

2011-12
High School
Program of Studies

INTRODUCTION

The *Program of Studies* outlines the basic components of the educational program. The success of the program depends on the school staff, members of the community, and parents working together to provide the highest quality educational opportunities possible. We invite your participation in helping us ensure that each child receives a quality education.

ENROLLMENT IN HIGH SCHOOL

The school records of a middle school student who is presently attending a Bedford County public school will be transferred to the high school in the appropriate attendance zone when the student has successfully completed his/her middle school program

A transfer student seeking first time admission to a Bedford County high school is required to present the following documentation in order to be enrolled:

a birth certificate (or another acceptable document);

- an immunization record showing proof of completed DTP, OPV, measles, rubella, and mumps immunizations [The measles vaccine immunization record must indicate TWO doses];
- a social security number will be requested, but the superintendent/designee may assign another number to students who are unable or unwilling to produce a social security number.
- proof of residency in the appropriate attendance zone or a letter of permission from the assistant superintendent to attend the school
- documentation drawn by the court must be provided if custody is a concern

The parent or guardian of transfer students will complete a form requesting release of records from the last school the student attended, and the student **will be conditionally** enrolled in a Bedford County high school pending receipt of his/her records.

State law requires that prior to student admission, the parent or guardian must provide a sworn statement or affirmation indicating whether the student has been expelled from school attendance for an offense in violation of school board policies related to weapons, alcohol, drugs, or for the willful infliction of injury to another person.

Bedford County Public Schools does not discriminate on the basis of race, color, national origin, sex, or disability in its programs, activities, or employment practices as required by Title VI, Title IX and Section 504.

The person responsible for the coordination of the school division efforts to meet its obligations under Section 504 and Title IX and their implementing regulations is Mr. Tim Parker, Director of Human Resources, P. O. Box 748, Bedford, VA 24523 (540-586-1045, Ext. 247).

GRADUATION REQUIREMENTS

Completing The High School Program

The Bedford County School Board recognizes the following types of school completion programs:

- I. Standard/Standard Technical Diploma
- II. Advanced Studies/Advanced Technical Diploma
- III. Modified Standard Diploma
- IV. General Achievement Diploma
- V. Special Diploma
- VI. Certificate of Program Completion
- VII. GED Certificate of Achievement
- VIII. Certificate of Attendance
- IX. Summer School Graduation
- X. Transfer Students

In the Virginia Code (8 VAC 20-131-50), there is a provision for requirements for graduation. 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. Students shall be awarded a diploma upon graduation from a Virginia high school. When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of 8 VAC 20-131-110.

Each diploma or certificate and its requirements are described in the following sections. The requirements are in compliance with the Standards of Accreditation and Bedford County School Board policy and regulations.

I. STANDARD DIPLOMA-Class of 2012, 2013, & 2014

Course	Units of Credit	Verified Units	
English	4	2	1 Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra Functions & Data Analysis, Algebra II, or other mathematics courses above the level of algebra and geometry.
Math	3 ¹	1	
Science	3 ²	1	2 Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics.
History/Social Science	3 ³	1	
Health and P.E.	2		
Fine or Practical Arts	1		
Electives	6 ⁴		3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both.
Student Selected Verifying Test		1	
TOTAL	22	6	4 Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

- **Sequential Electives** – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved [Guidelines for Sequential Electives for the Standard and Modified Standard Diploma \(PDF\)](#).
 - Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
 - Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
 - An exploratory course followed by an introductory course may not be used to satisfy the requirement.
 - An introductory course followed by another level of the same course of study may be used.
 - Sequential electives do not have to be taken in consecutive years.
- **Fine Arts and Career and Technical Education** – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education.

Students who complete a career and technical (education) program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit and (2) either a science or history or social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Students who earn a standard unit of credit and achieve a passing score on an end-of-course SOL test will earn a verified unit of credit in that course. This is subject to change pending state changes and requirements.

STANDARD DIPLOMA-Class of 2015 & Beyond

Credits required for graduation with a Standard Diploma.	Standard Units of Credit	Verified Credits	1 Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.
Discipline Area	Required	Required	
English	4	2	2 Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.
Mathematics ¹	3	1	
Laboratory Science ^{2,6}	3	1	3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.
History and Social Sciences ^{3, 6}	3	1	
Health and Physical Education	2		4 Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
Foreign Language, Fine Arts or Career and Technical Education ⁷	2		
Economics and Personal Finance	1		5 A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.
Electives ⁴	4		
Student Selected Test ⁵		1	6 Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.
Total	22	6	
			7 Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

- **Sequential Electives** – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved [Guidelines for Sequential Electives for the Standard and Modified Standard Diploma \(PDF\)](#).

- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.
- **Fine Arts and Career and Technical Education** – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education.

Requirements for a Standard Technical Diploma- Class of 2015 & Beyond.

Beginning with the ninth-grade class of 2011-2012 and beyond, students shall earn the required standard and verified units of credit described below.

Credits required for graduation with a Standard Technical Diploma. Discipline Area	Standard Units of Credits Required	Verified Credits Required	
English	4	2	1 Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra Functions and Data Analysis, or Algebra II or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.
Mathematics ¹	3	1	
Laboratory Science ^{2,5}	3	1	2 Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.
History & Soc.Sciences ^{3, 5}	3	1	
Health and Physical Education	2		
Fine Arts, or Foreign Language	1		3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.
Economics and Personal Finance	1		
Career and Technical Education ⁴	4		4 Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.
Electives	1		
Student Selected ⁶		1	
Total	22	6	<p>5 Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification competency credential or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p> <p>6 A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8 VAC 20-131-110.</p>

Career/Technical Sequence

Students who are pursuing the Standard Technical and Advanced Technical Diplomas must complete Career and Technical Education sequential electives equivalent to two 36-week courses. Two sequential electives comprise a concentration of courses from one specific program area (ie, Agriculture or Health and Medical Sciences). A complete listing of the program area courses available in Bedford County Public Schools are outlined in the Course Offerings section of this document. As the student's schedule permits, additional Career and Technical Education courses may be taken to provide added college and career readiness skills.

Students are encouraged to work toward the attainment of a credential that may be offered through their Career and Technical Education course(s). A credential is an industry certification, a state license, and/or a national certification. These credentials are beneficial (and sometimes essential) to students seeking employment in a career field or occupational specialty. In addition, students who obtain these credentials earn verified credits toward graduation and have opportunities for higher pay in the workforce upon graduation.

Career and Technical program areas include:

- Agriculture
- Business and Information Technology
- Family and Consumer Science
- Industrial Cooperative Training
- Health and Medical Sciences
- Junior ROTC
- Marketing
- Technology Education
- Trade and Industrial

Students are encouraged to work toward and attain a state/national license or industry certification. Each Career and Technical course has a corresponding industry certification test assigned by the Virginia Department of Education. Test content is specific to the course curriculum. Certifications can lead to higher pay and greater job opportunities. Students who pass an industry assessment on the Virginia Department of Education approved list also meet the requirement for a verified credit.

These Career/Technical requirements also apply to the Advanced Technical Diploma.

II. ADVANCED STUDIES DIPLOMA-Class of 2012,2013, & 2014

Course	Units of Credit	Verified Units	
English	4	2	1 Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board may approve additional courses to satisfy this requirement.
Math	4 ¹	2	
Science	4 ²	2	
History/Social Science	4 ³	2	
Health and P.E.	2		2 Courses completed to satisfy this requirement shall include course selections from at least three different disciplines from among: earth sciences, biology, chemistry, or physics. The Board may approve additional courses to satisfy this requirement.
Foreign Language (3 years of 1 language or 2 years each of 2 languages)	3 ⁴		
Fine or Practical Arts	1		3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.
Electives	2		
Student Selected Verifying Test	*	1	
TOTAL	24	9	4 Courses completed to satisfy this requirement shall include three years of one language or two years each of two languages. *A student may utilize additional tests for earning verified credit in computer science, technology, career education or other areas as prescribed by the Board in 8 VAC 20-131-110.

ADVANCED STUDIES DIPLOMA-Class of 2015 & Beyond

Credits required for graduation with an Advanced Studies Diploma. Discipline Area	Standard Units of Credit Required	Verified Credits Required	
English	4	2	1 Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.
Mathematics ¹	4	2	
Laboratory Science ²	4	2	2 Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.
History and Social Sciences ³	4	2	
Foreign Language ⁴	3		
Health and Physical Education	2		3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve courses to satisfy this requirement.
Fine Arts or Career and Technical Education	1		
Economics and Personal Finance	1		
Electives	3		
Student Selected Test ⁵		1	4 Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Total	26	9	
			5 A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

Advanced Technical Diploma

Beginning with the ninth-grade class of 2011-2012 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.

Credits required for graduation with an Advanced Technical Diploma. Discipline Area	Standard Units of Credit Required	Verified Credits Required	
English	4	2	1 Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.
Mathematics ¹	4	2	
Laboratory Science ²	4	2	2 Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement.
History and Social Sciences ³	4	2	
Foreign Language ⁴	3		
Health and Physical Education	2		3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The board shall approve courses to satisfy this requirement.
Economics and Personal Finance	1		
Fine Arts or Career and Technical Education	1		
Career and Technical Education ⁵	3		4 Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Student Selected Test ⁶		1	
Total	26	9	5 Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.
			6 A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

The Career/Technical Sequence section under the Standard Technical Diploma requirements above also applies to the Career/Technical Concentration requirement for the Advanced Technical Diploma.

III. MODIFIED STANDARD DIPLOMA

Course	Units Needed	
English	4	1 Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and statistics in courses that have been approved by the Board.
Math	3 ¹	
Science	2 ²	
History/Social Science	2 ³	
Health and P.E.	2	2 Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.
Fine or Practical Arts	1	
Electives	6 ⁴	
TOTAL	20	3 Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.
		4 Courses completed to satisfy this requirement shall include at least two sequential electives in the same manner required for the Standard Diploma.
		Beginning with the class of 2015, there is a state requirement for the Economics/Personal Finance class.

Sequential Electives

Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.

- Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
- For career and technical education electives offered in Bedford County Schools, please refer to course listings in this document.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.

Fine Arts or Career and Technical Education – The Modified Standard Diploma contains a requirement for one standard unit of credit in a fine arts or career and technical education course. The Standards of Accreditation do not require that courses used to satisfy the requirement of a fine arts or career and technical education course be approved by the board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy the requirement of a unit of credit in fine arts or career and technical education for the Modified Standard Diploma.

Other requirements for the Modified Standard Diploma include:

- Eligibility and participation in the Modified Standard Diploma program shall be determined by the student's Individual Education Program (IEP).
- Parent/guardian must give written consent for the student to choose this diploma option.
- The student who has chosen this diploma program shall be allowed to pursue the Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma or Advanced Technical Diploma at any time throughout that student's high school career.

- The student must not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma.
- Students choosing this diploma option shall pass or meet the established cut scores on the eighth grade English (Reading and Literature) and the eighth grade math assessments as prescribed by the State Board of Education.

Modified Standard Diploma cut scores for 8th Grade Reading and Mathematics

SOL Test	Scale Score
Literacy – 8 th grade Reading	371
Numeracy - 8 th Mathematics	344
Numeracy - 8 th grade Plain English Mathematics	344

IV. GENERAL ACHIEVEMENT DIPLOMA

Course	Units of Credit	Assessment Requirement	
English	4		1 Courses completed to satisfy this requirement shall include content in mathematics courses that incorporate or exceed the content of courses approved by the Board to satisfy any other Board-recognized diploma.
Math	3 ¹		
Science	2 ²		
History/Social Science	2 ³		2 Courses completed to satisfy this requirement shall include content in science courses that incorporate or exceed the content of courses approved by the Board to satisfy any other Board-recognized diploma.
Electives	9 ⁴		
TOTAL	20	Achieve a passing score on the GED exam.	3 Courses completed to satisfy this requirement shall include one unit of credit in Virginia and U.S. History and one unit of credit in Virginia and U.S. Government in courses that incorporate or exceed the content of courses approved by the Board to satisfy any other Board-recognized diploma.
			4 Courses shall include at least two sequential electives in an area of concentration or specialization which may include career and technical education and training.

Requirements for the General Achievement Diploma

1. The General Achievement Diploma is intended to provide a diploma for high school dropouts and individuals who exit high school without a diploma. It should not be a first option for high school students.
2. Individuals who are at least 18 years of age and not enrolled in public school or not otherwise meeting the compulsory school attendance requirements set forth in the Code of Virginia §22.1-254 shall be eligible to earn the General Achievement Diploma. Diploma candidates may be individuals who are of the age to enroll in a public school whether they choose to enroll or not; or individuals who because of their age are not eligible to enroll in a public school.
3. The required number of standard units of credit may be earned by enrolling in:
 1. a public school if the individual meets the age requirements
 2. a community college or other institution of higher education

3. an adult high school program
4. correspondence, distant learning, and online courses
4. Diploma candidates shall participate in GED preparation.
5. Credit and assessment requirements for graduation with a General Achievement Diploma:

V. SPECIAL DIPLOMA

Students with disabilities receiving special education services who do not meet the requirements for a diploma as set forth in the Standards of Quality and the Standards of Accreditation may be awarded a special diploma. Only students with a current IEP are eligible for this diploma option. Students with disabilities who successfully complete the requirements as set forth in his/her IEP (Individualized Education Program) and who have earned at least 20 units of credit in the same course areas as outlined for the Modified Standard Diploma may be awarded a Special Diploma. The 20 units may be a combination of IEP classes and/or general education classes and with discussion from lead secondary special education teacher.

College for Living Plus

The College for Living Plus has been developed in cooperation with CVCC. The program will provide young adults with disabilities with an opportunity to acquire independent living skills, self advocacy and employments skills. It provides college level classes taught by a variety of skilled professionals. As work skills are developed individuals will be given the opportunity to participate in an internship with a variety of business and industries. Students are selected from the three Bedford County Public high schools. The selection process is initiated by the Special Services Department. Transportation and support staff are provided by Bedford County Public Schools.

VI. CERTIFICATE OF PROGRAM COMPLETION

Only students with an IEP are eligible for this certificate. Students who do not qualify for a diploma may earn a Certificate of Program Completion by meeting the following requirements:

- Completing program requirements as outlined in the Individualized Education Program (IEP)
- Approval from the Director of Special Services

In accordance with the requirements of the Standards of Quality, students who complete prescribed programs of studies defined by the local school board but do not qualify for Standard, Standard Technical, Advanced Studies, Advanced Technical, Modified Standard, Special, or General Achievement diplomas shall be awarded Certificates of Program Completion. The requirements for Certificates of Program Completion are developed by local school boards in accordance with the Standards of Quality. Students receiving a general achievement diploma shall comply with 8 VAC 20-680, *Regulations Governing the General Achievement Diploma*.

VII. GED CERTIFICATE OF ACHIEVEMENT

Bedford County Public Schools offer an outreach program for alternative education students and adults. There are three options for student pursuing a GED Certificate of Achievement.

- Students between the ages of 16 and 18 may sign up for the GED program through the Individual Student Alternative Education Program (ISAEP), which is free of charge. Students

and a parent must meet with the designated school administrator to enroll in the ISAEP. The student must be at or above a 7.5 grade reading level as determined by a test given at the school and must score at least a 410 on each subtest of the practice GED to be eligible for the program. The class meets at Liberty High School Monday through Friday for five hours each day. Contact the school principal for complete information.

- Students above age 18 who have not completed enough verified credits to earn a diploma may earn the General Achievement Diploma by meeting the requirements listed in section IV above.
- GED Programs are offered free of charge to Bedford County adults as well. Adults 18 years old and older should contact Bedford Science and Technology Center (586-3933) for information on the adult GED programs located throughout Bedford.

A Bedford County certificate of achievement is awarded upon successful completion of the GED testing program.

VIII. SUMMER SCHOOL GRADUATION

Students completing graduation requirements in a summer school program shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two schools.

IX. TRANSFER STUDENTS

Standard or verified units of credit earned by a student in a Virginia public school shall be transferable without limitation regardless of the accreditation status of the Virginia public school in which the credits were earned. Virginia public schools shall accept standard and verified units of credit from other Virginia public schools, Virginia's virtual learning program, Virtual Virginia, and state operated programs. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when prior written approval of the principal has been granted or the student has been given credit by the previous school attended.

