken in the fall prior to English 10 in the spring, this course is designed to support students by reviewing essential skills for reading complex texts and writing multi-paragraph essays. Students will focus on those skills needed to be successful in English 10 and the EOC Writing Portfolio essay.

Reading and Writing 11

Intended to be taken in the fall prior to English 11 in the spring, this course is designed to support students by reviewing essential skills for reading complex texts and writing multi-paragraph essays. Students will focus on those skills needed to be successful in English 11, the EOC Reading SOL test, and the EOC Writing Portfolio essay.

ENGLISH *(continued)*

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.***

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.

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.

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)

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)

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.

Trigonometry /Math Functions – 1 credit (Prerequisite: Geometry and 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.

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.***

MATHEMATICS *(continued)*

Probability and Statistics – 1 credit (Prerequisite: Geometry and 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: Geometry and 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.***

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.

SCIENCE *(continued)*

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 ll)

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 and Algebra II)**

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 9 – 1 credit

The goal of the Environmental Science 9 course is to explore the dynamic interactions within Earth's ecosystems and examine human impacts on natural processes. Students will engage in hands-on fieldwork and lab-based investigations to understand key ecological cycles and analyze how matter and energy flow through ecosystems. Core topics will include population ecology, ecosystem stability, biodiversity, and biomes, with a focus on relationships within and between species. Students will study ecosystem components like food webs, trophic levels, and biotic and abiotic factors that define carrying capacity. As they investigate climate change, pollution, and the role of civic responsibility, students will develop the analytical skills necessary to evaluate human activities and their consequences on the biosphere, becoming informed environmental stewards.

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)*

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

This college-level course in United States and Virginia History offers an in-depth exploration of the historical development of American ideas, institutions, and culture from the Age of Exploration to the present. Students will analyze key events, individuals, and movements that shaped both Virginia and the broader United States, using historical methods such as evaluating primary and secondary sources, developing historical arguments, and making connections across time and space. The course covers major themes such as American identity, migration and settlement, politics and power, and the impact of work, exchange, and technology. Emphasizing both the political, economic, and geographic history of the nation, as well as the cultural and social forces that influenced its development, this class challenges students to develop a deeper understanding of American history. The assignments in this course require college-level reading fluency and coherent communication through written reports.

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.

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

This college-level course provides a comprehensive, nonpartisan introduction to the political structures, processes, and institutions of both the United States and Virginia governments. Students will explore foundational documents, key Supreme Court decisions, and other relevant texts to understand the relationships between federal, state, and local governments, as well as the roles of political parties, interest groups, and the media. Topics include the three branches of government, civil liberties and rights, elections, political behavior, federalism, and policymaking. Students will engage in critical analysis, data interpretation, and the development of evidence-based arguments. The assignments in this course require college-level reading fluency and coherent communication through written reports.

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 designed 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 (including 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.

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. 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 this DE 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. The assignments in the course require college-level reading fluency and coherent communication through written reports.

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.

Introduction to Sociology – 1 elective credit (Prerequisite: Successful completion of World History to 1500)
Introduction to Sociology is a beginner-level course that explores how society shapes our behavior, relationships, and identities. Students will learn key sociological concepts such as culture, socialization, social inequality, and the role of institutions like family, education, and government. Through structured discussions and activities, students will gain critical thinking skills to analyze social patterns, recognize inequality, and understand the forces that influence individual and group behavior. This course provides a foundation for understanding the social world and prepares students to think critically about the roles they play within society.

— 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 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.

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.

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.

THEATRE

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.

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.

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.

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.**

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. ***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. If a student takes JROTC in 10th grade in lieu of Health and Physical Education 10, Driver's Education is not included. The student will need to take Driver's Education privately.***

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.

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.

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 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 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.

WORLD LANGUAGES *(continued)*

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.

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.

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.***

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

CTE Industry Credentials

All students are offered opportunities to earn an industry credential. Credential offerings are based on state alignment to the course, teacher licensure/certification, and funding. Credentials provide students with evidence of advanced educational preparation through industry-validated programs, add value to a transcript for postsecondary education,and demonstrate to a potential employer the student's workforce preparedness. Students should contact their CTE teacher or counselors for more details.

A credential is defined as:

- State-Issued Professional License required for entry into a specific occupation as determined by a Virginia state licensing agency such as Cosmetology, Certified Nurse Aide (CNA), etc.
- Industry Certification from a recognized industry, trade, or professional association validating essential skills of a particular occupation. For example: ServSafe Food Protection Manager Certification offered by the National Restaurant Association, and/or stackable industry certifications leading to a credential such as: Automotive Service Excellence (ASE) Entry-Level Certification Tests, Microsoft Office Specialist (MOS) Examinations; etc.
- Occupational Competency Assessment, a national standardized assessment of skills/knowledge in a specific career and/or technical area such as: NOCTI, Electrical Level One Assessment (National Center for Construction Education and Research (NCCER), etc.
- Workplace Readiness Skills CTE Consortium of States (CTECS).

CTE Industry Credentials

Henry County Public Schools offer students opportunities to earn an industry credential. Credential offerings are based on state alignment to the course, teacher licensure/certification, and funding. Students should contact their CTE teacher or counselors for more details.

Work Based Learning

In order for a student to be eligible for a work-based learning opportunity, a student must be a CTE completer and have an industry credential.

CAREER CLUSTER: BUSINESS AND INFORMATION TECHNOLOGY

CTSO: Future Business Leaders of America (FBLA) is the co-curricular organization for Business and IT students.

***Course: COMPUTER INFORMATION SYSTEMS I* - Grades** 9-12, **Credits: 1**

Description: Students use introductory word processing, spreadsheet, database, and presentation software to complete practical application and software integration activities. They explore computer concepts, operating systems, and emerging technologies.

Course: COMPUTER INFORMATION SYSTEMS II - Grades 10-12, Credit: 1, Prerequisite: Computer Information Systems I

Description: Students apply problem solving through advanced word processing, spreadsheet, database, presentation, and integration of software. They learn advanced computer concepts, operating systems, and emerging technologies.

Course: DESIGN, MULTIMEDIA, AND WEB TECHNOLOGIES I - Grades: 10-12, Credit: 1, Prerequisite: Digital Applications or Computer Information Systems I

Description: Students develop skills in creating desktop publications, multimedia presentations/projects, and websites using industry standard application software. Students incorporate principles of layout and design in completing publications and projects.

Course: Design, Multimedia, and Web Technologies, Advanced - Hours: 140, Credits: 1 - Prerequisite: Design, Multimedia, and Web Technologies

Description: In this course, students acquire advanced skills in design, multimedia, and web development by applying project management principles to create professional quality digital media projects. Work-based learning experiences allow students to apply layout and design techniques in real-world situations. Students create portfolios that include a résumé, certifications earned, and a variety of print, multimedia, and website projects produced in the course. 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.

Course: Accounting - Credits: 1, Prerequisite: None

Description: 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. 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.

Course: Accounting, Advanced - Credits: 1 - Prerequisite: Accounting

Description: Advanced Accounting students gain knowledge of advanced accounting principles, procedures, and techniques used to solve business problems and make financial decisions. Students work in a technology-integrated environment, using accounting and spreadsheet software to analyze, synthesize, evaluate, and interpret business financial data related to inventory, fixed assets, notes/accounts payable and receivable, implementation of a partnership and a corporation, and other specialized accounting systems. Using authentic workplace scenarios that reflect current industry trends and standards, students analyze financial data and acquire knowledge of business ethics. 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.

CAREER CLUSTER: AGRICULTURE/AGRISCIENCE

CTSO: Future Farmers of America (FFA)

Course: Introduction to Natural Resources & Ecology Systems - Credits: 1, Prerequisite: None

Description: This course serves as the introductory-level course for the Natural Resources Career Pathway. Students will explore environmental science, conservation management, and the study of natural resources to develop the knowledge and skills required for employment in occupations and careers related to ecology, forestry, and wildlife and natural resources management. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Course: Forestry Management - Credits: 1, Prerequisite: None

Description: This course provides instruction in the management of the forest as a resource and as a business. Students develop knowledge in 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. 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.

Course: Introduction to Animal Systems - Credits: 1, Prerequisite: None

Description: Students develop competency in each of the major areas of the animal systems career pathway including animal nutrition, reproduction, breeding, care, management, and safety. Students also learn agricultural mechanics skills applicable to animal systems. 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.

Course: Livestock Production Management - Credits: 1, Prerequisite: None

Description: Course includes instruction in agricultural mechanics, with emphasis placed on the application of mechanical skills to farm power and machinery, as well as on soil and water management, supervised farming programs, and leadership training. 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.

Course: Agricultural Production Technology - Credits: 1, Prerequisite: None

Description: This course provides instruction in plant and animal science for students interested in career pathways related to agricultural production. Course content also includes safety, mechanics, soil science, agricultural technology, and business practices. 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.

Course: Agricultural Business Fundamentals I - Credits: 1, Prerequisite: None

Description: Students develop the necessary knowledge, skills, habits, and attitudes for employment in agribusinesses. The course emphasizes personal financial management practices, consumer choices, financial records, business structures and procedures, and the economics of marketing agricultural products and services. 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.

CAREER CLUSTER: HORTICULTURE

CTSO: FFA

Course: Floral Design I - Credits: 1, Prerequisite: None

Description: This course is designed to develop a student's knowledge, skills, and ability to demonstrate the principles and techniques used in the floral design industry. Course content covers career opportunities, floral design foundations, design applications, the marketing of floral products, and the management of floral enterprises. Specific design styles to be examined may include mass, line-mass, line, vase, wedding, balloon, holiday, sympathy, and personal-adornment arrangements. 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.

Course: Floral Design II - Credits: 1, Prerequisite: Floral Design I

Description: In this course, students will build on the knowledge and skills introduced in Floral Design I to prepare them for entry into the workforce as florists and/or floral designers. Students will prepare for postsecondary certification or degree programs related to floral design. Course content covers advanced floral design concepts including historical designs, contemporary designs, oriental designs, seasonal designs, designs for dried arrangements, novelty pieces, and special occasions. Students explore the business aspects of the industry such as pricing, advertising, shop design, wire services, delivery processes, professional organizations, and sales techniques. 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.

Course: Landscaping I - Credits: 1, Prerequisite: None

Description: In this course, students will explore soil and plant science; demonstrate landscape design, maintenance, and sustainability practices; investigate pest and disease management; and install, construct, and maintain landscaping projects. Students will prepare for employment and postsecondary opportunities in high-demand occupations in the landscaping 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.

Course: Landscaping II - Credits: 1, Prerequisite: Landscaping I

Description: Landscaping II will allow students to gain practical experiences in landscape design, landscape construction, and landscape maintenance. Students will use technology; plant and soil science; landscaping tools, equipment, and machinery; and business management fundamentals to prepare for a variety of landscaping employment and postsecondary educational opportunities. Students will explore the management of landscape enterprises and continue to develop the soft skills necessary for success in the landscaping 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.

Course: Horticulture Science - Credits: 1, Prerequisite: None

Description: This course prepares students for postsecondary educational career programs and entry-level positions in the horticulture industry. Instruction includes industry safety standards, the applied science of plant production, greenhouse operation and management, landscape design, and the turfgrass industry. Students will use plant and soil science to propagate and cultivate horticultural crops in a greenhouse and/or land lab. 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.