Nothing in these standards shall prohibit a public school from accepting standard units of credit toward graduation awarded to students who transfer from all other schools when the courses for which the student receives credit generally match the description of or can be substituted for courses for which the receiving school gives standard credit, and the school from which the child transfers certifies that the courses for which credit is given meet the requirements of 8 VAC 20-131-110 A. In some cases, Bedford County Public School courses may not match transfer courses in name or course weighting. In these cases, transfer courses will be translated to match Bedford County courses offerings and grade point average and class rank will be determined by the transcribed course history. Registrars and School Counseling Directors are responsible for securing transfer grades and transcribing those grades into course history in the Student Information System.

Students transferring into a Virginia public school shall be required to meet the requirements prescribed in 8 VAC 20-131-50 to receive a Standard, Standard Technical, Advanced Studies, Advanced Technical or Modified Standard Diploma, except as provided by subsection G of this section. To receive a Special Diploma or Certificate of Program Completion, a student must meet the requirements prescribed by the Standards of Quality.

The academic record of a student transferring into Virginia public schools from other than a Virginia public school shall be evaluated to determine the number of standard units of credit that have been

earned, including credit from schools outside the United States, and the number of verified units of credit needed to graduate in accordance with subsection G of this section. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when the student has been given credit by the previous school attended.

Students transferring above the tenth grade from schools or other education programs that do not require or give credit for health and physical education shall not be required to take these courses to meet graduation requirements.

Students entering a Virginia public high school for the first time after the tenth grade shall earn as many credits as possible toward the graduation requirements prescribed in 8 VAC 20-131-50. However, schools may substitute courses required in other states in the same content area if the student is unable to meet the specific content requirements of 8 VAC 20-131-50 without taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he otherwise would have graduated.

Students transferring after 20 instructional hours per course of their senior or twelfth grade year shall be given every opportunity to earn a Standard, Advanced Studies, or Modified Standard Diploma. If it is not possible for the student to meet the requirements for a diploma, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified unit of credit requirements may be available to the student. The Department of Education may grant such waivers upon request by the local school board in accordance with guidelines prescribed by the Board of Education.

DIPLOMA SEALS

The **Bedford County Advanced Studies Seal** goes on diplomas of students who meet the requirements for the Advanced Studies Diploma. Students who demonstrate academic excellence and/or outstanding achievement may be eligible for one or more of the following awards:

The Governor's Seal

Students who complete the requirements for an Advanced Studies Diploma or Advanced Technical 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 courses shall receive the Governor's Seal on the diploma.

The State Board of Education Seal

Students who complete the requirements for a Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma or Advanced Technical Diploma with an average grade of "A" shall receive a Board of Education Seal on the diploma.

The Board of Education's Career and Technical Education Seal

The Board of Education's Career and Technical Education Seal will be awarded to students who earn a Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma or Advanced Technical Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses;

or (i) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

Board of Education's Seal of Advanced Mathematics and Technology

The Board of Education's Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma or Advanced Technical Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma or Advanced Technical Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

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 a Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma, or Advanced Technical 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.

Diploma seals are subject to change. Please refer to the Virginia Department of Education website for the most current information.

ASSESSMENT

Information about a student's progress is conveyed to parents through a formal reporting system. This consists of report cards sent home each nine weeks which describe students' progress in their studies as well as their behavior and attitudes in school. Progress reports are sent home during the nine weeks grading period. Letter grades measure academic performance and are used as a means of reporting achievement of classroom objectives. The quality of student behavior and attitudes is also reported for each course.

Letter Grade	Numerical Equivalent	Performance Assessment	Grade Range	GPA Value
A	92.5 - 100	Outstanding	3.5-4.0	4.0
B	84.5 - 92	Above Average	2.5-3.4	3.0
C	76.5 - 84	Average	1.5-2.4	2.0
D	69.5 - 76	Below Average	0.5-1.4	1.0
F	Below 69.5	Unacceptable	0.0-0.4	0

* Incomplete Work (grade becomes an F unless pre-arranged)

The marking grades are numerical which are the scaled equivalents to A, B, C, D, and F. The semester grade for grades 9-12 will be determined by averaging the numerical grades for the two nine-weeks and the exam or culminating activity grade (which may not count for more than 10%). The grading policy applies to all grading situations. When determining a semester or final average, any nine-week average below 50 will be converted to a 50 for averaging purposes. The exam grade will not be used to determine the semester or final grade for students who are exempt from exams according to Policy IKFA and choose not to take the final exam. The final grade will be determined by averaging the two semester numerical grades together. (Policy IKR) Courses for .5 credit are not averaged together to determine a final grade. The semester grade is the final grade for .5 credit courses.

Dual-enrollment courses offered through Bedford County Public Schools, Advanced Placement (AP) courses, and Governor's School courses that may lead to college credit are graded on a 10 point scale and grades will be weighted with A = 5, B = 4, C = 3, D = 2, and F = 0.

Grades for Pre-AP courses are based on the standard BCPS grading scale and will have the following weighted point values for the purpose of final grade point averaging A = 4.5, B = 3.5, C = 2.5, D = 1.5, F = 0.

Academic recognition is given to high school students each semester through the Honor Roll. There are two types of honor roll:

- "A" Honor Roll: All grades for which letter grades are assigned must be A.
- "A-B" Honor Roll: All grades for which letter grades are assigned must be A and or B.

Students may be issued **Academic Letters** as a special recognition of achievement by earning a 3.35 grade point average in the previous year. These awards are organized and administered by the local school.

Membership in the **National Honor Society** is based on four criteria: scholarship, leadership, service, and character. To fulfill the scholarship requirement, students must have a cumulative scholarship average of 3.35. Qualified students are selected by a faculty council that reviews the qualifications indicated above and makes nomination recommendations. Please refer to the school's student handbook or contact the principal for more details.

Opportunities are given to include the student, parent, and school counselor for the purpose of planning the student's educational program. A student's progress is reported through regular interim reports and report cards. Additional conferences with teachers and other school staff members are

encouraged. The school calendar designates days set aside for these purposes. Additional conferences may also be scheduled.

TESTING PROGRAMS

The Standards of Learning Tests

The Virginia Standards of Learning Tests (SOL) are assessments designed to evaluate the extent to which students have learned the content and skills specified by the Virginia Board of Education. These academic standards adopted by the State Board of Education were established to facilitate and ensure rigorous and challenging educational programs in all schools.

In third through eighth grades, where the administration of Virginia assessment program tests are required by the Board of Education, each student shall be expected to take the tests; students who are accelerated should take the tests for the grade level of the content received in instruction. Schools shall use the Virginia assessment program test results in third through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students. Students promoted to high school from eighth grade should have attained basic mastery of the Standards of Learning in English, history and social science, mathematics, and science and should be prepared for high school work. Students shall not be required to retake the Virginia assessment program tests unless they are retained in grade and have not previously passes the related tests.

At the secondary level, the Standards of Learning Assessments (SOLs) are administered as end-of-course tests for English 11: Reading & Writing, Algebra I, Algebra II, Geometry, United States History, World History II, World Geography, Earth Science, Biology, and Chemistry. Students must earn a certain number of verified credits, in addition to the units of credits requirements, in order to earn a Standard or Advanced Studies diploma. No student who has failed an end-of-course SOL test but passed the related course shall be prevented from taking any other course in a content area and from taking the applicable end-of-course SOL test.

Students identified as foreign exchange students taking courses for credit shall be required to take the relevant Virginia assessment program tests. Foreign exchange students who are auditing courses and who will not receive a standard unit of credit for such courses shall not be required to take the Standards of Learning tests for those courses.

The Virginia Grade Level Alternative is available for students in grade 3 through 8 as an alternative assessment for the Standards of Learning (SOL) testing. Students who qualify to participate in the VGLA are required to demonstrate individual achievement of grade level content standards as presented in the SOL test blueprint for the academic content area in which they are being addressed. This assessment is available to eligible students with disabilities in grades 3 through 8 for the subject areas of reading, writing, history, and science and eligible LEP students in grades 3 through 8 who may participate in the VGLA reading assessment only.

The Virginia Evaluation Program (VSEP) is an alternative method of assessing students who by the nature of their disability are unable to participate in the Standards of Learning (SOL) assessments even with testing accommodations. The difference between the SOL tests and the VSEP is the method of assessment. Students participating in the VSEP are expected to provide evidence of achievement through a Course Work Completion (CWC) based on the same standards as students

taking the SOL tests. The VSEP assessment is only available for end of course tests in the areas of reading, writing, history, and science.

The Virginia Alternate Assessment Program (VAAP) is designed to evaluate the performance of students with significant cognitive disabilities. The VAAP is available to students in grades 3 through 8 and students in grade 11 who are working on academic standards that have been reduced in complexity and depth. This content is derived from the Standards of Learning (SOL) and is referred to as the Aligned Standards of Learning (ASOLs). Individual student achievement of academic skills is the single focus of the VAAP. Although functional skills such as self care, leisure activities, and domestic skills are important components of educational programs designed for students with significant cognitive disabilities, these skills are not evaluated in the VAAP.

Virginia Modified Achievement Standards Test (VMAST) is designed for students with disabilities who are learning grade-level content but cannot fairly be held to the same achievement standards as their nondisabled classmates. Items on the VMAST include supports and simplified items not available to students who take SOL tests in reading and mathematics. Students participating in the Virginia Modified Achievement Standards Test (VMAST) are expected to learn grade level content; however, they may require additional time and a variety of instructional and assessment supports. Students participating in VMAST do not receive a modified curriculum; the achievement expectations are modified and difficulty is reduced by including tools and supports that allow participating students to access and demonstrate knowledge of grade-level content. Eligibility for VMAST must be determined separately for reading and mathematics. VMAST mathematics assessments for grades 3-8 and Algebra I will be introduced during 2011-2012. VMAST reading assessments in grades 3-8 and high school will be introduced the following year.

SOL Assessment Administration Dates:

Fall: Students who take and do not pass End-of-Course SOL tests during the spring administration and transfer students who have taken SOL courses in out-of-state or private schools may choose to take the failed tests during the fall administration. Students do not have to be enrolled in the course to take the SOL tests. Schools will notify students who qualify for the fall administration.

Spring: Students enrolled in grades 3 - 8, and certain credit bearing high school courses will be administered SOL tests in spring. Writing components of the English SOL tests for grades 5, 8, and 11 are administered in early spring, and the remaining SOL tests are given before the end of the school year. The Virginia Department of Education allows divisions to choose one of three established testing windows for grades 3 - 8. School Divisions are allowed to set their own testing window for End-of-Course (EOC) tests.

Summer: Middle school or high school students who take and fail SOL end-of-course tests or cumulative grade 8 Reading and Math tests may choose to re-take failed tests during the summer. Students who wish to retake end-of-course tests do not have to be enrolled in a formal summer school class. Middle and high schools will notify students who qualify for summer SOL test administration.

Students may retake high school end-of-course tests as often as the school division's testing schedule will permit. Students who score between 375 – 399 on an end-of-course SOL test are eligible for an expedited retake. This means that the student would be able to retake the test before the next scheduled test administration within the state designated time.

Students shall be counseled annually regarding the opportunities for using additional tests for earning verified credits as provided in accordance with the provisions of 8 VAC 20-131-110, and the consequences of failing to fulfill the obligations to complete the requirements for verified units of credit.

Remediation Programs are available at each Bedford County School for those students who fail one or more of the Standards of Learning Tests. Students who do not pass any of the SOL tests must participate in these remediation programs. It is strongly recommended that students who fail any of the tests participate in these school-based programs held during school, after school, and during the summer. Contact your school counseling office to learn more about these opportunities.

SOL Requirements for Transfer Students to a Virginia School

Standard Diploma Verified Credit Requirements		
Beginning = First 20 hours of instruction		During = After the first 20 hours of instruction
Students transferring into a Virginia public school	Must Earn	Ninth Graders in 2003-04 and beyond
During 9 th Grade	6 Verified Credits	
Beginning of 10 th Grade	English	2
	Mathematics	1
	Science	1
	History and Social Science	1
	Student Selected	1
During 10 th Grade	4 Verified Credits	
Beginning of 11 th Grade	English	1
	Mathematics	1
	Science	1
	History and Social Science	1
	Student Selected	
During 11 th Grade	2 Verified Credits	
Beginning of 12 th Grade	English	1
	Student Selected	1
During 12 th Grade	Students should be given every opportunity to earn a diploma; if this is not possible, arrange to have the previous school award the diploma; or seek a waiver of the verified credit requirement from the DOE.	

Advanced Studies Diploma Verified Credit Requirements		
Beginning = First 20 hours of instruction		During = After the first 20 hours of instruction
Students transferring into a Virginia public school	Must Earn	Ninth Graders in 2000-01 and beyond
During 9 th Grade	9 Verified Credits	
Beginning of 10 th Grade	English	2
	Mathematics	2
	Science	2
	History and Social Science	2
	Student Selected	1
During 10 th Grade	6 Verified Credits	
Beginning of 11 th Grade	English	2
	Mathematics	1
	Science	1
	History and Social Science	1
	Student Selected	1
During 11 th Grade	4 Verified Credits	
Beginning of 12 th Grade	English	1
	Student Selected	3
During 12 th Grade	Students should be given every opportunity to earn a diploma; if this is not possible, arrange to have the previous school award the diploma; or seek a waiver of the verified credit requirement from the DOE.	

Beginning = within first 20 hours of instruction per course

During = after the first 20 hours of instruction per course

NOTE: Students who attend a Virginia public school in the ninth grade, transferred out of state or to an in-state private school for at least one year, and then return to a Virginia public school the following year, will be considered a first-time transfer and will be expected to meet the requirements in effect for the grade level the student is determined to be in based on standard units of credit at the time of reentering.

Remediation Recovery

Remediation recovery is a voluntary program that schools may implement to encourage successful remediation of students who are not successful on SOL tests in grades K-8 and end of course. Remediation recovery programs are limited to reading and math in grades k-8 and End of Course.

The Board of Education does not expect that every student who fails an SOL test be placed in a remediation recovery program. There must be remediation prior to the testing in the subsequent school year. Students in remediation recovery programs are expected to take the applicable SOL test at any regularly scheduled administration of the test during the school year. Students in grades 4-12 will take the Reading or Math SOL test and those who receive a passing score will be considered as successfully completing a recovery program.

Note: Remediation Recovery program is subject to change according to Virginia Department of Education direction.

Locally Awarded Verified Credits

Students who do not pass Standards of Learning tests in science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board of Education. Students must have passed the course and taken the SOL test for that course at least two times. One score must be between 375-399 in order to qualify for Locally Awarded Verified credits. Locally awarded verified credits are only available for the standard diploma. Students may earn no more than three locally awarded verified credits. Opportunities to earn locally verified credits for students are being addressed in the Revision of the Standards for Accrediting Virginia's Public Schools. Contact the school counselor or principal for more information about locally awarded verified credits. Locally Awarded Verified Credit is subject to change according to Virginia Department of Education direction.

The Virginia Board of Education grants verified credits for students who obtain certain approved industry certification, occupational competency assessments, and/or licensures. Several of these are offered through programs at Bedford Science and Technology Center as well as the three base high schools. For a complete listing, go to www.pen.k12.va.us and click on "Graduation Requirements."

SAT and PSAT/NMSQT/ACT

The Scholastic Aptitude Test (SAT) is required for college acceptance by many colleges. The SAT assesses writing: multiple choice questions concerning grammar and usage, and a short student-written essay; critical reading: questions related to short and long reading passage; and math: questions related to reasoning ability and problem solving skills which will cover topics through Algebra II. Scores on each section will range from 200-800 (total score range: 600-2400). Students usually take the SAT in their late junior and early senior years.

The Preliminary SAT/National Merit Scholarship Qualifying Test also measures critical reading skills, math problem solving skills and writing skills (no essay). The PSAT/NMSQT is a junior-level test, administered each October; however, many students benefit by taking it earlier so they can identify areas of weakness to focus on and improve their later performance on the PSAT and/or SAT. However, only those students who take the PSAT/NMSQT in the junior year are eligible to enter the competition for scholarships and recognition from the National Merit Scholarship Corporation.

The ACT test assesses high school students' general educational development and their ability to complete college – level work. The multiple choice tests cover four skill areas: English, mathematics, reading and science. The writing test measures skill in planning and writing a short essay.