HORTICULTURE *(continued)*

Course: Greenhouse Plant Production & Management - Credits: 1, Prerequisite: Horticulture Science

Description: This course prepares students for postsecondary educational career programs and entry-level positions in the horticulture and greenhouse plant production and management industries. Instruction includes industry safety procedures used in greenhouse plant production; plant identification; the science of plant production; development of plant production facilities; greenhouse management and operations; business management; and marketing strategies used in the Green 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.

CAREER CLUSTER: MARKETING

CTSO: DECA

Course: Marketing - Suggested Grade Level: 9, 10, 11, 12, Credits: 1

Description: Students will learn how products are developed, branded, and sold. They will analyze industry trends and gain hands-on experience in the marketing of goods, services, and ideas and be prepared for success in postsecondary education and employment. Topics include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, economic issues, and changes in the marketplace. 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.

Course: Strategic Marketing (Previously called Advanced Marketing) - Credits: 1, Prerequisite: Marketing

Description: In this course, students learn to leverage marketing activities to best differentiate themselves and their businesses. They will participate in supervisory and management activities focusing on the marketing mix, purchasing, financing, human resources, global marketing, pricing, distribution, selling, operations research, and promotion. Students will prepare for marketing careers and postsecondary education, continuing to enhance self-presentation, communication, and leadership skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Course: Sports and Entertainment Marketing - Credits: 1, Prerequisite: Marketing

Description: This course helps students develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of customer service, branding, product development, pricing and distribution, business structures, sales processes, digital media, sponsorships and endorsements, as well as promotion needed for sports and entertainment events. The course explores career options and develops workplace readiness skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Course: Education for Employment I-Development - Credits: 1, Prerequisite: None

Description: This course will enable students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students will learn ethical behaviors and career-research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills. Students explore labor market needs through an applied employment education format. 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.

Notes: This course is designed specifically for students with disabilities and shall be limited to an average of 10 students per instructor per class period with no class being more than 12 or up to an average of 12 students per class period with no class being more than 15 where an instructional aide is provided.

Course: Education for Employment I-Preparation - Credits: 1, Prerequisite: None

Description: This course will enable students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Students will learn ethical behaviors and career-research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills. Students explore labor market needs through an applied employment education format. 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.

Notes: This course is designed specifically for students who are disadvantaged and shall be limited to an average of 15 students per instructor per class period with no class being more than 18.

Course Fashion Marketing - Credits: 1, Prerequisite: Marketing

Description: This course will lead students into the exciting and ever-changing world of fashion. Students will gain knowledge of marketing as it relates to the fashion industry and the product development process. From retail establishments to e-commerce and social media marketing, students will explore trends, technology, branding, visual merchandising, the nature and history of fashion and fashion designers, and the global impact of the fashion industry on the economy. 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.

CAREER CLUSTER: FAMILY AND CONSUMER SCIENCE

CTSO: FCCLA & Educators Rising

Course: Culinary Arts I - Credits: 2

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

Course: Culinary Arts II - Credits: 1, Prerequisite: Culinary Arts I

Description: Culinary Arts II students progress to hands-on mastery of advanced culinary skills. They build on skills acquired in Culinary Arts I to gain a comprehensive knowledge of the food service industry, including kitchen safety and sanitation, nutritional principles, and advanced food-preparation techniques. Students may earn a food service certification as part of this course. 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.

Course: Catering/Banquet Specialization - Credits: 1, Prerequisite: Culinary Arts I

Description: This Culinary Arts Specialization course provides students with skills and knowledge to pursue careers in the catering and banquet field. In a hands-on environment, students practice high-volume on- or off-site food production and event management, apply nutritional principles, plan menus, use business and mathematics skills, select and maintain food service equipment, and adhere to safety and sanitation standards. The curriculum continues to place a strong emphasis on science and mathematics knowledge and skills, critical thinking, practical problem-solving, and entrepreneurial opportunities within the field of culinary arts. 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.

Course: Nutrition and Wellness - Credits: 1, Prerequisite: None

Description: Students investigate the principles of nutrition and wellness, use science and technology in food management, ensure food safety, plan menus, prepare food, and explore careers. Students prepare for careers by using critical thinking and practical problem-solving skills as well as other workplace readiness skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Course: Introduction to Virginia Teachers for Tomorrow - Credits: 1, Prerequisite: None

Description: This exploratory course fosters student interest in, understanding of, and appreciation for the teaching profession and introduces students to careers in education. Students will develop self-awareness, collaborate with peers, build positive learning environments, and discover learner differences. The curriculum is designed to help students set attainable professional goals in the education and training career cluster. This course introduces students to the high school Virginia Teachers for Tomorrow (VTfT) program. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Course: Virginia Teachers for Tomorrow I - Suggested Grade Level: 10, 11, 12, Credits: 1, Prerequisite: None

Description: Virginia Teachers for Tomorrow (VTfT) I fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in the education and training career cluster and related pathways. Students build a foundation for teaching; learn the history, structure, and governance of teaching; apply professional teaching techniques in classroom and field experiences; and reflect on their teaching experiences. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Course: Virginia Teachers for Tomorrow II - Suggested Grade Level: 11, 12, Credits: 1, Prerequisite: Virginia Teachers for Tomorrow I

Description: Students continue to explore careers in the education and training career cluster and related pathways. This course provides hands-on opportunities for students to examine careers in education, observe professional practice, and apply professional standards and educational theory. In an authentic practicum experience, students will be able to teach lessons, manage classrooms, create learning opportunities, and build their professional portfolio in the process. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

CAREER CLUSTER: TECHNOLOGY AND COMMUNICATIONS

CTSO: TSA

Course: Game Design and Development - Credits: 1, Prerequisite: None

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

Course: Game Design and Development, Advanced - Credits: 1, Prerequisite: Game Design and Development

Description: Students will work collaboratively in teams to refine their game design skills as they apply graphic design, animation, audio and writing skills to create innovative games for education and entertainment. This project-based course enhances problem solving, project management, and communication skills through the analysis, design, construction, and critique of interactive games. Students will learn about career opportunities in game design and development and investigate the training and certification requirements. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Course: Cybersecurity Fundamentals - Credits: 1, Prerequisite: None

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

INDUSTRY TRADE – CAREER ACADEMY

CTSOs: Skills USA, TSA, HOSA, FFA

Course: Industrial Maintenance Technology I - Credits: 1 & 1 Local Verified Credit, Prerequisite: None

Description: Industrial maintenance technicians repair and maintain commercial or industrial equipment in buildings. Students will explore safety and precision measurement skills and will gain hands-on, practical experience in mechanical fundamentals, technical drawing, and welding. 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.

Course: Industrial Maintenance Technology II - Credits: 2, Prerequisite: Industrial Maintenance Technology I

Description: Industrial Maintenance Technology II students will explore careers and postsecondary opportunities as they learn safety and precision measurement skills and gain practical experience in welding, hydraulics, pneumatics, HVAC, electricity, plumbing, mechanical fundamentals, machine alignment, technical drawings, and quality control. 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.

Course: Heating, Ventilation, Air Conditioning, and Refrigeration I - Credits: 1 & 1 Local Verified Credit, Prerequisite: None

Description: In this first course of the instructional program, students are taught to professionally install, repair, and maintain the operating conditions of heating, ventilation, air-conditioning, and refrigeration (HVACR) systems. Students work with piping and tubing, study the principles of heat and electricity, install duct systems, and comply with U.S. Environmental Protection Agency (EPA) regulations. Successful completion of the two-course sequence may prepare students for a career as an HVACR technician. 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.

Course: Heating, Ventilation, Air Conditioning, and Refrigeration II - Credits: 2, Prerequisite: Heating, Ventilation, Air Conditioning, and Refrigeration I

Description: This instructional program teaches students to professionally install, repair, and maintain the operating conditions of heating and cooling systems. Students also explore emerging technologies, Environmental Protection Agency (EPA) regulations, energy conservation techniques, and systems with exempt and non-exempt refrigerants. Completion of this sequence will prepare students for employment in a variety of heating, ventilation, air-conditioning, and refrigeration (HVACR) occupations. 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.

Course: Cybersecurity Fundamentals - Credits: 1, Prerequisite: None

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

Course: Cybersecurity in Manufacturing - Credits: 1, Prerequisite: None

Description: 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. 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.

Course: Cybersecurity in Manufacturing, Advanced - Credits: 1, Prerequisite: Cybersecurity in Manufacturing

Description: 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. 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.

Course: Cosmetology I - Credits: 2, Prerequisite: None

Description: In this introductory course, students study hair, skin, and nails and their related care. Students are grounded in theory as they prepare to practice procedures in a clinical lab setting and classroom, using manikins for manipulative skill practice. The first-year course emphasizes personal safety, professionalism, and sanitation and disinfection of equipment and facilities. Students develop skills in shampooing and conditioning hair, as well as styling and cutting hair. They are introduced to hair coloring and chemical texture services and develop skills in manicure and pedicure procedures. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Course: Cosmetology II - Credits: 2, Prerequisite: Cosmetology I

Description: In this continuing course, students build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in hair cutting and styling on live models, with attention to professionalism, client consultation, safety, and infection control. Students are trained in safe chemical processes related to permanent waves, relaxers, lightening, and coloring hair. In addition, students learn to care for skin, hands, and feet, developing experience in providing facials, manicures, pedicures, and nail enhancements. Students will be introduced to a business management unit with a focus on managing the salon. 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.

Course: Medical Assistant I - Credits: 2, Prerequisite: None

Description: 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. 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.

Course: Medical Assistant II - Credits: 2, Prerequisite: Medical Assistant I

Description: 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. 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.

Course: Emergency Medical Technician I - Credits: 1, Prerequisite: None

Description: The tasks for this course represent the National Emergency Medical Services Educational Standards (NEMSES). Students explore and apply the fundamentals of emergency medical services (EMS), anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including assessing the scene and understanding shock, resuscitation, and trauma. Successful completion of this course and instructor endorsement qualifies students to enroll in EMT II to complete the program sequence. Students must complete a minimum of 85 percent of the didactic and lab aspects of the course, per 12VAC5-31-1501 in the Virginia Administrative Code. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider (refer to EMS.TR.14B and 12VAC5-31-1501). 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.

NOTE: *Students must be at least 16 years old prior to the first day of EMT instruction or have been issued a variance by the Division of Regulation and Compliance at the Virginia Office of EMS and have reached age 16 by the end date of the course. Students may need to undergo a criminal background check that includes fingerprinting and drug screening. It is important to note that final eligibility for national registry certification testing is determined by the course education coordinator and the EMS physician.*

Course: Emergency Medical Technician II - Credits: 1, Prerequisite: Emergency Medical Technician I

Description: The tasks for this course represent the National Emergency Medical Services (EMS) Educational Standards. Students build on their knowledge and skills for providing basic life support by focusing on the areas of emergency medical services (EMS) operations, medical emergencies, and management of special patient populations. Supervised field experience that includes at least 10 patient contacts outside school hours is required. Successful completion of all course requirements and instructor endorsement may lead to eligibility to take the National Registry of Emergency Medical Technicians (NREMT) cognitive exam. Students must meet the requirements of the Functional Position Description for the Basic Life Support Provider (refer to EMS.TR.14B and 12VAC5-31-1501 in the Virginia Administrative Code). Students must complete a minimum of 85 percent of the didactic and lab aspects of the course, per 12VAC5-31-1501. 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.