Information about these tests, registration, fees and test dates is available from the schools' counseling departments.

HOMEWORK

Homework is provided by the teacher to help students practice what has been learned during the instructional time and is assigned at the discretion of the teacher. It is an important tool in developing independent thought, self-direction, self-discipline, good work habits and time management skills.

Individual needs of the student are considered when assigning homework. Homework reinforces skills, provides for enrichment, and provides independent practice. Assignments should take about 20-30 minutes per subject per night. Additional time requirements may be necessary in some classes especially in block scheduling situations. Teachers check the homework and provide feedback to the student within a reasonable period of time. Students are responsible for homework assignments. Parents will be notified when their child consistently disregards homework assignments. Ultimately the student is responsible for the academic and disciplinary consequences of not completing homework assignments. Students are strongly encouraged to utilize an assignment book such as the school agenda. Homework shall not count for more than 10% of the nine-week grade. (Policy IKB)

BEDFORD COUNTY PUBLIC SCHOOLS POLICY MANUAL

A copy of the manual that contains policies approved by the school board is located in the library of each school and the public library, and on the Bedford County Public Schools web site at www.bedford.k12.va.us.

Credits

The basic unit of credit for course structure and issuing credit is based on the equivalent of a year's work. Specific course descriptions are published in this *Program of Studies* and are available for students planning class schedules. All courses identified as year courses have final grades recorded on the student's cumulative record. The final grade determines whether a unit of credit is granted. Student attendance shall not be the sole reason why a student fails a class.

Students repeating a course can count only one credit toward graduation requirements. The highest grade earned will be used to compute the grade point average (GPA).

High School Courses Taken At the Middle School Level

Certain high school credit-bearing courses may be taken in middle school. These courses include Algebra I, Geometry, Earth Science, World History I, and level one of a foreign language. Some students elect to include these courses in the calculation of their high school grade point average (GPA). A notification form alerting parents of this option is provided by the middle school during the eighth grade and from the high school during the student's senior year. If high school courses taken in middle school are added to the high school transcript, the final grade for the course is used to calculate the GPA and the student is eligible to receive a high school credit for the course.

Grade Classification

High School Grade Classification

A student who has earned at least five high school course credits shall be classified as a 10th grader. A student who has earned at least 10 high school course credits shall be classified as an 11th grader. A student who has earned at least 15 high school course credits and can fulfill requirements for graduation within the academic year shall be classified as a 12th grader.

Students will refrain from participating in class privileges unless classified in the appropriate grade. Classification by grade level is done for record-keeping purposes only and does not indicate academic standing. It does not indicate the grade level of courses taken or currently being taken; for example, a tenth grade student could be taking English 9.

A student may be placed in the senior class if his/her planned program provides for sufficient credits to graduate in the following June or August. A request for a grade classification change should be submitted near to the end of the sophomore year or later.

A student may take required courses out of sequence if early graduation is declared, summer school is attended, or special permission by the principal is granted. Students may take only one "new" course in summer school, unless prior approval is obtained from the principal and the student is a graduating senior.

Seniors must be enrolled in coursework to earn at least 5 credits unless special permission is granted by the principal.

Graduation Ceremony and Class Rank

For graduation ceremony purposes, students receiving standard or advanced studies diplomas with a 3.75 to 3.99 GPA will be recognized as Honor Graduates. Students receiving standard or advanced studies diplomas with a GPA of 4.0 and above will be recognized as High Honor Graduates. The GPA for Honor and High Honor Graduates will be determined based on the student's entire course history. Beginning with the class of 2011, the practice of determining a Valedictorian and Salutatorian for graduation purposes has been discontinued. Graduation ceremonies will be conducted by students selected from High Honors group as determined by High Honors and Honors students. An official class ranking, based on a student's entire course history, will appear on the final senior transcript. For the purposes of the graduation ceremony, class rank will be determined by grades at the end of 3rd 9 weeks for high school courses and by grades in progress or final term grades for governor's school or dual enrollment courses taken off campus.

Final Examination Exemption

Any senior who meets the following criteria shall be exempt from the final examination in a class.

1. The senior student has a cumulative course average of at least 84.5%.
2. The senior has not committed any serious conduct violations, which would result in out-of-school suspension in the senior year.
3. If dual enrollment guidelines from college awarding credit require an exam, the student is not exempt.
4. Any senior who wishes to take an examination in a class that he/she is currently enrolled in, shall be permitted to do so.

RELATED PROGRAMS AND SERVICES

ADVANCED PLACEMENT PROGRAM and DUAL ENROLLMENT COURSES

Advanced Placement and Dual Enrollment classes are considered to be advanced level courses designed to prepare students for the rigor of college level curriculum and expectations. Courses that may lead to college credit (AP, Dual Enrollment) have weighted grades (see Assessment section). Most dual enrollment courses at the high school are taken through Central Virginia Community College (CVCC) and will transfer as college credit at CVCC and many other colleges. Depending on the college/university, the credit may only transfer as elective credit instead of fulfilling general education requirements. Colleges and universities give credit or placement for qualifying AP exam grades, not AP course grades. Depending on the college/university, credit or placement is usually given for scores

of three or higher. Tuition costs for dual enrollment courses will be charged to students taking these courses, with consideration of full or partial tuition waivers based on demonstrated need.

There are many advantages to earning college credit and/or placement in high school. College credit or placement allows students to move into upper level courses sooner, pursue double majors, and/or graduate earlier. It also may have a financial impact on families by providing credit or course exemptions for which the family may otherwise have to pay.

The school division offers at least one AP course in each of the four core curriculum areas, and the course offerings may vary among the three high schools, depending on the enrollment of the students and the availability of an appropriately endorsed teacher for the course. These include AP Biology, AP Chemistry, AP Physics, AP Environmental Science, AP Computer Science, AP English 11 Language, AP English 12 Literature, AP United States History, AP United States Government and Politics, AP European History, AP Psychology, AP Music Theory, AP Statistics, AP Calculus, AP French and AP Spanish Language. Students may opt to take certain AP exams in lieu of SOL end-of-course tests. Please contact the school counselor for information on test options and passing score requirements.

The school division offers dual enrollment courses at the base high schools which may vary among the three high schools, depending on the enrollment of the students and the availability of an appropriately endorsed teacher for the course.

In addition to programs offered on high school campuses, Bedford County Public Schools participates in other unique instructional programs.

Students in BCPS high schools are eligible to apply for admission to the **Central Virginia Governor's School for Science and Technology** (Lynchburg) and the **Roanoke Valley Governor's School for Science and Technology** (Roanoke). These are two of the schools established by the Governor of Virginia to create advanced educational opportunities for students with aptitude and interest in science and mathematics. Students attend the Governor's schools for half a day to complete mathematics and science classes. The students return to their home high schools for afternoon classes. College credit may be earned in selected math and science courses. Prior to applying for the Governor's schools, students are encouraged to take the PSAT/NMSQT and the Stanford 10. Students are selected through an application process. Interested students should contact their school counselor for application information and requirements.

The **Early College Scholars Program** and **Virginia Virtual Advanced Placement School** are state sponsored programs that promote college level courses. High school seniors become Early College Scholars by signing an Early College Scholar Agreement in their junior or senior year and completing the terms of the agreement upon high school graduation. To qualify as an Early College Scholar participant, a student must maintain a "B" average or better; be pursuing an Advanced Studies Diploma; and be completing or have completed college-level course work equal to at least 15 transferable college credits. The Virginia Virtual Advanced Placement School is another initiative designed to widen accessibility of advanced placement courses by offering them online and through satellite. Various AP classes may be offered depending upon scheduling and availability at the base high school. Please see the school counselor for additional information.

Bedford Science and Technology Center offers dual enrollment courses including Automotive Technology, Building Construction, Collision Repair, Computer Networking, Computer Repair, Electricity, Emergency Medical Technician Basic, Early Childhood Education, and Teacher's for Tomorrow Internship (Dual Enrolled with Lynchburg College).

Agricultural Business Fundamentals III, Agricultural Business Operations IV, Engineering Drawing, and Geospatial Technology are dual enrolled Career and Technical Education classes offered at Staunton River High School. Students should refer to their counseling department for further information about these offerings.

With prior approval of the principal, students may also receive college credit by successfully completing dual enrollment course(s) at the college. Students must meet the requirements of the college for admission in the course.

ALTERNATIVE EDUCATION

Alternative education is designed to serve students who are two or more years behind in grade level, who are unlikely to receive a high school diploma, and/or whose needs are not met in the traditional secondary education program of studies. Students may enter a **GED program** by meeting the requirements for the ISAEP (see page 10).

The **Bridge School** is an alternative school for students in grades who are experiencing behavioral or other problems, which prevent their attendance in a regular school setting. The school provides a temporary or long term setting that encourages students to develop achievement in self-control and academic progress.

Bedford County participates in a regional alternative program, **The Pride Center** in Lynchburg. The regional alternative program is designed for students who must be removed from the base school for an extended period of time. Students are placed in the regional alternative program by board action or by the superintendent. Students are able to continue their academic studies while attending this program.

BEDFORD SCIENCE AND TECHNOLOGY CENTER (BSTC)

Bedford Science and Technology Center offers high school students Career and Technical courses generally not offered at the three base high schools. All courses/programs offered at the school provide an opportunity for the student to gain a state/national license or industry certification and dual enrollment credit.

Successful completion of BSTC programs enables students to meet career/technical competencies for entry-level employment. An increasing number of students who complete programs are continuing their education and/or training in a related field after graduation.

Some programs require students to complete applications and/or participate in interviews and aptitude screenings. It is imperative that students indicate an interest in a BSTC program at registration so that counselors can submit names and/or applications to BSTC. Students are encouraged to indicate their interest in BSTC courses/programs early in the registration process due to their popularity and class size limitations.

DRUG ABUSE/AWARENESS EDUCATION PROGRAM

The drug abuse/awareness education program is built on Health and Family Life Standards of Learning, including drug education, prevention, and abuse awareness objectives.

The Safe and Drug-Free Schools program is a Federal grant used to help schools reduce drug, alcohol, tobacco use, and violence through education and prevention activities. The program is designed to involve students, parents and the community.

ENGLISH AS A SECOND LANGUAGE

The goals of the English as a Second Language Program are to help students achieve proficiency in reading, listening, speaking, and writing English. The program prepares students to participate in school, the community, and the workplace. Proficient use of English will enable students to communicate successfully. Students are taught individually or in small group settings through a pull-out program. Students participate in the state approved testing program.

FAMILY LIFE EDUCATION

Family Life Education is incorporated into the current curriculum in the areas of English, science, health, and history and social science. The objectives address community relationships and family living. Parental involvement is encouraged to help foster mechanisms for coping with peer pressure and the stresses of modern living. Instruction will focus on topics such as abstaining from activities that may be negative or harmful, communication within families, and decision-making skills.

Family Life Standards of Learning and the curriculum are available for review at each school and will be distributed to parents before instruction occurs. After reviewing the curriculum, parents may sign an "opt-out" statement if they do not want their child to be taught all or part of the curriculum. "Opt-out" forms are provided by the health/PE teacher and sent home before the start of the program.

GIFTED EDUCATION PROGRAM

The Gifted Education Program provides services for students in accordance with the Standards of Quality and in compliance with the "Virginia Plan for the Education of the Gifted." The program is designed to address individual learning styles, needs, and interests to encourage each student to develop to his or her greatest potential. Students may be identified in the area of general intellectual aptitude. BCPS supports differentiated instructional services for students at all grade levels.

SCHOOL COUNSELING SERVICES

The counseling staff functions predominantly to help students achieve success in completing an educational plan that will result in the completion of a high school diploma or certificate. Parents are encouraged to become involved in this planning process by meeting regularly with school counselors.

School counseling services consist of three types: (1) academic counseling, which assists students and their parents in making the appropriate curricula and program choices as well as the designing of a program of studies which best fits their interests and aptitudes; (2) career counseling, which assists students and their parents in acquiring information about various careers and job opportunities and post secondary educational opportunities; and (3) personal/social counseling, which provides assistance to students on an individual or group basis on such topics as the understanding of themselves and others concerning various developmental issues; effective problem solving; and preparation for becoming well adjusted adult citizens of the community following graduation from high school.

School counselors maintain college and other post-high school information that may be useful to all secondary students. Furthermore, school counselors will provide opportunities for parents and students to meet annually in order to make sure the student is aware of any educational and career opportunities that may become available. This will include scholarship information as well as information relating to full and part-time employment and vocational training programs.

Educational records are maintained by the school counseling office in each high school and are not released to third parties without prior parental consent or as otherwise provided by law.

Although students typically meet with counselors for academic guidance such as the scheduling of classes or career planning, no student is required to participate in any counseling program to which the student's parent objects. Parents are urged to contact the school counselor at their child's school to review any materials used in the school counseling program. "Opt-out" forms are available from the school.

HOMEBOUND INSTRUCTION

Students who for medical reasons are unable to attend school may apply for homebound instruction. Forms are available at the schools. Contact the principal or the school social worker for information.

HEALTH SERVICES

School health services are provided. Screening programs are conducted by school personnel to identify students who may need attention by a physician and/or dentist. These programs include vision and hearing tests as necessary, observation of postural defects, and screening of speech. The school nurse, in cooperation with teachers, is the person primarily responsible for appraising and identifying student health needs.

INTERSCHOLASTIC SPORTS AND ACTIVITIES

Interscholastic sports are sponsored and regulated by the Bedford County School Board and the Virginia High School League. Students who participate in Virginia High School League activities must pass a specified number of courses to be eligible and must meet all Virginia High School League requirements. Because a student who participates in interscholastic sports is voluntarily making a choice of self-discipline, self-denial, and potential risk, both agencies have assumed the responsibility for making policies to promote fair and safe training and play.

The objective of interscholastic sports is for students to learn that to work with others in a democratic society, a person must develop self-discipline, respect for authority and the spirit of hard work and sacrifice. One must place the program and its objectives higher than personal desires.

LIBRARY MEDIA SERVICES

The media center serves as the hub of the instructional program with its information retrieval services providing primary assistance in the development of the curriculum. The media center features traditional resources such as books, films, filmstrips, videos, and magazines as well as more current technologies such as CD ROM, laser disk, and on-line information search and retrieval sources. The media center is under constant improvement and upgrading as state of the art technology continues to enhance student use of the facilities.

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 and youth of Bedford County. The educational interests of children with various types of exceptionality can best be served when they are accepted as an integral part of the total school program. Bedford County's commitment to this philosophy is long standing.

Currently, approximately ten percent of the school division population receives special education and related services. Students' ages range from 2 through 21, and their identified areas of exceptionality span all of the disabling conditions. As the law mandates, the education of disabled students in the "least restrictive environment" is emphasized.

Students with disabilities receiving special education services have the right to participate in standardized testing administered to all students in the school division. For those special education students that the IEP team determines it is not appropriate for the student to participate in Multiple Choice SOL testing, the IEP team looks at whether the student qualifies for any Alternate Assessment Testing Programs. If the student will be participating in the Modified Standard, Standard or Advanced Studies Diploma tracks in high school, then participation in the Virginia Alternate Assessment Program may not be appropriate. Recommendations on student participation in the appropriate SOL test should be made and recommended by the student's IEP team.

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 children in need of special education.

SCHOOL CONSULTATION TEAM/CHILD STUDY

The School Consultation Team (SCT)/Child Study exists as the formal child study committee in each school. The team is comprised of parents, general education teachers, special education teachers, remediation or support staff, school administrators and other invited school staff. The school principal and Director of Special Services have designated the School Consultation Team (SCT) coordinator to receive requests for student assistance from teachers, parents, or outside agencies and act on his/her behalf in the implementation of the child study process.

The purpose of the team is to meet when children are referred and share information about individual students experiencing educational difficulty. The SCT will develop a plan of intervention designed specifically around targeted areas of concern. The levels of intervention may be discussed in relation to a tiered model, with increasing levels of individualization and intensity as the tier of intervention increases. These intervention plans are designed to help each child meet the demands of the general curriculum and achieve satisfactory educational performance. The SCT will be responsible for ensuring that data collected through the Response to Intervention (RtI) model is incorporated into planning and decision making with intervention plans. If a student is suspected of having an educational disability, the SCT makes a referral for a comprehensive special education evaluation.