NOTE: *Students must be at least 16 years old prior to the first day of EMT instruction or have been issued a variance by the Division of Regulation and Compliance at the Virginia Office of EMS and have reached age 16 by the end date of the course. Students may need to undergo a criminal background check that includes fingerprinting and drug screening. It is important to note that final eligibility for national registry certification testing is determined by the course education coordinator and the EMS physician.*

Course: Veterinary Science I - Credits: 1, Prerequisite: None

Description: Veterinary Science I prepares students for postsecondary education and/or careers in veterinary medicine or related fields. Major topics include characteristics and care of common companion and livestock animals, safety practices, anatomy and physiology, nutrition, medical terminology, sanitation, and clinical exams. Course content also includes communication, facility operations, office functions, and professional etiquette in the workplace. Opportunities to handle live animals may occur. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Course: Veterinary Science II - Credits: 1, Prerequisite: Veterinary Science I

Description: Students expand their knowledge of animal science and the care of animals, including animal structure and function, microbes and disease prevention, parasitology, and genetics and breeding. Students develop more advanced skills and techniques for assisting the veterinarian 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 with local businesses and organizations.

Course: Small Animal Care I - Credits: 1, Prerequisite: None

Description: Students learn how to care for and manage small animals, focusing on the connection between humans and animals, animal behavior health, nutrition, management, and reproduction. Opportunities to handle live animals may occur. Course content also includes instruction on the tools, equipment, and facilities used in the small animal care industry. 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.

Course: Small Animal Care II - Credits: 1, Prerequisite: Small Animal Care I or Small Animal Care I

Description: Students will develop the knowledge and skills necessary for training and grooming companion animals, in line with required safety practices and protocols. Instruction includes grooming, required care, technical and maintenance functions related to animal health, animal first aid, and office-management procedures used in the companion animal care 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.

Course: Equine Science - Credits: 1, Prerequisite: None

Description: In this course, students learn how to care for and manage horses. The major instructional areas include equine health, nutrition, management, reproduction, training, evaluation, and showmanship. Additional instruction in tools, equipment, equine facilities management, business management of equine enterprises, and the economics of boarding, training, and merchandising horses is included. 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.

Course: Equine Science, Advanced - Credits: 1, Prerequisite: Equine Science

Description: This course focuses on equine conformation, nutrition, handling and training techniques, grooming and foot care, anatomy, reproduction, transportation, stable management, and required safety procedures and protocols used in the horse 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.

ARMY ROTC

Course: Army JROTC I - Credits: 1, Prerequisite: None

Description: This course introduces students to the foundations of the Army JROTC program, the rights and responsibilities of U.S. citizenship, the principle components of leadership, and the foundational elements needed for academic and career success. Additionally, students receive instruction in U.S. and military history, discipline, personal wellness, physical fitness, career education, and workplace readiness skills. Military customs and courtesies, proper uniform wear and personal appearance guidelines are established and reinforced in the classroom, drill, and military ceremonies.

Course: Army JROTC II - Credits: 1, Prerequisite: Army JROTC I

Description: This course continues to provide students instruction in the Army JROTC program and the rights and responsibilities of U.S. citizenship. Students continue to learn leadership skills, U.S. and military history, the origins and development of the U.S. Government, discipline, personal wellness, physical fitness, first aid, map skills, career education, and workplace readiness skills. Military customs and courtesies, proper uniform wear, and personal appearance guidelines are required in the leadership lab, drill, and military ceremonies.

Course: Army JROTC III - Credits: 1, Prerequisite: Army JROTC II

Description: This course continues to provide students instruction in the Army JROTC program, reinforcing U.S. citizenship rights and responsibilities, leadership, military history, discipline, physical fitness, career education, financial planning, personal development, and workplace readiness skills. Military customs and courtesies, proper uniform wear, and personal appearance guidelines are required in the leadership lab, drill, and military ceremonies.

Course: Army JROTC IV - Credits: 1, Prerequisite: Army JROTC III

Description: Students continue instruction in the Army JROTC program, consisting of U.S. citizenship rights and responsibilities, leadership, military history, discipline, citizenship, physical fitness, career education, and workplace readiness skills. Students receive additional instruction in military customs and courtesies, proper uniform wear, and personal appearance guidelines. Adherence to the guidelines is required in leadership lab, drill, and military ceremonies.

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, Precision Machining, and Mechatronics.

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 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.

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 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.

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 and 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.

MECHATRONICS

Offered during 1st & 2nd block all year

YEAR 1:

MEC 140 – Introduction to Mechatronics
Presents foundational concepts in mechatronics including analog and digital electronics, sensors, actuators, microprocessors, and microprocessor interfacing to electromechanical systems. Surveys components and measurement equipment used in the design, installation, and repair of mechatronic equipment and circuits.

ELE 113 – Electricity I
Teaches principles of electricity covering fundamentals, devices and components in both DC and AC circuits.

MEC 155 – Mechanisms
Studies the purpose and actions of cams, gear trains, levers, and other mechanical devices used to transmit control. Focuses on motions, linkages, velocities, and acceleration of points within a link mechanism; layout method for designing cams and gear grain. Requires preparation of weekly laboratory reports.

MEC 165 – Applied Hydraulics, Pneumatics and Hydrostatics
Teaches fluid power system design, operation, testing, maintenance and repair. Includes reservoirs, pump connecting valves, cylinders, pressure regulating valves, flow control valves, hydraulic motors, and introduction to basic hydrostatic hydraulic systems.

MECHATRONICS

Offered during 1st & 2nd block all year

YEAR 2:

EGR 277 – Digital Logic

Presents an introduction to digital logic, including such topics as number systems, Boolean Algebra, minimization techniques, implementation of digital functions, sequential machines, state diagrams, state tables, and programmable logic devices.

ELE 156 – Electrical Control Systems

Includes troubleshooting and servicing electrical controls, electronic motors, motor controls, motor starters, relays, overloads, instruments and control circuits.

IND 243 – Principles and Applications of Mechatronics

Introduces terminology and principles related to Mechatronic system design and application. Integrates concepts of electrical/electronic, mechanical and computer technologies in the development, setup, operation and troubleshooting of automated products and systems. Covers breakdown of various automated manufacturing operations with emphasis on system planning, development and troubleshooting processes.

ELE 246 – Industrial Robotics Programming

Introduces industrial robotics and their programming for repetitive manufacturing systems. Includes the design of software that ensures safe operation and programming of both on- and off-line robot operations.

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*

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

***Students wishing to complete the AS degree through Patrick & Henry Community College will need to complete an online humanities course outside of the regular Governor's School offerings.**

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 – Introduction to Digital and Information Literacy and Computer Applications

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.

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	US VA History	As scheduled at high school
ENG 111 & ENG 246	ENG 111 & ENG 246	ENG 111 & ENG 246	DE English 11/DE Language & Composition	As scheduled at high school
PSY 200	PSY 200	PSY 200	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	DE English 12	As scheduled at high school
PLS 135 & PLS 136	PLS 135 & PLS 136	PLS 135 & PLS 136	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	DE Calculus	As scheduled at high school
BIO 101 & BIO 102	BIO 101 & BIO 102	BIO 101 & BIO 102	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.

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.

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

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.

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.

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

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.

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

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.

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.

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.

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

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 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.

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

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.

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

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.

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.

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Introduction to 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.

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.

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

Presents the study of anatomy & physiology including anatomical terminology, homeostasis, histology, integumentary system, skeletal system, muscular system, and nervous system. Part I of II.

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

Continues study of anatomy and physiology including endocrine system, blood and cardiovascular system, lymphatic system and immunity, respiratory system, urinary system, fluid, electrolyte, and acid-base balance, digestive system and nutrient metabolism, reproductive system, and prenatal development. 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.

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

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

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.

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)

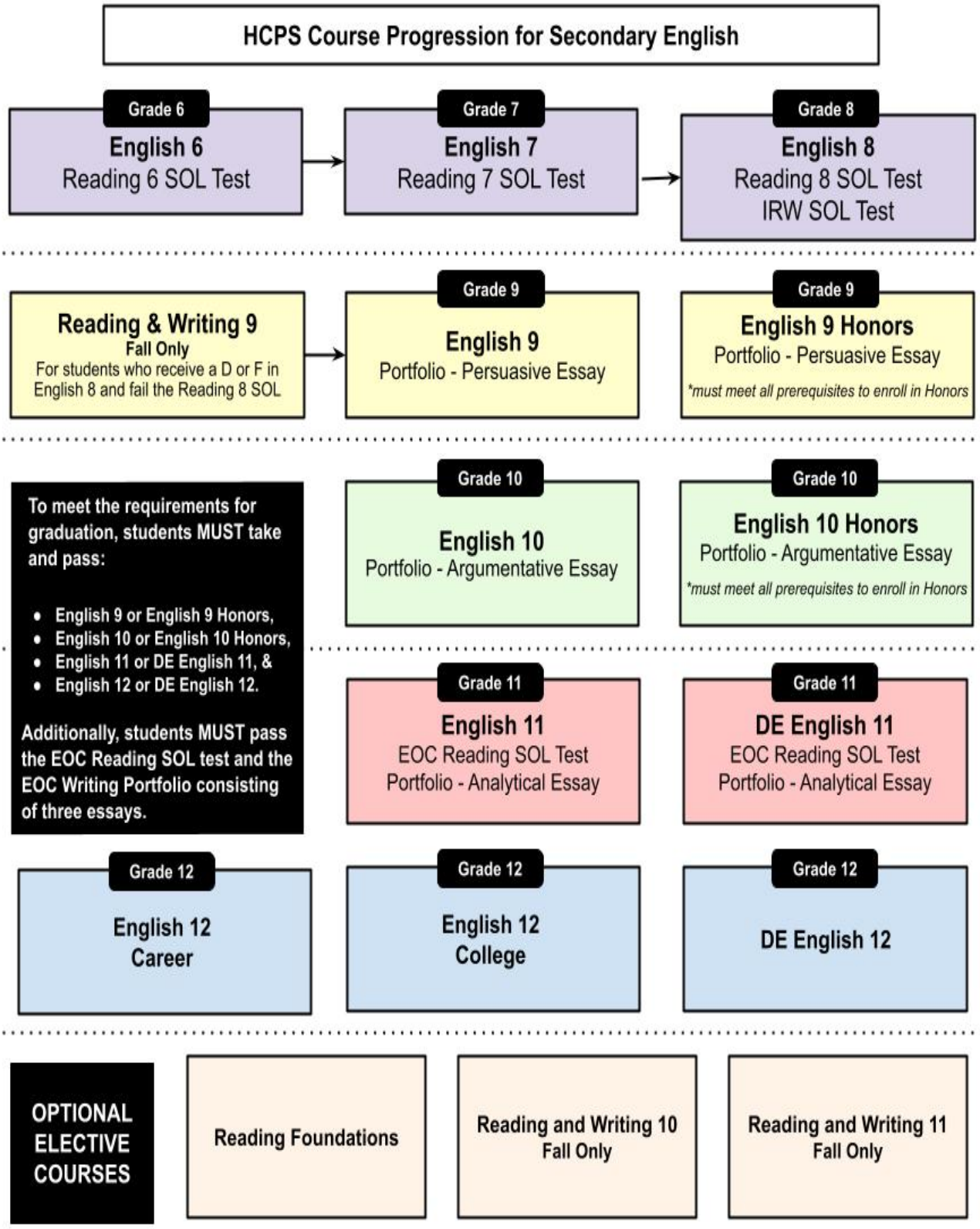
Traces development in context from pre-conception to death, including the physical, cognitive, and psychosocial domains. Examines methods of scientific inquiry as they apply to lifespan development. Addresses the interrelatedness of developmental domains, as well as the interdependent influences of environment 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.