SCHOOL PSYCHOLOGICAL SERVICES

Each school psychologist works in several schools to help students who are experiencing difficult problems in learning or adapting to school. Sometimes, in addition to the services already described, the psychologist may provide short-term counseling for these students and their parents.

TRANSPORTATION

School buses are operated for the safe transportation of students traveling to and from school and school activities. Riding the school bus is a privilege that may be revoked when the general conduct of the student is detrimental to the safety and comfort of others on the bus.

Through the bus safety program, students will become safety-minded passengers and will demonstrate responsibility for personal safety. Initial safety training occurs during the first week of school and on a periodic basis during the school year.

Students are expected to exhibit appropriate bus-stop behavior, demonstrate proper bus-boarding practices, show awareness of safety procedures for leaving the bus, display knowledge of bus safety rules, demonstrate responsibility for personal safety during emergency exit drills which are practiced at least twice per year. (The first drill occurs during the first thirty instructional days.)

For specific rules and regulations concerning pupil transportation, refer to the Bedford County Public Schools' *Code of Student Conduct*. This publication is distributed to parents and students at the beginning of the school year. Student vehicle operation regulations are covered in this document as well as the individual school handbook.

NON-RESIDENT TUITION

Non-residents must pay a tuition fee that is established each year. Contact the schools for more information.

VIRGINIA STANDARDS OF LEARNING

The Virginia Board of Education established objectives to develop skills that are necessary for success in school and for preparation for life in the years beyond. The State Board of Education has adopted Standards of Learning in four core subject areas: mathematics, science, English, and history and social science. The academic standards adopted by the Board of Education are part of Virginia's efforts to provide challenging educational programs in our schools. For a complete description of these standards visit the VADOE website.

The Virginia Standards of Learning Assessments will be given in grades 3-8 and end-of-course tests in certain areas. The tests have been developed to measure a student's progress in the specific material studied.

SCHOOL SOCIAL WORKER SERVICES

Some high school students have difficulty in school because of factors at home or in the community over which they have little or no control. School social workers work with families, schools, and

community agencies. Their services are designed to help school personnel identify out-of-school causes for student problems and to alleviate or eliminate the problems so students may benefit fully from the educational program. As part of their contacts with families, school social workers are able to explain the school's program and enlist parents' involvement in their children's education.

SECONDARY EDUCATION

(Grades 9-12)

CURRICULUM

The minimum requirements for high school completion are outlined by the State Board of Education and the Bedford County School Board. In order to meet these requirements, 8th grade students and their parents plan a tentative program of study for grades 9-12 in the spring before they enter high school. Since interests and goals change, this program can be amended based on input from parents, students, counselors, teachers, and administrators.

Class schedules are created each year based on courses selected by students. Modifications to class schedules may change due to class enrollments. Students are eligible to take dual enrollment courses for both high school and college credit. To take a college class, a student must have prior written approval of the high school principal and must have been accepted by the college for admission to the course. Any school variations from the Program of Studies must be approved by the Superintendent or his designee.

INSTRUCTION

The Bedford County School Board supports the use of educational practices that research and experience have shown to be most effective for the high school years. Such practices include, but are not limited to, direct teacher instruction, teacher directed seatwork or research, group work, cooperative learning, peer tutoring, and student-directed learning.

Each high school offers a minimum of five and one half hours of instruction each day exclusive of the lunch period.

The following pages describe Bedford County Public Schools' high school course offerings. All courses are not necessarily offered in all schools. Course selection patterns may affect course offerings.

Please check with the principal or school counselor for a current list of course offerings for a specific school. A student registered for a class with an enrollment too small or large is notified by the school counselor and given the opportunity to make another selection.

Some courses have prerequisite requirements or placement tests to ensure adequate student preparation to enhance probability of success.

Students shall be counseled about their choices for classes and the limitations on adding and withdrawing courses during the spring course enrollment period. Principals must approve any course

changes once the academic year begins. Students will be permitted to make course changes prior to the end of the sixth week of school with principal approval. Any courses dropped after the drop/add period will receive a "Withdrawn-Passing" or "Withdrawn-Failing" status on the student transcript.

Academic and Career Plans

Introduction

The Board of Education included in its 2009 revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC-20-131-5 et seq)* provisions for each middle and high school student to have a personal learning plan that aligns academic and career goals with the student's course of study.

Purpose of Academic and Career Plans

The Academic and Career Plan is designed to be a 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 should be student-driven and maintained by school professionals working cooperatively to assist the student in reaching his or her goals in the most logical academic and career path.

The Academic and Career Plan should start with the end in mind. The student, parent or guardian, and school professional(s) will create a plan agreed upon by all parties to ensure everyone is focused on working toward the same goals and analyze and adjust the Plan in response to new information to meet the needs of the student.

Academic and Career Plan Timeline

All schools shall begin development of a personal Academic and Career Plan for each seventh-grade student, with completion by the fall of the student's eighth-grade year.

Students who transfer from other than a Virginia public school into the eighth grade shall have the Plan developed as soon as practicable following enrollment. Students who transfer into a Virginia public school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment.

The Academic and Career Plan shall be signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan will be included in the student's record and must be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The schedule for revising the Plan may be determined by the school division. The school shall have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan.



In the following listing of courses, this logo represents courses generally approved by the NCAA Clearinghouse for student athletes with regard to college admission.

Agriculture (page 35)

8006	Foundations of Agriculture, Food, and Natural Resources
8008	Agricultural Mechanics and Basic Animal Science II
8010	Agricultural Production Technology III
8012	Agricultural Production Management IV
8022	Agricultural Business Fundamentals III
8024	Agricultural Business Operations IV

Art (page 36)

9120	Art I
9130	Art II
9140	Art III
9145	Art IV
9147	Art V
9150	3-D Art I
9155	3-D Art II

Business & Information Technology (page 37)

6115	Principles of Business
6131	Business Law
6320	Accounting
6321	Advanced Accounting
6625	Word Processing w/ Keyboarding
6630	Desktop Publishing/Multimedia
6120	Economics and Personal Finance
6612	Computer Information Systems
6640	Programming
6641	Advanced Programming
3185	AP Computer Science

English (page 40)

1130	English 9
1133	Pre-AP English 9
1140	English 10
1142	Pre-AP English 10
1150	English 11
1151	Advanced English 11
1152	AP English 11 Language
1160	English 12
1161	Advanced English 12
1195	AP English 12 Literature
1162	College Eng. and Composition I & 2
1177	Advanced Composition
1166	Short Story
1191	Mythology
1200	Journalism I
1210	Journalism II
1211	Journalism III
1212	Journalism IV
1219	Media Arts
1300	Public Speaking
1430	Theatrical Production I
1440	Theatrical Production II
1450	Theatrical Production III
1460	Theatrical Production IV
1435	Technical Theater Stage Craft
1171	Creative Writing
0116	Reader's Workshop
0110	SOL Support

Family & Consumer Sci. (page 45)

8225	Family Relations
8227	Life Planning
8229	Nutrition & Wellness
8238	Introduction to Family and Human Services
8285	Early Childhood Education
9062	Teachers for Tomorrow Internship
8219	Independent Living

Foreign Language (page 47)

5110	French I
5120	French II
5130	French III
5160	Pre AP French
5170	AP French
5210	German I
5220	German II
5230	German III
5240	German IV
5250	German V
5310	Latin I
5320	Latin II
5330	Latin III
5340	Latin IV
5350	Latin V
5510	Spanish I
5520	Spanish II
5530	Spanish III
5531	Pre-AP Spanish III
5541	Pre-AP Spanish IV
5570	AP Spanish Language

Health & Medical Sciences (page 50)

8360	Nurse Aide A
8362	Nurse Aide B
8357	Practical Nursing I
8358	Practical Nursing II
8333	Emergency Medical Technician Basic A
8334	Emergency Medical Technician Basic B
9097	Leadership Through Internship

Health and Physical Educ. (page 52)

7300	Health and PE 9
7405	Health and PE 10
7015	Driver Education
7640	Advanced Physical Education
7641	Strength and Conditioning
9840	Introduction to Athletic Training
9841	Athletic Training II

History and Social Science (page 53)

2210	World Geography
2342	World History II
2360	United States History
2319	AP United States History
2399	AP European History
2440	United States and VA Government
2445	AP US Government and Comparative Politics
2420	Practical Law
2435	African American History
2500	Sociology
2902	AP Psychology

2996	Comparative World Religion and Philosophy
0110	SOL Support

Individualized Education Program (IEP) (pg 56)

7896	Fundamental Skills 9
7897	Fundamental Skills 10
7898	Fundamental Skills 11
7899	Fundamental Skills 12
1135	Language Arts Skills 9
1146	Language Arts Skills 10
1157	Language Arts Skills 11
1168	Language Arts Skills 12
8000	Functional Reading I
8001	Functional Reading II
8002	Functional Reading III
8003	Functional Reading IV
0209	Life Skills English 9
0210	Life Skills English 10
0211	Life Skills English 11
0212	Life Skills English 12
7700	Adaptive Physical Education 9
7701	Adaptive Physical Education 10
7702	Adaptive Physical Education 11
7703	Adaptive Physical Education 12
7866	Life Skills Citizenship 9
7865	Life Skills Citizenship 10
7867	Life Skills Citizenship 11
7868	Life Skills Citizenship 12
7869	Life Skills School and Community 9
7872	Life Skills School and Community 10
7870	Life Skills School and Community 11
7871	Life Skills School and Community 12
7800	Resource
7900	Personal Life Skills 9
7901	Personal Life Skills 10
7902	Personal Life Skills 11
7903	Personal Life Skills 12
8222	Functional Skills 9
8221	Functional Skills 10
8224	Functional Skills 11
8226	Functional Skills 12
2705	Social Studies Skills 9
2706	Social Studies Skills 10
2707	Social Studies Skills 11
2708	Social Studies Skills 12
3122	Mathematics Skills 9
3123	Mathematics Skills 10
3124	Mathematics Skills 11
3125	Mathematics Skills 12
3009	Life Skills Mathematics 9
3010	Life Skills Mathematics 10
3011	Life Skills Mathematics 11
3012	Life Skills Mathematics 12
4126	Life Skills Environmental Science 9
4127	Life Skills Life Skills Environmental Science 10
4128	Life Skills Environmental Science 11
4129	Life Skills Environmental Science 12
4134	Science Skills 9
4135	Science Skills 10
4136	Science Skills 11
4137	Science Skills 12

Jr. Reserve Officers' Training Corps (page 60)

7913	Junior Reserve Officers' Training Corps. I
7918	Junior Reserve Officers' Training Corps. II

Marketing (page 60)

8120	Marketing
8130	Advanced Marketing
8175	Sports, Entertainment & Recreation Marketing
8905	2 Periods Work Release
8907	3 Periods Work Release
8906	1 Period Work Release
8909	Early Release
8910	6 th Period Release

Mathematics (page 61)

3132	Algebra I – Part 2 - 2 year sequence
3130	Algebra I
3143	Geometry
3154	Pre-AP Geometry
3134	Alg., Functions, & Data Analysis
3135	Algebra II
3139	Pre-AP Algebra II
3161	Algebra II/Trig
3162	Pre-AP Math Analysis/Precalculus
3198	College Pre-Calculus I & II
3177	AP Calculus A/B
3179	AP Calculus B/C
3192	AP Statistics
3120	Personal Living & Finance
0110	SOL Support

Music (page 64)

9234	Concert Band
9237	Symphonic Band
9238	Advanced Symphonic Band
9285	Chorus
9289	Advanced Chorus
9223	AP Music Theory

Science (page 66)

4210	Earth Science
4305	Biology
4270	AP Environmental Science
4330	Pre-AP Biology
4340	AP Biology
4410	Chemistry
4430	Pre-AP Chemistry
4470	AP Chemistry
4510	Physics
4570	AP Physics B
4571	AP Physics C
4260	Earth Science II – Astronomy
4620	Science Research
4621	Introduction to Anatomy
4320	Biology II – Ecology
0110	SOL Support

Technology Education (page 69)

8433	Materials & Processes Tech.
8423	Geospatial Technology
8425	Manufacturing Technology
8431	Construction Technology
8435	Technical Drawing
8436	Engineering Drawing
8437	Architectural Drawing and Design

8438	Advanced Drawing and Design
8450	Engineering Exploration
8451	Engineering Analysis and Applications
8557	Robotic Technology I

Trade and Industrial (page 72)

8506	Automotive Technology I
8507	Automotive Technology II
8590	Building Management I
8591	Building Management II
8601	Building Construction I
8602	Building Construction II
8676	Collision Repair Tech I
8677	Collision Repair Tech II
8624	Computer Repair
8543	Computer Networking
8528	Cosmetology I
8529	Cosmetology II
8533	Electricity and Cabling I
8534	Electricity and Cabling II
8902	Industrial Cooperative Training II
8903	Industrial Cooperative Training III
8905	5 th and 6 th Period Work Release
8906	6 th Period Work Release
9030	Work Study

Work Experience (page 74)

9826	Building and Grounds Internship
9827	General Internship
9829	Science Internship
1600	Library Internship
9831	Teacher/Officer Volunteer

AGRICULTURE

Foundations of Agriculture, Food, and Natural Resources (formerly Agriculture I) (8006)

Grade Level(s): 9-12

Credit: 1 unit

This course is designed to develop competencies in each of the career pathways as they pertain to agricultural education, including the areas of Virginia's agriculture industry; the global scope of agriculture; scientific research concepts in plant, animal, and food science; principles of leadership and opportunities within student organizations; agribusiness and Supervised Agricultural Experience program opportunities; agricultural skills and safety in power, structural, and technical systems; and natural resources and environmental systems.

Agricultural Mechanics and Basic Animal Science II (8008)

Grade Level(s): 10-12

Credit: 1 unit

Agricultural Mechanics and Basic Animal Science II is a one-year, single-period, occupational preparation course usually offered at the tenth grade level. Approximately one-half of the course is devoted to agricultural mechanics with emphasis placed on skill development in fundamentals of electricity, arc welding, gas cutting and welding, small engines, power woodworking, and wood metal preservatives. Instruction is also provided in animal science and further development of competencies in rural and urban living, leadership, and resource conservation.

Agricultural Production Technology III (8010)

Grade Level(s): 11-12

Credit: 1 unit

Agricultural Production Technology III is a one-year, single-period, occupational preparation course offered at the tenth or eleventh grade levels. The major emphasis in the agricultural production program is the attainment of competencies in one or more areas of plant science, animal science, soil science, agricultural business management, and agricultural mechanization based upon the student's employment objectives which may include farm owner-operator, manager, tenant, technician, and laborer. The course includes appropriate instruction in agricultural mechanics, crop production, farm family living, and basic farm management. Supervised occupational experience and leadership training are important parts of the course.

Agricultural Production Management IV (8012)

Grade Level(s): 12

Credit: 1 unit

Agricultural Production Management IV is a one-year, single-period, occupational preparation course offered at the eleventh or twelfth grade level. The course includes instruction in agricultural mechanics with emphasis on the application of mechanical skills to farm, power and machinery, soil and water management, and farm structures. Appropriate instruction is provided in livestock production, farm management, supervised farming programs, and leadership training.

Agricultural Business Fundamentals III (8022)

DUAL ENROLLMENT

Grade Level(s): 10-11 5.0 Weighted Grading Scale Credit: 1 high school and 3 college (Bus. Mgt. 100)

This course is designed to assist students to develop the necessary knowledge, skills, habits, and attitudes for employment in the broad area of off-farm agricultural businesses that provide supplies and services to farmers and process and market agricultural products. Emphasis is placed on the following areas:

communication and interpersonal skills, leadership training, basic economics, employability skills, and involvement in FFA activities. This is a dual enrollment class incorporating Central Virginia Community College Business Management 100 and Farm Business Management 106. A student may exercise the option of receiving an additional high school unit of credit if he is employed at a bonafide agriculture related business within two weeks of the beginning of the school year and if he has teacher approval. The student must complete 360 paid hours and satisfactorily meet requirements identified in an individualized training plan.

Agricultural Business Operations IV (8024)

Grade Level(s): 11-12

Credit: 1 unit

This advanced Agriculture course is designed to develop students' skills and understanding of operating a business, performing business procedures, and issues facing the agriculture industry. Involvement in FFA activities is also included. This is a dual enrollment class incorporating Central Virginia Community College Business Management 100 and Farm Business Management 106. A student may exercise the option of receiving an additional high school unit of credit if he is employed at a bona fide agriculture related business within two weeks of the beginning of the school year and if he has teacher approval. The student must complete 360 paid hours and satisfactorily met requirements identified in an individualized training plan.