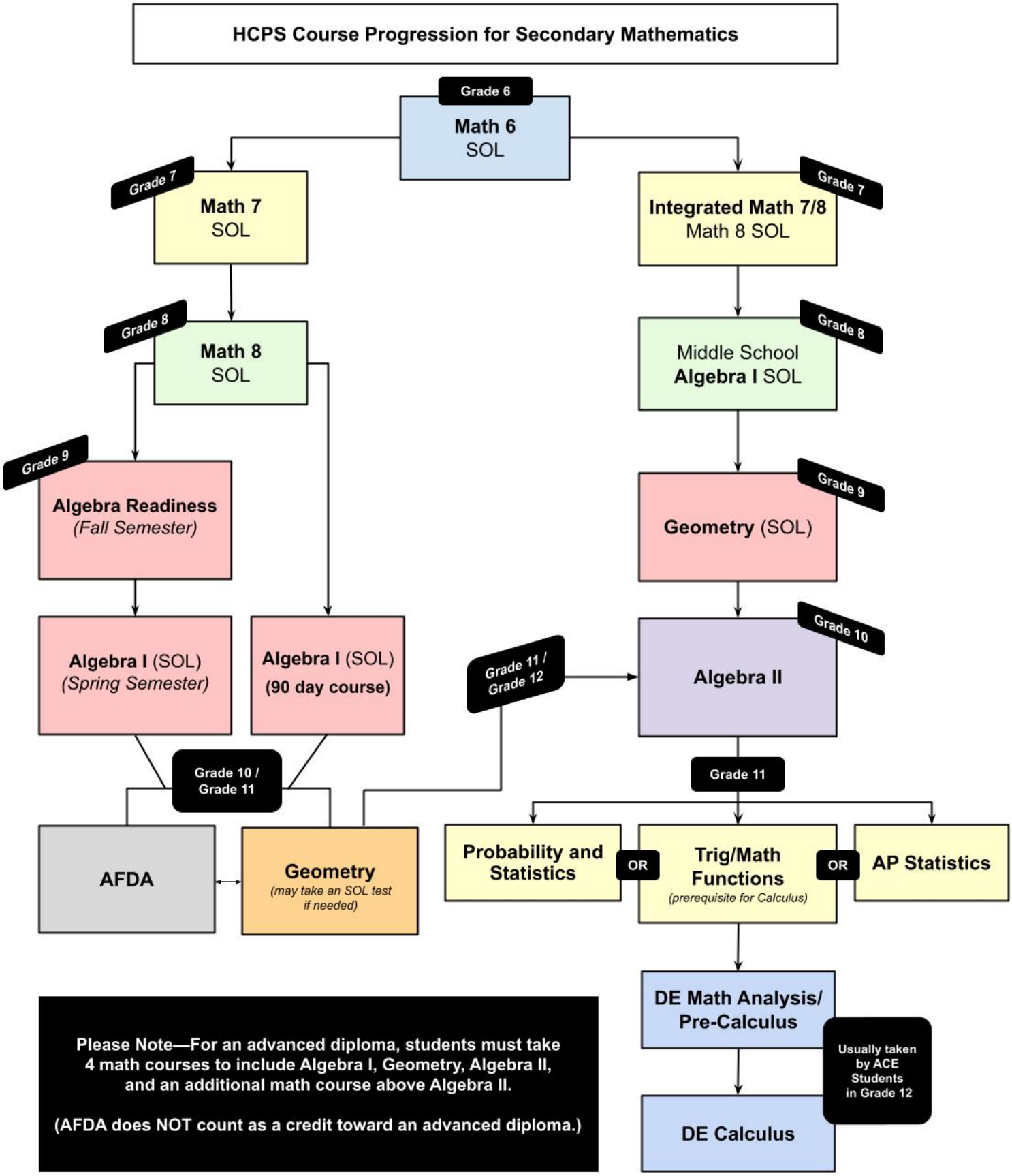
Henry County Teacher Prep ACE Academy

P&HCC Course	High School Course	Credits	Term
Sophomore			
College Survival Skills (SDV 100)		1	Summer before Junior Year
Junior Year			
U.S. History I & II (HIS 121 & HIS 122)	DE US/VA History	6	As scheduled at school
College Composition (ENG 111 & ENG 246)	DE English 11/Language and Composition	6	As scheduled at school
Principles of Psychology (PSY 200)	DE 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)	DE English 12/Lit and Composition	6	As scheduled at school
U.S. Government I & II (PLS 135 & PLS 136)	DE US/VA Government	6	As scheduled at school
Pre-Calculus with Trig (MTH 167)	Pre-Calculus (Fall Semester)	5	As scheduled at school
DE Calculus (MTH 263)**	DE Calculus (Spring Semester)	4	As scheduled at school
DE Biology (BIO 101 & BIO 102)	DE 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**		