ART

Art I (9120)

Grade Level(s): 9-12

Credit: 1 unit

Art I emphasizes the development of attitudes and appreciations concerning art. Basic skill in and understanding of techniques with various media are stressed. Students develop concepts of design which are demonstrated through class assignments. Art I students will develop skills in drawing, sculpture, painting, printmaking, and crafts--both two and three-dimensional, as well as an awareness of their own capabilities and limitations. A responsibility toward materials, equipment, and works of art is stressed as a by-product of the various art activities.

Art II (9130)

Grade Level(s): 10-12

Credit: 1 unit

Art II further emphasizes the application of techniques and skills necessary for the completion of finished works of art. The students further develop and apply concepts of design and color which are exercised through class projects. Art II students refine skills in drawing, painting, printmaking, crafts, ceramics, sculptures, and lettering. Students are made aware of career possibilities in art-related fields in conjunction with their abilities in art.

Art III, IV, and V (9140, 9145, 9147)

Grade Level(s): 11-12

Credit: 1 unit

The advanced art student is required to work independently in many phases of art. The student, in consultation with the teacher, establishes an appropriate schedule of the required study areas each six weeks. Area of greatest strength or interest may be studied in depth through independent studies by each student. The students apply various concepts of design and color in developing all works of art. The finished works of art which are suitable for exhibition are matted by the advanced students. Students also learn to constructively critique other works of art as well as their own.

3-D Art I (9150)

Grade Level(s): 9-12

Credit: 1 unit

3 –D Art I is an art class where students will explore and create functional and decorative works of art in a wide range of materials with an emphasis on design skills and craftsmanship. Metal, fiber, clay, paper, glass, jewelry, and assemblage are some of the areas that will be explored. Students will also be introduced to the basic techniques needed to create sculptures and ceramics in a studio environment. The study of three-dimensional design, as seen through history and world cultures, will be included.

3-D Art II (9155)

Grade Level(s): 10-12

Credit: 1 unit

3-D Art II is an advanced study of three-dimensional art. Students will create three-dimensional art using techniques and methods learned in 3-D Art I. Styles, techniques, and equipment in ceramics and sculpture will continue to be explored and compared in their historical and cultural context. Students will develop and maintain an individual portfolio of their artwork.

BUSINESS and INFORMATION TECHNOLOGY

Principles of Business (6115)

Grade Level(s): 9-12

Credit: 1 unit

Principles of Business is a single-period introductory course offered on an elective basis. The course is designed to help students understand the activities of business and how business affects their lives. An opportunity is provided for students to gain knowledge of the national and international business system as a part of the total economic environment; to become skillful in selecting and using goods and services available from business, industry, and government; and to develop competencies in managing personal and business affairs. Principles of Business is recommended but not required for the occupational preparation program in business and office education.

Business Law (6131)

Grade Level(s): 11-12

Credit: 1 unit

Students examine the foundations of the American legal system. Students explore economic and social concepts as they relate to legal principles and to business and personal laws.

Accounting (6320)

Grade Level(s): 10-12

Credit: 1 unit

Accounting provides emphasis on accounting principles as they relate to both manual and computerized financial systems. Instruction integrates microcomputers and electronic calculators as the relationships and processes of manual and computerized accounting are presented.

Advanced Accounting (6321)

Grade Level(s): 11-12

Credit: 1 unit

Advanced Accounting provides experiences in more advanced and automated applications. The microcomputer will be the primary instructional tool for the activities in Advanced Accounting.

Economics and Personal Finance (6120)

Grade Level(s) 10-11

Credit: 1 unit

Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. In addition to developing personal finance skills, students in the 36-week course will also study basic occupational skills and concepts in preparation for entry-level employment in the field of finance. The course incorporates all economics and financial literacy objectives included in the *Code of Virginia* §22.1-200-03B.

Word Processing with Keyboarding (6625)

Grade Level(s): 10-11

Credit: 1 unit

Students will develop touch-keyboarding skills that will enable an individual to enter alphanumeric information. The goal at the end of the semester is a minimum of 25 words per minute. Second semester will center on word processing skills. Students will transfer skills learning in touch-keyboarding and process business documents through the use of word processing.

Desktop Publishing/Multimedia (6630)

Grade Level: 9 – 12

Credit: 1 unit

Students develop proficiency in using desktop publishing software to create a variety of printed and electronic publications. While incorporating journalistic principles in design and layout of publication, students work with sophisticated hardware and software to develop web sites and multimedia presentation. Legal and ethical issues are also explored. It is highly recommended that students complete a study in Computer Information Systems prior to taking this course.

Computer Information Systems (6612)

Grade Level(s): 9-12

Credit: 1 unit

Students will continue to develop skills in touch keyboarding and correct manipulation of the keyboard. The course offers a survey of the applications of computer technology in business, science and mathematics, including the use of word processors, spreadsheets, databases, presentation tools, and desktop publishing. Students should type 25wpm or enroll in Word Processing with Keyboarding (6625).

Programming (6640)

Grade Level(s): 10-12

Credit: 1 unit

Students explore computer concepts, apply logic procedures, and implement programming procedures with one or more languages, such as Visual Basic.Net, Java, C#, and C++. Graphical User Interfaces, such as Alice, Game Maker, and Flash, may be used as students design and develop interactive multimedia applications. In addition, HTML or JavaScript may be employed to create Web pages.

Advanced Programming (6641)

Grade Level(s): 11-12

Credit: 1 unit

Prerequisite: Programming (6640)

Building on a foundation of programming skills, students will use object-oriented programming to develop applications for Windows, database, multimedia, games, mobile, and/or Web environments. Students will have the opportunity to explore and create applications related to the information technology and game design industries.

Advanced Placement Computer Science (3185)

Grade Level: 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

Computer Science A is designed to be an introductory course in computer science. It emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. The coursework will include the following topics: object-oriented program design, program implementation, program analysis, the study of standard data structures and abstraction, standard algorithms, and computing in context. Current offerings of the AP Computer Science A Exam require the use of Java (those sections of the exam that require the reading or writing of actual programs). Students are expected to take the advanced placement examination for college credit.

Computer Repair (8624)

DUAL ENROLLMENT

Grade Level(s): 11-12

5.0 Weighted Grading Scale

Credit: 3 high school and 7 college

Location: BSTC Prerequisites: CVCC requires a screening test before admission to this course

Computer Repair is a dual enrollment course which incorporates CVCC courses ETR 149 and 285 PC Repair. In this course, students learn the basic electronics concepts needed to troubleshoot and repair all aspects of personal computers. Skills developed are hardware assembly and setup, including installation of hard drives, interface cards, network cards, monitors, keyboards, modems, and other common pieces of hardware found on most personal computers. System operating software will be installed and debugged to insure proper system operation. Application software will be loaded on personal computer systems and configured to user's needs. Certification is offered through CompTIA, the Computer Technology Industry Association.

Note: This course may be taken as an elective or with Computer Networking as a sequential elective.

Computer Networking (8543)

DUAL ENROLLMENT

Grade Level: 11-12 5.0 Weighted Grading Scale Credits: 3-4 high school and 8 college

Location: BSTC

Computer Networking is a dual enrollment class which incorporates CVCC courses ITN 154-155. Computer Networking prepares students for careers dealing with networking system analysis, planning and implementation. Students will gain the necessary skills to analyze network system needs for design, installation, maintenance and management of network systems. Hands-on experience is provided on state-of-the-art computer hardware, software and networking equipment. Certification is offered through the CISCO Certified Network Association. Note: This course may be taken as an elective course or with Computer Repair as a sequential elective.

ENGLISH

English 9 (1130)



Grade Level(s): 9

Credit: 1 unit

The ninth grade student will present and critique dramatic readings of literary selections and will continue to develop proficiency in making planned oral presentations. Knowledge of literary terms and forms will be applied in the student's own writing and in the analysis of literature. Students will be introduced to significant literary works from a variety of cultures and eras, from 1000 A.D. to the present. Increased requirements for research and reporting in all subjects are supported by the use of electronic databases and a standard style sheet method to cite reference sources. Writing will encompass narrative, literary, expository, and technical forms, with particular attention to analysis.

Pre-AP English 9 (1133)



Grade Level: 9

4.5 Weighted Grading Scale

Credit: 1 unit

Pre-AP English is an advanced level course that will help students succeed in college and rigorous high school courses such as those offered by the Advanced Placement Program. Students will be challenged to expand their skills in reading, writing, and research. Students writing will focus on drafting and revising descriptive, narrative, expository, and persuasive essays. Literature study will explore themes of various authors. Students will learn to analyze fiction beyond the literal level. Searching for abstract meaning the students will apply the ideas studied to their own lives. At the end of this course students will be able to analyze, reason, and understand for themselves; and will be better prepared for the advanced placement tests.

English 10 (1140)



Grade Level(s): 10

Credit: 1 unit

The tenth grade student will become a skilled communicator in small-group learning activities. The student will read and critique literary works from a variety of eras and cultures. Attention will be given to the analysis of printed consumer information, such as labels, owners' manuals, warranties, and contracts. The student will critique the writing of peers and professionals, using analysis to improve his/her writing skills.

Pre-AP English 10 (1142)



Grade Level: 10

4.5 Weighted Grading Scale

Credit: 1 unit

Pre-AP English is an advanced level course that will help students succeed in college and rigorous high school courses such as those offered by the Advanced Placement Program. Students will be challenged to expand their skills in reading, writing, and research. Through the study of literature and use of critical thinking skills, students learn to recognize all universal literary themes and heighten their aesthetic appreciation of well-written works. Students will be exposed to a wider variety of writing and will spend time on developing a personal writing style. The majority of all writing assignments will compliment the study of literature. At the end of this course students will be able to analyze, reason, and understand for themselves; and will be better prepared for the advanced placement tests.

English 11 (1150)

SOL TEST



Grade Level(s): 11

Credit: 1 unit

The eleventh-grade student will be able to make and analyze persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. The student's appreciation for literature will be enhanced by the study of American literature, both classic and contemporary. The student will be able to identify the prevalent themes and characterizations present in American literature which are reflective of the history and culture; furthermore, the student will identify the contributions of other cultures to the development of American literature. The student will be able to write clear and accurate business and technical correspondence and reports for research and other applications in all subjects. The student will develop expository and persuasive compositions by locating, evaluating, synthesizing, and citing applicable information with careful attention to organization and accuracy. Some sections of English 11 will be integrated with U.S. History in an American Studies block.

Advanced English 11 (1151)

SOL TEST



Grade: 11

Credit: 1 unit

Advanced English 11 examines the English 11 objectives in greater depth. This course requires a greater amount of outside reading and writing.

Advanced Placement English Language and Composition 11 (1152) **SOL TEST**



Grade Level: 11

5.0 Weighted Grading Scale

Credit: 1 unit

Advanced Placement English Language and Composition prepares students to take the Advanced Placement Exam for qualification to receive college credit. Students will write in the specific forms of: narrative, expository, and argumentative. The writing will cover a variety of subjects from personal to public policies, and from popular culture to imaginative literature. Students will develop skills in analyzing the rhetoric of prose passages and will demonstrate their skill by writing essays in various rhetorical modes. Upon completion of this course students will be prepared to read complex text with understanding and write mature fully-developed prose. Students in Advanced Placement classes are expected to take the College Board Exam in addition to fulfilling all the English 11 curriculum requirements. The emphasis of this course is on preparing students for the Advanced Placement English Language and Composition examination.

English 12 (1160)



Grade Level(s): 12

Credit: 1 unit

The twelfth-grade student will use organizational skills, audience awareness, appropriate vocabulary and grammar, and both verbal and nonverbal presentation skills to plan and deliver an effective 5-10 minute oral presentation. The student will analyze British literature and literature of other cultures, with attention to the many classic works which may be studied. To the extent feasible, selections will include those which relate to other subjects, such as the study of American and Virginia government. Writing will include the production of technical and expository papers, which are organized logically and contain clear and accurate ideas. The student also will produce a well-documented major research paper.

Advanced English 12 (1161)



Grade: 12

Credit: 1 unit

Advanced English 12 examines the English 12 objectives in greater depth. This course requires a greater amount of outside reading and writing.

Advanced Placement English Literature and Composition 12 (1195)



Grade Level: 12

5.0 Weighted Grading Scale

Credit: 1 unit

Advanced Placement English Literature and Composition challenges students to read and interpret a wide range of imaginative works. The course invites students to explore a variety of genres and literary periods and to write clearly about the literature they encounter. On a daily basis, it asks them to read critically, think clearly, and write concisely about fiction and poetry. By the end of the course, students will be prepared for the Advanced Placement Literature and Composition exam and will have cultivated a rich understanding of literary works and acquired a set of analytical skills they will use throughout their lives. Rhetorical devices and argument skills learned in the Advanced Placement English Language and Composition 11 course with nonfiction readings will be refined and refocused for the literature & and poetry studied in Advanced Placement 12. Students in Advanced Placement classes are expected to take the College Board Exam in addition to fulfilling all the English 12 curriculum requirements. The emphasis of this course is on preparing students for the Advanced Placement English Literature and Composition examination.

College English Composition I & II (1162)

DUAL ENROLLMENT



Grade Level: 12 5.0 Weighted Grading Scale Credit: 1 high school and 6 college
Prerequisites: CVCC requires students to pass the CVCC placement test before admission to the class.

College English is a dual enrollment class incorporating Central Virginia Community College English 111 (3 credits) and English 112 (3 credits) College Composition I & II. This course develops writing ability for study, work, and other areas of life based on experience, observation, research, and reading of selected literature. College English guides students in learning writing as a process; understanding audience and purpose, exploring ideas and information, composing, revising, and editing. The course supports writing by integrating composing, revising, and editing. The composing process is supported by thinking, reading, listening, and speaking.

Advanced Composition (1177)



Grade Level(s): 11-12

Credit: 1 unit

This elective course may be taken on the 11th or 12th grade level in addition to an English course. Students should be interested in strengthening their writing and thinking skills through a review of grammar and various techniques and approaches to writing. A wide range of assignments, usually based on reading and class discussion, gives students practice in expository writing, persuasive writing, critical analysis, and creative writing. The advanced composition class may be responsible for the production of a school literary magazine.

Short Story (1166)

Grade Level(s): 9-12

Credit: 1 unit

This course may be taken in addition to an English class. Emphasis of this elective course will be on the evolution of the short story form and its use in various themes of literature (romance, war, science fiction, etc.). The student will read and analyze a variety of short stories.

Creative Writing (1171)



Grade Level(s): 9-12

Credit: 1 unit

Creative Writing, an elective course, concentrates on improvement of writing skills. Paragraphs, essays, and short story writing are emphasized. Poetry and playwriting are also covered. The writing process, concentrating on revision is the primary focus of this class. A literary magazine composed of student writings may be published in this course.

Mythology (1191)



Grade Level(s): 9-12

Credit: 1 unit

This elective course is designed for all grade levels. Students should be interested in learning how the Greeks and Romans explained both the world around them and human behavior through mythology. Students will read a variety of myths, epics, and tragedies. The course will be activities-based covering ancient Greek and Roman times. Study will revolve around the myths of Greece and Rome as well as various types of myths from other cultures.

Journalism I (1200)



Grade Level(s): 9-12

Credit: 1 unit yearly

Journalism I is an elective course that provides the foundations for effective journalism. Students will learn how to communicate and operate publications according to the rules of responsible journalism. Students may study the history of journalism, advertising, interviewing, writing various types of copy, editing, layout, and the fundamentals of photography. Students contribute to school publications as they apply what they have learned. Journalism I is a prerequisite for Journalism II

Journalism II (1210)



Grade Level(s): 9-12

Credit: 1 unit yearly

Students who have successfully completed Journalism I may further their understanding of effective, responsible journalism by taking Journalism II. The emphasis is on yearbook production and may include newspaper production and other desktop publishing.

Journalism III and IV (1211, 1212)



Grade Level(s): 9-12

Credit: 1 unit yearly

Students who have taken Journalism I and II and desire to continue their work in journalism are eligible to take Journalism III and IV. These courses may include leadership roles in school publications and advanced projects in journalism.

Media Arts (1219)

Grade Level(s): 11-12

Credit: 1 unit

Media Arts will provide an introduction to the world of communication through technology. Students will have the opportunity to learn the basics of digital photography and editing through Photoshop and Photoshop Elements, graphic design and journalistic principals for digital media, as well as the operation of television cameras and editing equipment. The school's web page will be produced using web page design software. While the production of the morning announcements, and other school publications may also be included in the Media Arts course.

Public Speaking (1300)

Grade Level(s): 9-12

Credit: 1 unit

This elective course will include instruction and practice in clarity of oral expression, logical reasoning, and proper organization of material. Students will learn to prepare speeches to inform, convince, persuade, demonstrate, and entertain. Students will develop skills necessary for the effective presentation of prose, poetry, and dramatic readings as well as extemporaneous speaking.

Credit: 1 unit

Theatrical Production I, II, III, IV (1430, 1440, 1450, 1460)

Grade Level(s): 9-12

Credit: 1 unit

Theatrical Production I, an elective course, begins with an introduction to the theater. Theater history and technical production are stressed through improvisations, skits, set design theory, costuming, and makeup. Activities may include play production, study of important dramatic works, costuming, makeup, and dialect study.

Theatrical Production II, III and IV are elective courses designed for the student who desires an additional, in-depth study of play production.

Technical Theatre Stage Craft (1435)

Grade Level(s): 9-12

Credit: 1 unit

Technical Theatre, an elective course, focuses on the non-performance areas of theatre such as make-up, costume, prop, light, and set design and construction. Experience may also be given in graphic design and publicity. Technical Theatre students will have the opportunity to design shows and be the technical crew for performances given during the school year.

Reader's Workshop (0116)

Grade Level(s): 9-12

Credit: 1 unit

Students are recommended for this course which is designed to give students' tools to understand different kinds of text and to improve the strategies they use in accessing print. The focus is on reading, writing, word study, and thinking skills. Small class size allows individual needs to be addressed.

FAMILY AND CONSUMER SCIENCES

Introduction to Family and Human Services (8238)

Grade Levels: 10-12

Credit: 1 unit (36 weeks)

The focus of Introduction to Family and Human Services is practical problem solving, research, critical thinking, and career decision making. Professional opportunities within the cluster of Health, Human, and Public Service are identified and analyzed. Career investigation includes the areas of elder and intergenerational care services, careers related to early childhood education, as well as family and social services. Teachers will incorporate the skills of mathematics, science, written and oral communication, and computer applications when appropriate in the content. This course is recommended for students planning to take the Early Childhood Education class at BSTC.

Family Relations (8225)

Grade Levels: 9-12

Credit: 1 unit (36 weeks)

Students enrolled in Family Relations focus on analyzing the significance of the family, nurturing human development in the family throughout the life span, analyzing factors that build and maintain healthy family relationships, developing communication patterns that enhance family relationships, dealing effectively with family stressors and conflicts, managing work and family roles and responsibilities, and analyzing social forces that influence families across the life span. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of family responsibilities and services are emphasized. Teachers highlight the basic skills of mathematics, science, and communication in content.

Life Planning (8227)

Grade Levels: 9-12

Credit: 1 unit (36 weeks)

Life Planning equips students with the skills to face the challenges in today's society. Students will develop a life-management plan which includes Developing Career, Community, and Life Connections; Applying Problem-Solving Processes to Life Situations; Creating and Maintaining Healthy Relationships; Developing Strategies for Lifelong Career Planning; Developing a Financial Plan; Examining Components of Individual and

Family Wellness; and Demonstrating Leadership within the Community. Critical thinking and practical problem solving are emphasized through relevant life applications.

Nutrition and Wellness (8229)

Grade Levels: 9-12

Credit: 1 unit (36 weeks)

Students enrolled in Nutrition and Wellness focus on making choices that promote wellness and good health; analyzing relationships between psychological and social needs and food choices; choosing foods that promote wellness; obtaining and storing food for self and family; preparing and serving nutritious meals and snacks; selecting and using equipment for food preparation; and identifying strategies to promote optimal nutrition and wellness of society. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of nutrition and wellness are emphasized.

Independent Living (formerly Resource Management) (8219)

Grade Levels: 9-12

This course allows students to explore successful strategies for living independently by actively participating in practical problem solving focusing on

- relating to others (relationships)
- applying financial literacy
- managing resources in the areas of apparel, nutrition and wellness, and housing
- using leadership skills to reach individual goals
- planning for careers
- making consumer choices in a global environment

Early Childhood Education (8285)

DUAL ENROLLMENT

Grade Level(s): 11-12

5.0 Weighted Grading Scale

Credit: 3 high school and 6 college

Location: BSTC

This course meets the requirements for CVCC courses CHD120 Introduction to Early Childhood Education and CHD 165 Observation and Participation in Early Childhood/Primary Settings. This course meets the requirements for CVCC course CHD 165 Observation and Participation in Early Childhood/Primary Settings. Students entering the program should be at least 16 years old by November 1 due to working in the school preschool program serving community children. This course trains students to become teachers in preschools, Head Start programs, and day care facilities while providing a valuable foundation for those interested in pursuing a career in elementary education. Students are prepared to lead activities by studying child development, methods of teaching, lesson planning, creative involvement, nutrition, guiding behavior, professionalism, and safety. This is a one-year program combining classroom instruction and on-the-job work experience directing Pooh and Company Preschool, a laboratory pre-school center at BSTC. The Early Childhood Education program is designed so that completers will be prepared for the National Occupational Competency Testing Institute (NOCTI) assessment. Completed application packet is required. Upon successful completion of this program students may apply for the Teacher for Tomorrow Internship.

Teachers for Tomorrow Internship (9062)

DUAL ENROLLMENT

Grade Level: 12

5.0 Weighted Grading Scale

Credit: 3 - 4 high school and 4 College

Location: BSTC

Aligned with the Virginia Teachers for Tomorrow program, this course meets the Lynchburg College requirements for EDUC 101 Foundations of Education and EDUC 202 Field Experience. The Teachers for Tomorrow Internship provides placement for advanced studies students who are college bound and who intend to pursue a career in elementary or middle school education. In addition to scheduled training sessions, students work directly with a supervising teacher. The students should be responsible, mature, and exemplify high moral conduct and attitude. Due to coordination time, each school is limited to seven students. Completed application packet is required.

FOREIGN LANGUAGE

French I (5110)



Grade Level(s): 9-12

Credit: 1 unit

This course provides beginning students with basic skills in listening, speaking, reading, and writing. Vocabulary and basic grammar are stressed, and emphasis is placed on enabling students to communicate in daily life situations. Students also incorporate geographical, historical, cultural, and map skills in their studies of the locations where French is spoken.

French II (5120)



Grade Level(s): 9-12

Credit: 1 unit

French II provides students with a solid foundation of grammar and vocabulary. Students should also gain a heightened awareness and understanding of the French speaking world. Upon successful completion of the class, students should be capable of basic comprehension and conversational skills.

French III (5130)



Grade Level(s): 10-12

Credit: 1 unit

French III provides an intensive review of basic grammar and vocabulary taught primarily in the target language. Reading selections, oral presentations, and critical writing assignments promote the student's ability to communicate their ideas in French.

Pre-AP French (5160)



Grade Level(s): 10-11

4.5 Weighted Grading Scale

Credit: 1 unit

This course continues the intensive review and application of grammar and syntactical structures with the dual goals of production French-speaking students as well as helping students succeed in standardized test settings. Literary analysis provides the foundation for cross-curricular investigations, as well as grammar study, discussion and written analysis. The class is conducted primarily in the target language.

Advanced Placement French (5170)



Grade Level: 12

5.0 Weighted Grading Scale

Credit: 1 unit

This course is the culmination of intensive preparation in the content areas of communication. Extended reading, writing, speaking and listening tasks are emphasized in order to provide as much practice as possible for the AP exam in May. Students are expected to communicate exclusively in the target language.

German I (5210)



Grade Level(s): 9-12

Credit: 1 unit

This course provides students with basic skills in listening, speaking, reading, and writing. Vocabulary and basic grammar are stressed, and emphasis is placed on enabling students to communicate in daily life situations. Students also incorporate geographical, historical, cultural, and map skills in their studies of the locations where German is spoken.

German II (5220)



Grade Level(s): 9-12

Credit: 1 unit

German II provides students with a solid foundation of grammar and vocabulary. Students should also gain a heightened awareness and understanding of the German speaking world. Upon successful completion of the class, students should be capable of basic comprehension and conversational skills.

German III (5230)



Grade Level(s): 10-12

Credit: 1 unit

German III provides an intensive review of basic grammar and vocabulary taught primarily in the target language. Reading selections, oral presentations, and critical writing assignments promote the student's ability to communicate their ideas in German.

German IV (5240)



Grade Level(s): 11-12

Credit: 1 unit

German IV provides an extension of listening, speaking, reading, and writing skills. Reading selections provide the foundation for grammar, discussions and written analysis.

German V (5250)



Grade Level: 12

Credit: 1 unit

German V is designed for the student who has successfully completed levels I-IV. The purpose of level V is to continue the development of listening comprehension, speaking, reading, and writing. The course is an in-depth study of the culture, literature, art, music, and overall way of life of German-speaking peoples. Special attention is given to literary analysis through the study of selected writings.

Latin I (5310)



Grade Level(s): 9-12

Credit: 1 unit

Latin I introduces the student to the language of the ancient Romans. This includes sufficient study of grammar and vocabulary to translate and read for comprehension simple Latin to English and translate English to Latin. In addition, the student becomes familiar with stories and legends of Rome's founding and growth and some of her achievements which have become part of our heritage.

Latin II (5320)



Grade Level(s): 9-12

Credit: 1 unit

Latin II continues the study of language structure and vocabulary, giving the student the ability to read and write more advanced material both from Latin to English and from English to Latin. Background emphasis is on Rome's expansion from the city-state to the power of the Italian peninsular and Mediterranean area, stressing Caesar's life and contributions to his and later times.

Latin III (5330)



Grade Level(s): 10-12

Credit: 1 unit

Latin III takes the student beyond the basic level of reading and understanding Latin literature. The writings of Cicero and other authors of the later republic and early empire are introduced. This study enables the student to compare and contrast the political and social problems of that period with the present. The student is given an opportunity to read some of the world's greatest literature.

Latin IV (5340)



Grade Level(s): 11-12

Credit: 1 unit

Latin IV is centered around a study of the poet Virgil, his life, times, works, and worldwide influence. His Aeneid gives the student the opportunity to become familiar with poetic uses and forms as he/she reads the national epic of a great people at an important period of history.

Latin V (5350)



Grade Level: 12

Credit: 1 unit

Latin V is designed for the student who has successfully completed Latin I, II, III, and IV. The course is an in-depth study of the literature of ancient Rome with concentration on poetry and plays. Further in-depth study is given to the Aeneid by Virgil and other major literary works or sources.

Spanish I (5510)



Grade Level(s): 9-12

Credit: 1 unit

This course provides beginning students with basic skills in listening, speaking, reading, and writing. Vocabulary and basic grammar are stressed, and emphasis is placed on enabling students to communicate in daily life situations. Students also incorporate geographical, historical, cultural, and map skills in their studies of the locations where Spanish is spoken.

Spanish II (5520)



Grade Level(s): 9-12

Credit: 1 unit

Spanish II provides students with a solid foundation of grammar and vocabulary. Students should also gain a heightened awareness and understanding of the Spanish speaking world. Upon successful completion of the class, students should be capable of basic comprehension and conversational skills.

Spanish III (5530)



Grade Level(s): 10-12

Credit: 1 unit

Spanish III provides a review of basic grammar and vocabulary taught primarily in the target language. Reading selections, oral presentations, and critical writing assignments will promote the student’s ability to communicate their ideas in Spanish.

Pre-AP Spanish III (5531)



Grade Level(s): 10-12

4.5 Weighted Grading Scale

Credit: 1 unit

Advanced Spanish III is designed for those students who plan to enroll in Pre AP Spanish and then AP Spanish in their Junior and Senior years of high school. The foci of this course are intensive grammar review, vocabulary acquisition and oral and written communication.

Pre-AP Spanish (5541)



Grade Level(s): 10-11

4.5 Weighted Grading Scale

Credit: 1 unit

This course continues the intensive review and application of grammar and syntactical structures with the dual goals of production Spanish-speaking students as well as helping students succeed in standardized test settings. Literary analysis provides the foundation for cross-curricular investigations, as well as grammar study, discussion and written analysis. The class is conducted primarily in the target language.

Advanced Placement Spanish Language (5570)



Grade Level: 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

This course is the culmination of intensive preparation in the content areas of communication. Extended reading, writing, speaking and listening tasks are emphasized in order to provide as much practice as possible for the AP exam in May. Students are expected to communicate exclusively in Spanish.

HEALTH AND MEDICAL SCIENCES

Nurse Aide A and B (8360, 8362)

* 2 18-week courses to be taken in the same year

Grade Level(s): 11 - 12

Credit: 3-4 units yearly

Location: BSTC

The Nurse Aide Program is offered at Bedford Science and Technology Center to eleventh or twelfth grade students interested in health careers and who have a desire to work with others. Students learn basic patient care skills and are provided with on-the-job experience in a nursing home setting. The program is designed

so that completers can sit for the Certified Nurse Aide examination. Drug screening is required. Upon completing the course, students have the option of enrolling in Practical Nursing I during the senior year.

Practical Nursing I & II (8357, 8358)

Grade Level(s): 12-Adult

Credit: 3 units yearly

Prerequisites: Application and placement test

Location: BSTC

Practical nursing is a vocation in which the qualified person is prepared to provide nursing care for patients in relatively stable situations with a minimum amount of supervision from the registered nurse and to function as an assistant to the registered nurse in more complex nursing situations. The practical nursing program is 18 months in length. The first nine months of instruction is received at Bedford Science and Technology Center during the senior year in high school. For three hours each school day the student receives three units of high school credit for the year. The remaining nine months work is used for classroom and clinical experience at Carilion Bedford Memorial Hospital. Criminal background check and drug screening are required. Students will have assigned learning experiences in the care of medical, surgical, pediatric, and obstetric patients and newborn infants.

Graduates of the school are eligible to take the State Board Examination for a Practical Nursing license.

Emergency Medical Technician/Basic A and B (8333, 8334)

DUAL ENROLLMENT

Grade Level(s): 11-12

5.0 Weighted Grading Scale

Credits: 3 high school and 8 college

Location: BSTC

* 2 18-week courses to be taken in the same year

This course meets the requirements for CVCC courses EMS 112, EMS 113, EMS 100, and EMS 120.

This course prepares students for certification as a Virginia and National Registry EMT/B and includes all aspects of pre-hospital basic life support as defined by the national Highway Traffic Safety Administration's National curriculum for Emergency Medical Technician/Basic.

Students focus on the role and responsibilities of emergency rescue workers, basic medical terminology, and health care skills that include first aid; cardiopulmonary resuscitation; aseptic technique; and related anatomy, physiology, and disease knowledge. Supervised work education is provided in a rescue squad.

Leadership Through Internship (9097)

Grade Levels: 11-12

Credit: 3-4 Units

Location: BSTC

Students develop competencies in identifying individual aptitudes in relation to effective leadership skills, understanding organizational behavior, using effective communication in the workplace, handling human resources and organizational problems, supervising and training employees, resolving conflict, and planning for the future. Continuing education in leadership is emphasized as well as practical leadership experiences in cooperation with school and community leaders. Leadership Internships are a component of this course and are typically offered in the areas of government administration, law enforcement, fire/rescue, health care, EMS, and social services

Note: Leadership Through Internship may be offered as a complement to an existing concentration sequence in any CTE program area. It may be combined with specific courses in Business and Information Technology and Family and Consumer Science to create concentration sequences.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education 9 (7300)

Grade Level(s): 9

Credit: 1 unit

Ninth grade Health and Physical Education is a requirement for graduation. Dressing for and participating in physical education is a requirement for successful completion of the class. Emphasis is placed on physical fitness through flexibility and cardiorespiratory conditioning. Activities include team and lifetime sports. Health education class will include instruction in disease prevention and control, consumer health, environmental health, personal and family survival, and first aid. To receive credit for ninth grade Health and Physical Education, students must satisfy requirements for both Health Education and Physical Education.