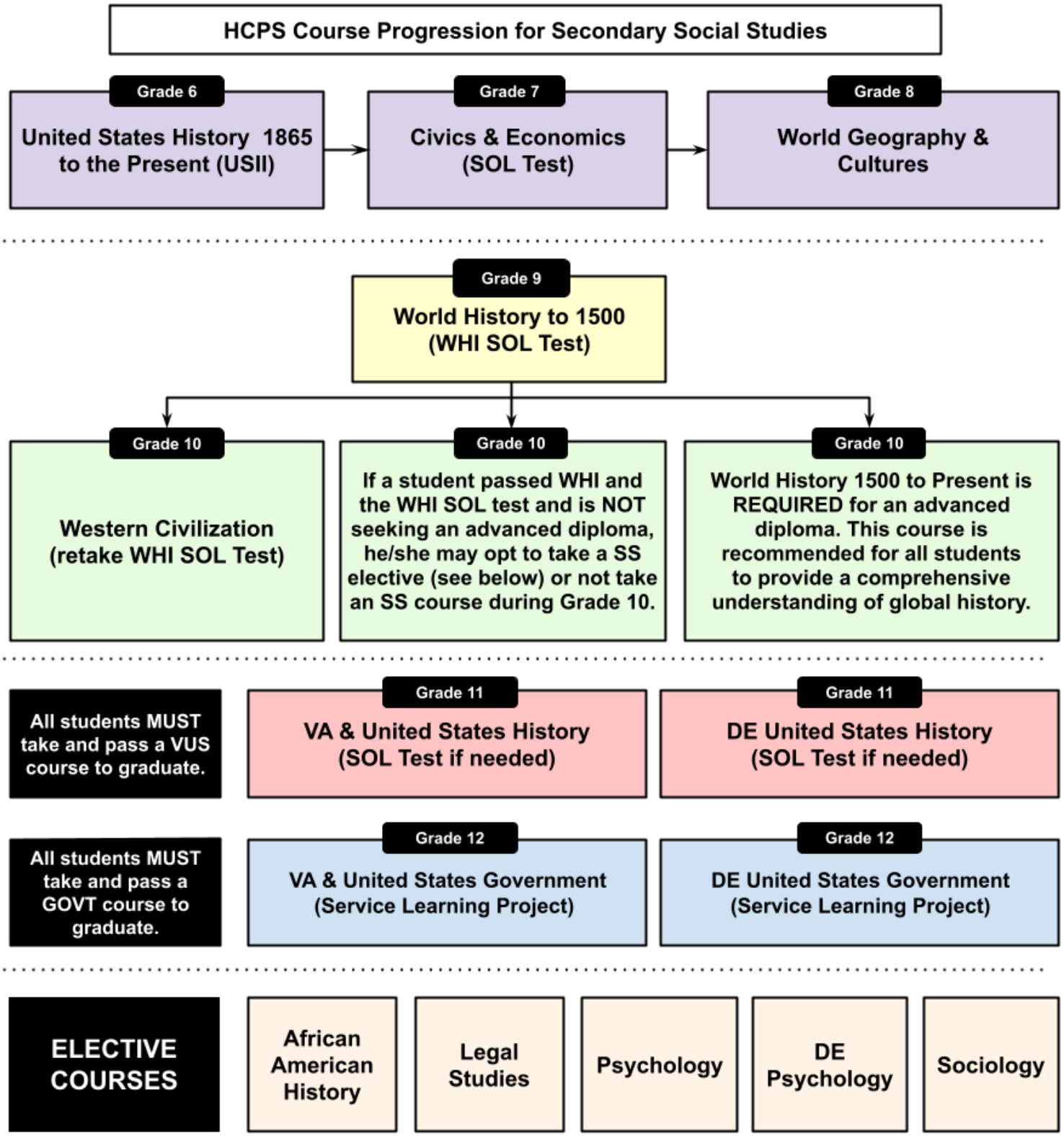


*English 9 Honors Prerequisites - Complete English 8 with an A or B; score a 475 or higher on the Reading 8 SOL test; reading at least two years above grade level

*English 10 Honors Prerequisites - Complete English 9 with an A or B; score 18 or higher on the Writing 9 persuasive essay


HCPS Course Progression for Secondary Mathematics
Grade 6
Math 6 SOL
Grade 7
Math 7 SOL
Grade 7
Integrated Math 7/8 Math 8 SOL
Grade 8
Math 8 SOL
Grade 8
Middle School Algebra I SOL
Grade 9
Algebra Readiness (Fall Semester)
Grade 9
Geometry (SOL)
Algebra I (SOL) (Spring Semester)
Algebra I (SOL) (90 day course)
Grade 11 / Grade 12
Grade 10
Algebra II
Grade 10 / Grade 11
Grade 11
AFDA
Geometry (may take an SOL test if needed)
Probability and Statistics
OR
Trig/Math Functions (prerequisite for Calculus)
OR
AP Statistics
DE Math Analysis/ Pre-Calculus
Usually taken by ACE Students in Grade 12
DE Calculus
Please Note—For an advanced diploma, students must take 4 math courses to include Algebra I, Geometry, Algebra II, and an additional math course above Algebra II.
(AFDA does NOT count as a credit toward an advanced diploma.)


HCPS Course Progression for Secondary Science
Grade 6
Science 6
Grade 7
Life Science 7
Grade 8
Physical Science 8
SOL
Grade 9
Environmental Science 9
Biology
SOL
Grade 10
Biology
SOL
Grade 10 / Grade 11
Earth Science
(may take an SOL test if needed)
Chemistry
(may take an SOL test if needed)
Physics
(Algebra 2 is also a prerequisite)
Grade 11 / Grade 12
Ecology
Environmental Science
AP Chemistry
AP Physics
Biology II Anatomy & Physiology
AP Environmental Science
DE Biology


HCPS Course Progression for Secondary Social Studies
Grade 6
United States History 1865 to the Present (USII)
Grade 7
Civics & Economics (SOL Test)
Grade 8
World Geography & Cultures
Grade 9
World History to 1500 (WHI SOL Test)
Grade 10
Western Civilization (retake WHI SOL Test)
Grade 10
If a student passed WHI and the WHI SOL test and is NOT seeking an advanced diploma, he/she may opt to take a SS elective (see below) or not take an SS course during Grade 10.
Grade 10
World History 1500 to Present is REQUIRED for an advanced diploma. This course is recommended for all students to provide a comprehensive understanding of global history.
All students MUST take and pass a VUS course to graduate.
Grade 11
VA & United States History (SOL Test if needed)
Grade 11
DE United States History (SOL Test if needed)
All students MUST take and pass a GOVT course to graduate.
Grade 12
VA & United States Government (Service Learning Project)
Grade 12
DE United States Government (Service Learning Project)
ELECTIVE COURSES
African American History
Legal Studies
Psychology
DE Psychology
Sociology