Health and Physical Education 10 and Driver Education (7405, 7015)

Grade Level(s): 10

Credit: 1 unit

Tenth grade Health and Physical Education is a requirement for graduation. Dressing for and participating in physical education is a requirement for successful completion of the class. Emphasis is placed on physical fitness through flexibility and cardiorespiratory conditioning. Activities include team and lifetime sports. The classroom portion of Driver Education is taught. Health Education will offer instruction in mental health, parenthood and family nutrition. To receive credit for tenth grade Health and Physical Education, students must satisfy requirements for both Health Education and Physical Education.

Advanced Physical Education (7640)

Grade Level(s): 11-12

Credit: 1 unit

Advanced Physical Education is an elective class which requires students to dress for activity daily. Methods and materials are implemented for teaching activity skills. Activities include lifetime and team sports. Students will develop proficiency in strength, flexibility, and endurance. They will develop a concept of aerobic and anaerobic exercise along with safety and injury prevention. This class may be repeated for elective credit.

Strength and Conditioning (7641)

Grade Level(s): 9 - 12

Credit: 1 unit

Strength and Conditioning will enable students to better develop their cardiovascular system, muscular structure, and overall agility through weight training and plyometrics. This course can be repeated for elective credit.

Introduction to Athletic Training (9840)

Grade Level(s): 11-12

Credit: 1 unit

This course is to introduce the student to the field of athletic training. The course will provide a basic knowledge of anatomy, dermatology, and neurology. The student will be introduced to information on specific injuries and the prevention, assessment and rehabilitation of those injuries. Taping techniques the use of several therapeutic modalities, basic first aid and CPR skills will be taught and reinforced.

Athletic Training II (9841)

Grade Level 12

Credit: 1 unit

Students will build upon previous knowledge related to anatomy and sports injuries. In this course students will learn about prevention and rehabilitation of sports injuries and explore alternative medicine.

HISTORY AND SOCIAL SCIENCE

World Geography (2210)

SOL TEST



Grade Level(s): 9-10

Credit: 1 unit

The focus of this course is the study of the world’s people, places, and environments with historical emphasis on Asia, Latin America, Africa, and the Middle East. The knowledge, skills and perspectives of the course are centered on the world’s population and cultural characteristics, its countries and regions, land forms and climates, natural resources and natural hazards, economic and political systems, and migration and settlement patterns. The course will emphasize how people in various cultures influence and are influenced by their physical and ecological environments. The Virginia Standards of Learning (SOL) end-of-course test is given in this course.

World History II (2342)

SOL TEST



Grade Level(s): 9-10

Credit: 1 unit

This course covers history and geography from the late Middle Ages to the present with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nation-states. 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. Using texts, maps, pictures, stories, charts and a variety of chronological, inquiry/research, and technological skills, students will develop competence in chronological thinking, historical comprehension, and historical analysis. The Virginia Standards of Learning (SOL) end-of-course test is given in this course.

Advanced Placement European History (2399)



Grade Level: 10

5.0 Weighted Grading Scale

Credit: 1 unit

The study of European history since 1450 introduces students to cultural, economic political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze

historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

United States History (2360)

SOL TEST



Grade Level(s): 11

Credit: 1 unit

The course for eleventh-grade students covers the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the course provides students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. The Virginia Standards of Learning (SOL) end-of-course test is given in this course. Some sections of U.S. History will be integrated with English 11 in an American Studies block.

Advanced Placement United States History (2319)

SOL TEST



Grade Level: 11

5.0 Weighted Grading Scale

Credit: 1 unit

The course covers the content of the United States History course. Emphasis is placed on maximizing students' reading, writing, listening and speaking skills. The purpose of the course is to prepare students for the advanced placement examination equivalent to a full-year introductory college course in United States history on the period from the first European explorations of the Americas to the present. The exam covers: political institutions and behavior, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments.

United States and Virginia Government (2440)



Grade Level(s): 12

Credit: 1 unit

The course requires that students have knowledge of the United States and Virginia Constitutions; the structure and operation of United States and Virginia governments; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties, interest groups, and the media on policy decisions. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content covers the United States market system, supply and demand, and the role of the government in the economy. *

Advanced Placement United States Government and Comparative Politics (2445)



Grade Level(s): 12

5.0 Weighted Grading Scale

Credit: 1 unit

This course covers the content of the United States and Virginia Government course. Emphasis is placed on an overview of political systems and their relationship to the United States. The course will involve research and evaluation as well as lecture and discussion. The study of Comparative Government and Politics equips students with the conceptual tools necessary to develop an understanding of the world's diverse political structures and practices. The course encompasses the study of specific countries and their governments, and of the general concepts used to interpret the political relationships and institutions found in virtually all national governments. The course prepares students for the AP Government and Politics examination, equivalent to an introductory college course. Students are expected to take the advanced placement examination for college credit. *

*All seniors who plan to graduate from any Bedford County High School are required to complete the Senior Economics Project that meets the state requirements included in Senate Bill 950 which was passed by the Virginia General Assembly. Each government teacher will assign the project and score it. Seniors taking government off school grounds must meet with their guidance counselor to discuss the project and be assigned a teacher at the school who will score the completed project.

African American History (2435)

Grade Level(s): 10-12

Credit: 1 unit

The African American History an elective course is designed to present a detailed analysis of the African American experience, emphasizing his integral role in the development of the United States. The course traces the history of the African American including his roots in Africa, arrival in America, early New World settlement experiences, the pre and post slavery circumstances, and his present role as an American citizen. The course, by presenting different points of view on many issues and events of concern to all Americans, encourages the students to be more objective, form opinions based on fact, and to put today's problems of race relations in clearer perspective.

Practical Law (2420)

Grade Level(s): 10-12

Credit: 1 unit

Practical Law is an elective course designed for students who have an interest in the varied aspects of our law-saturated society. The course will concentrate on criminal law, civil law, law enforcement as an occupation, legal issues and constitutional rights. Students will integrate written and oral communication skills through case studies, simulations and group work.

Sociology (2500)



Grade Level(s): 11-12

Credit: 1 unit

Sociology, an elective course, introduces the student to the basic principles and concepts of sociology as a discipline. Defined as the "study of human relationships," sociology endeavors to help the student become more aware of human relationships in human behavior. It seeks to help the student better understand society and culture, as well as those societies and cultures that are different. It strives to help the student develop the ability to objectively examine social phenomena, to become aware of problems in society, and to seek solutions to those problems.

Advance Placement Psychology (2902)



Grade Level: 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students are expected to take the AP exam in Psychology.

Comparative World Religion and Philosophy (2996)

Grade Level(s): 11-12

Credit: 1 unit

Comparative World Religion and Philosophy is a two part elective course focusing on the world's major religious traditions and the distinctions between Eastern and Western Philosophy. The course will require frequent reading and students will be expected to write persuasively. The course is recommended for college-bound students.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Fundamental Skills (7896, 7897, 7898, 7899)

Grade Level(s): 9-12

Credit: 1 elective unit

Prerequisite: Eligibility through special education placement

The instructional program on the secondary level includes mastery of specific goals, the improvement of educational achievement in the regular education environment, and the reinforcement of skills required for the promotion of personal/social adjustment through total educational achievement. The special education teacher will maintain communication with regular education services and offer assistance to regular education teachers as requested. Students may be admitted to the course only if it is included in the IEP.

Resource (7800)

Grade Level(s): 9-12

Credit: No credit

Prerequisite: Eligibility through special Education placement

This course is designed on an individual basis to assist enrichment and/or instruction. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Language Arts Skills (1135, 1146, 1157, 1168)

Grade Level(s): 9-12

Credit: 1 IEP English unit

Prerequisite: Eligibility through special Education placement

Instruction in language arts helps the student build and maintain the control of language which he/she needs in order to communicate with others. Listening, speech and language, reading, writing and spelling are closely related. Activities strengthen one or several of the areas and make use of them all, either directly or indirectly. Specific skills essential for proficiency in each area are emphasized. The instructional program integrates the student's school experiences and subject-matter areas. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Functional Reading I, II, III, & IV (8000, 8001, 8002, 8003)

Grade Level(s): 9-12

Credit: 1 elective unit

Prerequisite: Eligibility through special Education placement

This course is designed to improve basic reading skills which have been identified as minimum reading competencies. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Life Skills English (0209, 0210, 0211, 0212)

Grade Level(s): 9-12

Credit: 1 IEP English unit

Prerequisite: Eligibility through special education placement

Life Skills English is a course for students who lack adequate reading and/or English skills necessary to be successful in regular English. The curriculum for this class focuses on raising students' overall competencies in the areas of reading or English found to be deficient as determined by various assessment instruments used for identification. Instruction in this course is to help maintain and strengthen listening, speech and language, reading, writing, and spelling. Students may be admitted to this course only if it is included in the Individualized Education Program (IEP).

Adaptive Physical Education (7700, 7701, 7702, 7703)

Grade Level(s): 9-12

Credit: 1 IEP unit

Prerequisite: Eligibility through special education placement

Adaptive Physical Education is a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program. This course is not intended to serve as a therapeutic treatment program. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Life Skills Citizenship (7866, 7865, 7867, 7868)

Grade Level(s): 9-12

Credit: 1 IEP Social Studies unit

Prerequisite: Eligibility through special education placement

This course seeks to develop social competence through direct experiences with citizenship. Activities are designed to develop traits of good citizenship, teach the student how to relate to others, and give him/her an opportunity to become socially and vocationally proficient. Personal guidance and counseling are offered to individual students concerning problems encountered on the job, and/or during leisure time at home or in the community. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP)

Life Skills School and Community (7869, 7872, 7870, 7871)

Grade Level(s): 9-12

Credit: 1 IEP Social Studies unit or 1 IEP elective unit

Prerequisite: Eligibility through special education placement

Within the secondary level special education programs, there are students who lack the social behavior that they need to become productive and successful in school and the community. This course is designed to teach appropriate behavioral/social skills and provide opportunities for students to use the skills in school and community settings. Improvements in overall behavior are achieved by developing the student's ability to use thinking and social skills to solve personal and interpersonal problems. Students may be admitted to the course only if it is included in the Individualized Education Program.

Social Studies Skills (2705, 2706, 2707, 2708)

Grade Level(s): 9-12

Credit: 1 IEP Social Studies unit

Prerequisite: Eligibility through special education placement

Social Studies Skills is a course designed to meet the personal, social and economic needs of the student. The activities are designed to develop the student's maximum competence in basic knowledge of history and government. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Personal Life Skills (7900, 7901, 7902, 7903)

Grade Level(s): 9-12

Credit: 1 IEP Social Studies/Home Economics unit

Prerequisite: Eligibility through special education placement

Instruction in Personal Life Skills assists the student in developing appropriate behaviors for an educational setting. Through direct and indirect assistance, students develop skills in identifying and solving problems which interfere with successful participation in general educational programs and in making age-appropriate personal and social adjustments. Recognizing and accepting individual strengths and weaknesses, developing problem-solving skills and setting realistic life goals are emphasized. The student develops skills essential for social adjustment by developing competencies in responding appropriately when confronted with legitimate and/or illegitimate authority figures and in interacting with others in an acceptable manner. The special education teacher monitors the student's program, initiates modifications when appropriate, and supports the student's efforts to conform to regular education expectations. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Functional Skills (8222, 8223, 8224, 8225)

Grade Level(s): 9-12

Credit: 1 IEP elective unit

Prerequisite: Eligibility through special education placement

At the high school level the curriculum is designed to incorporate functional skills, to promote generalization and transfer of those skills and to foster the growth of appropriate social skills. Activities are provided to stress prevocational, vocational goals and objectives. Experiences leading to increasing abilities in independent living are included daily in this course of study. Screening using formal assessment and the

Brigance Inventories determines the manner in which each student's program is individualized. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Mathematics Skills (3122, 3123, 3124, 3125)

Grade Level(s): 9-12

Credit: 1 IEP Math unit

Prerequisite: Eligibility through special education placement

This course is designed to meet the personal, social and economic needs of the student. The process begins with a solid foundation of number concepts and parallels the rate of student maturation. The correlation of math with as many other subjects as possible enables the student to apply arithmetic in solving everyday problems. The concepts of spatial relationships, size and form; the operations of enumeration, addition, subtraction, and simple multiplication; and the use of money, time, and measurements are mathematical in nature and present those skills needed to meet life situations effectively. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Life Skills Mathematics (3009, 3010, 3011, 3012)

Grade Level(s): 9-12

Credit: 1 IEP Math unit

Prerequisite: Eligibility through special education placement

Life Skills Mathematics is a course designed for students who lack adequate computational skills necessary to be successful in regular mathematics. The curriculum for this class focuses on raising students' overall competencies in the areas of mathematics found to be deficient as determined by various assessment instruments used for identification. The ultimate goal of this course is to develop students' computational skills to the level whereby they can meet success in the regular mathematics program.

Life Skills Environmental Science (4126, 4127, 4128, 4129)

Grade Level(s): 9-12

Credit: 1 IEP Science unit

Prerequisite: Eligibility through special education placement

The skills contained in these areas develop in the student maximum social competence through direct experiences with the immediate environment, everyday science, health and safety, grooming and personal appearance, manners and courtesy, and citizenship. The important objectives of social living instruction which underlie every activity help to develop traits of good citizenship, to teach a relationship to others, and to give him/her an opportunity to become socially and vocationally proficient. Personal guidance and counseling are offered to individual students concerning problems encountered on the job and/or during leisure time at home or in the community. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Science Skills (4134, 4135, 4136, 4137)

Grade Level(s): 9-12

Credit: 1 IEP Science unit

Prerequisite: Eligibility through special education placement

Science Skills is a course designed to meet the personal, social and economic needs of the student. The skills contained in these areas develop the student's maximum social competence through direct experiences with

the immediate environment, everyday science, health and safety. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

JUNIOR RESERVE OFFICERS' TRAINING CORPS.

Junior Reserve Officers' Training Corps: Leadership and Citizenship Training I & II (7913, 7918)

Grade Level(s): 11-12

Credit: 3 units yearly

Location: BSTC

Junior Reserve Officers' Training Corps. I - helps students develop the good citizenship and leadership traits which employers are seeking from their workforce. In special cases, tenth graders are accepted into the program. Students enhance personal skills such as studying effectively, taking tests, developing winning habits, overcoming fear of failure, and goal setting. In addition, students learn leadership skills like motivating others, decision making, planning, effective speaking and writing, teamwork, and problem solving. Junior Reserve Officers' Training Corps. also offers a wide variety of curricular and extra-curricular activities.

No student enrolled in Junior Reserve Officers' Training Corps. is under any obligation to join any branch of the US Armed Forces. However, students who complete one or more years of Junior Reserve Officers' Training Corps do receive advanced placement in the military upon entry, which includes a higher salary of up to \$310 per month.

MARKETING

Marketing (8120)

Grade Level(s): 11-12

Credit: 2 units/396 OJT hours

3 units/792 OJT hours

Employment is not required to be in the Marketing program. (non-co-op)

Marketing is designed to instill knowledge of the functions involved in the marketing of goods and services, and to provide students with the competencies necessary for successful marketing employment. The development of social and economic competencies in conjunction with marketing competencies in the areas of personal selling, advertising, visual merchandising, physical distribution, market planning, product/service technology, and marketing mathematics enable students to become well-rounded marketing employees who contribute to the success of marketing businesses.

If students desire to participate in the optional cooperative education component of the course, they will receive a combination of classroom instruction and 540 hours of continuous supervised on-the-job training throughout the school year. This training, which takes place in local marketing businesses, is planned, supervised, and documented by the marketing education teacher-coordinator. Students work an average of 15 hours per week for 36 weeks. On-the-job training that takes place in the summer months may be counted toward the 540 hours, if documented by a training plan and supervised by the marketing teacher-coordinator.

Advanced Marketing (8130)

Grade Level(s): 11-12 Credit: Credit: 2 units/396 OJT hours 3 units/792 OJT hours

Employment is not required to be in the Marketing program. (non-co-op)

Advanced Marketing is the third-year course in the General Marketing program. The course is designed to provide students with (a) an in-depth knowledge of the marketing functions and the supervisory and management responsibilities for those functions, and (b) competencies important for management positions. Students develop advanced marketing competencies in professional selling, marketing planning, marketing mathematics, physical distribution, advertising, and visual merchandising; as well as economic and social competencies related to the supervision of marketing employees.

If students desire to participate in the optional cooperative education component of the course, they will receive a combination of classroom instruction and 792 hours of continuous supervised on-the-job training throughout the school year. This training, which takes place in local marketing businesses, is planned, supervised, and documented by the marketing teacher-coordinator.

Sports, Entertainment & Recreation Marketing (8175)

Grade Level(s): 10 – 12 Credit: 1 unit

Employment is not required to be in the Marketing program. (non-co-op)

Sports, Entertainment, and Recreation Marketing (SER) is an entry-level course offered in the two-year marketing education Program. The course is designed to develop an understanding of sports, entertainment, and recreation marketing and its importance. Students develop fundamental skills for SER event planning, implementing and evaluating. Students will learn market research, advertising, public relations, professional communications, effective selling, licensing and merchandising, branding, and event safety and security. Students learn career options available in the SER industries as well as develop fundamental skills necessary for successful initial employment experiences.

MATHEMATICS

Algebra I – Part 2 (3132)

SOL TEST



Grade Level(s): 9-11 Credit: 1 unit (Part 1 cannot be used toward math graduation requirement for class of 2014)

This math course addresses the second half of the Algebra I Standards of Learning begun the previous year in Algebra I- Part 1. The Algebra I SOL test will be given at the end of part 2.

Algebra I (3130)

SOL TEST



Grade Level(s): 9-12

Credit: 1 unit

The course begins with a review of the four basic operations on rational numbers. The order in which to simplify mathematical expressions and the basic properties of real numbers are emphasized. Symbols of equality and inequality are taught, and ways to solve equations and inequalities are developed. Students will learn how to graph linear equations and inequalities on a number line and in a coordinate plane. Word problems are included with the sections on equations and inequalities, and students will solve problems using

algebraic expressions. The Algebra I SOL end-of-course test is given during this course. This course may be taken with the companion SOL Support class (0110) if extra time is needed to master course content.

Geometry (3143)

SOL TEST



Grade Level(s): 9-12

Credit: 1 unit

The basic concepts of geometry – points, lines, planes and their relationships – are given consideration in the course. Stress is placed in inductive and deductive reasoning and their use in elementary proofs. Specialized topics include triangles, congruency, right triangles and their properties, similarity of polygons, and relationships of angles and segments relative to circles. Selected topics from both solid and coordinate geometrics are also considered. The geometry SOL end-of-course test is given during this course.

Pre-AP Geometry (3154)

SOL TEST



Grade Level(s): 9-10

4.5 weighted grading scale

Credit: 1 unit

This course is designed for advanced students who are capable of more rigorous study at an accelerated pace, and is designed to help students succeed in college and rigorous high school courses such as those offered by the Advanced Placement Program. The SOL objectives for Geometry, plus SOL objectives T1-4 and T9 for Trigonometry-A One Semester Course will be covered. The trig portion of the course will emphasize degree measure of angles and geometric applications such as the Laws of Sines and Cosines. Graphing calculators will be used to enhance learning, however the student's use of a calculator will be limited. Opportunities to demonstrate conceptual understanding, in addition to mastery of basic skills, will be provided throughout the course. The SOL test for Geometry will be given at the end of the course.

Algebra, Functions, and Data Analysis (3134)

Grade Level(s): 10-12

Credit: 1 unit

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 behaviors, systems 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 from real life situations that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations. Through these problems, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics.

Algebra II (3135)

SOL TEST



Grade Level(s): 9-12

Credit: 1 unit

Emphasis in this course is placed in five areas: real numbers, linear relations, polynomials, rational expressions, and quadratic relations. Subsets of the real number system and properties of real numbers are considered. Linear relations studied include equations and inequalities in one/two variables, as well as the solutions of systems of linear relations. Polynomials and their operations are stressed with these concepts being transferred to operations involving rational expressions. Quadratic relationships are studied and used in problem solving. The Algebra II SOL end-of-course test will be given during this course.

Pre-AP Algebra II (3139)**SOL TEST**

Grade Level(s): 9-11

4.5 weighted grading scale

Credit: 1 unit

This course is designed for advanced students who are capable of more rigorous study at an accelerated pace, and is designed to help students succeed in college and rigorous high school courses such as those offered by the Advanced Placement Program. The SOL objectives for Algebra II, plus SOL objectives T3, and T5-8 for Trigonometry-A One Semester Course will be covered. The trig portion of this course will emphasize radian measure and algebraic applications such as trigonometric functions, verification of identities and solution of trig equations. Students will be expected to demonstrate mastery of most algebra and trig skills without the use of a calculator. However, graphing calculators will be used to assist in teaching and learning, and students will become proficient in a variety of graphing calculator skills. Opportunities to demonstrate conceptual understanding, in addition to mastery of basic skills, will be provided throughout the course. The SOL test for Algebra II will be given at the end of the course.

Algebra II/Trigonometry (3161)

Grade Level(s): 10-12

Credit: 1 unit

The purpose of this course is to strengthen the algebraic skills developed in Algebra II and provide a foundation for the mathematical topics needed for first-year college mathematics. Topics to be studied are functions, trigonometric functions, analytic trigonometry, oblique triangles, complex numbers, exponential and logarithmic functions, and analytic geometry.

Pre-AP Mathematical Analysis/Precalculus (3162)

Grade Level(s): 10-12

4.5 Weighted Grading Scale

Credit: 1 unit

This course continues the study of elementary trigonometric and analytic geometry from Algebra II/Trigonometry. Mathematical concepts dealing with the analysis of elementary algebraic and transcendental functions are studied, focusing on sketching, limits, continuity, and solutions. Topics studied are value systems, functions and relations, algebraic and transcendental analysis of conics, trigonometry, exponential and logarithmic functions, rate of change, sequence and series, permutation and combination, and mathematical induction. This course is designed for students planning to take AP Calculus and math courses beyond that level in high school.

College Pre-Calculus I & II (3198)**DUAL ENROLLMENT**

Grade Level(s): 10-12

5.0 Weighted Grading Scale

Credit: 1 high school and 6 college

Prerequisites: CVCC Screening Test

This course is a dual enrollment course which incorporates CVCC courses Math 163 (first semester) and Math 164 (second semester). Pre-calculus I presents college algebra matrices, and algebraic, exponential, and logarithmic functions. Pre-calculus II presents trigonometry, and analytic geometry, and sequences and series. This course is designed for students planning to take AP Calculus and math courses beyond that level in high school. CVCC regulations stipulate that students receiving a D or F in Math 163 (first semester) may not register for Math 164 (second semester).

Advanced Placement Calculus A/B (3177)



Grade Level(s): 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

This course is designed for the study of elementary functions and introductory calculus for the student who is oriented towards mathematics, science, and/or engineering. Students who enroll in this course should have completed four years of secondary mathematics including coursework in algebra, geometry, trigonometry, and pre-calculus (including elementary functions). Students must also understand the language of functions (domain and range, zeros, symmetry, periodic, odd and even, intercepts, and so on). Topics that will be covered include: elementary functions, differential calculus, and integral calculus. The use of a graphing calculator in AP Calculus is considered an integral part of the course. Students are expected to take the advanced placement examination for college credit.

Advanced Placement Calculus B/C (3179)



Grade Level(s): 11-12

5.0 Weighted Grading Scale

Credit: 2 units

This course is designed to include all topics covered in Calculus AB plus additional topics which will include: parametric, polar, and vector functions; applications of integrals, improper integrals; and polynomial approximations and series, specifically, concept of series, series of constants, and the Taylor series. The content of this course is designed to qualify the student, who is oriented towards mathematics, science, and/or engineering, for placement and credit in a college course that is one course beyond that which is granted for Calculus AB. Students who enroll in this course should have completed four years of secondary mathematics including coursework in algebra, geometry, trigonometry, analytical geometry, and elementary functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. Students must understand the language of functions (domain and range, zeros, symmetry, periodic, even and odd, intercepts, and so on) and know the values of the trigonometric functions of the numbers 0 , $\pi/6$, $\pi/4$, $\pi/3$, $\pi/2$, and their multiples. The use of a graphing calculator in AP Calculus is considered an integral part of the course. Students are expected to take the advanced placement examination for college credit.

Advanced Placement Statistics (3192)



Grade Level: 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

Advanced Placement Statistics is designed to introduce the student to the major concepts and tools for collecting, analyzing and drawing conclusions from data. It is recommended for students who have a strong background in high school mathematics through Math Analysis. The course has broad applications in many areas of college study including the natural and social sciences, education and business. Topics covered include 1) exploring data by describing patterns and departures from patterns, 2) sampling and experimentation, 3) anticipating patterns by using probability and stimulation and 4) statistical inference. Students are expected to take the AP Statistics test.

MUSIC

Concert Band (9234)

Grade Level(s): 9-12

Credit: 1 unit

Concert Band is an elective course. Students develop the skills necessary to perform a variety of music. The students perform concerts at school and community functions. This class may be repeated for elective credit.

Symphonic Band (9237)

Grade Level(s): 9-12

Credit: 1 unit

Band is an elective course. Students develop the skills necessary to perform a variety of music. These skills include proper playing positions, controlled tone quality, tempo changes, major scales, intonation and sight reading. Advanced students begin to interpret music and develop precision in scale movement. The refined musical skills include a variety of articulations, complex meters and rhythmic patterns, major and chromatic scales, identification of key signatures, and accurate melodic and harmonic intonation. Students are required to perform at school and community functions such as concerts, parades, and athletic activities. This class may be repeated for elective credit.

Advanced Symphonic Band (9238)

Grade Level(s): 10-12

Credit: 1 unit

Advanced Symphonic Band is an elective course. Students will study the major elements that make up the art of music. These concepts will include a more in-depth look at music history and the five major time periods spanning from renaissance to the contemporary time era. Music Theory including form, scales, triads and intervals will be studied. An emphasis will be placed on more advanced listening skills: identifying intervals and chord structure both melodically and harmonically as well as melodic and rhythmic dictation. Students will study the solo literature available for their instruments and will be given masterclass and solo opportunities to improve their individual musicianship. Students will continue to refine musical skills including major and minor scales, arpeggios, articulations, complex time signatures and rhythmic patterns. Students will be given the opportunity to explore different music performance idioms including the Roanoke Symphony, Opera Roanoke and other professional organizations. This class may be repeated for elective credit.

Chorus (9285)

Grade Level(s): 9-12

Credit: 1 unit

This course is designed to assist students in developing the basic skills needed to sing properly. Exposure is gained through written and vocal exercises. The students are exposed to different types of music. This course may be repeated for elective credit.

Advanced Chorus (9289)

Grade Level(s): 9-12

Credit: 1 unit

Advanced Chorus is designed for the student who has developed certain skills needed to sing properly. Different types of music are taught. Students will demonstrate increasing technical abilities with each successive year of participation. Students may be required to perform at school and community functions. This course may be repeated for elective credit.

AP Music Theory (9223)

Grade Levels: 10-12

5.0 Weighted Grading Scale

Credit: 1 unit

AP Music Theory is a class designed to teach the mechanics of music. An in-depth look at how music is structured will be taken with special attention given to the following areas: musical terminology, music notation, the grand staff, time signatures, key signatures, modes, melodic dictation, rhythmic dictation, triads, chord analysis, chord inversion, voice leading, harmonic progression, and figured bass notation. This

class is primarily for those students who plan to major or minor in music at the college level, and should require the instructor's permission to enroll.

SCIENCE

Earth Science (4210)

SOL TEST



Grade Level(s): 9-10

Credit: 1 unit

Earth Science is the study of the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. Major topics of study include plate tectonic, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe. The SOL test for Earth Science is given in this course.

Biology (4305)

SOL TEST



Grade Level(s): 9-11

Credit: 1 unit

The standards for 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 supports it are explored and provide the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. The SOL test for Biology is given in this course.

Pre-AP Biology (4330)

SOL TEST



Grade Level(s): 9-11

4.5 Weighted Grading Scale

Credit: 1 unit

Pre-AP Biology is an elective course in preparation for AP Biology. It is designed to guide students in the investigation of all aspects of living organisms and prepare students for the Advanced Placement Biology course. Extensive studies will include the following topics: ecology, cell structure, plant and animal systems, genetics, classification and plant/animal evolution. There will also be an examination of how various plants and animals fit into the web of life. The SOL test for Biology is given in the course.

Advanced Placement Biology (4340)



Grade Level(s): 10-12

5.0 Weighted Grading Scale

Credit: 1 unit

AP Biology is an elective course which follows the recommended College Board Course Outline and is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course is designed to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology, and application of biological knowledge and critical thinking to environmental and social concerns are addressed. Students are expected to take the AP Biology test.

Chemistry (4410)**SOL TEST**

Grade Level(s): 10-12

Credit: 1 unit

Chemistry is 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. Technology including graphing calculators and computers may be used. Students will understand and use safety precautions with chemicals and equipment. The course emphasizes qualitative and quantitative study of substances and the changes that occur in them. In meeting the chemistry course requirements, students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively. The course is designed as preparation for college chemistry or other advanced sciences. The SOL test for Chemistry is given in this course.

Pre-AP Chemistry (4430)**SOL TEST**

Grade Level(s): 10-12

4.5 Weighted Grading Scale

Credit: 1 unit

This course is specifically designed to be a preparatory course for AP Chemistry and possibly other AP science courses. The course covers all content that is taught in Chemistry, but to a greater depth and level of understanding. Scientific methodology will be employed in experimental and analytical investigations and concept application. Technology including graphing calculators, computers, and probe-ware may be used. Students will understand and use correct techniques and procedures with respect to safe use of chemicals and equipment. Additional topics which may be covered in this course include: nuclear chemistry, VSEPR theory, thermochemical and thermodynamic calculations, organic chemistry, electrochemistry, and qualitative analysis. The SOL test for Chemistry is given in the course.

Advanced Placement Chemistry (4470)

Grade(s): 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

AP Chemistry is an elective course which follows the recommended College Board Course Outline and is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Students are expected to take the AP Chemistry test.

Advanced Placement Environmental Science (4270)

Grade Level(s): 10-12

5.0 Weighted Grading Scale

Credit: 1 unit

AP Environmental Science is designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems and to propose and examine solutions to these problems. The course is intended to be the equivalent of a one-semester college ecology course, which is taught over an entire year in high school. The course encompasses human population dynamics, interrelationships in nature, energy flow, resources, environmental quality, human impact on environmental systems, and environmental law. Students are expected to take the AP Environmental Science test.

Physics (4510)



Grade Level(s): 11-12

Credit: 1 unit

Physics emphasizes an 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 concern. Students build on basic physical science principles by exploring in depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered by the course includes force and motion, kinetic molecular theory, energy transformations, wave phenomena and the electromagnetic spectrum, light, electricity, fields, and non-Newtonian physics. The course stresses practical application of physics in other areas of science and technology and how physics affects our world.

Advanced Placement Physics B (4570)



Grade level(s): 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry. Physics B provides a foundation in physics for students oriented towards life sciences, the pre-medical field, and some applied sciences, as well as other fields not directly related to science. This course provides a laboratory component that reinforces the topics being covered in class. Students are expected to take the advanced placement examination for college credit.

Advanced Placement Physics C (4571)



Grade level(s): 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

This course is designed to provide the foundation in physics for students who plan to major in the physical sciences and engineering. The subject matter of the course is primarily mechanics and electricity & magnetism, with approximately equal emphasis and time spent on the two areas. This course should be taken co-requisite with, or preceded by, a calculus course. Calculus methodologies are used wherever appropriate in formulating physical principles and relating them to physical problems. The course is intensive and analytic with emphasis placed on the solving of challenging calculus-based problems. This course provides a laboratory component that reinforces the topics being covered in class. Students are expected to take the advanced placement examination for college credit.

Earth Science II – Astronomy (4260)



Grade Level(s): 10-12

Credit: 1 unit

This elective course will include a study of Astronomy (including planetary modiums, constellations, and laws), and basic geosciences, including weather, geology, oceans, topographic maps, and basic ecology.

Science Research (4620)



Grade Level: 10-12

Credit: 1 unit

This elective course provides a basic review of writing and oral skills needed for scientific research. Students will complete individualized research projects under the supervision of the instructor. The students will use computer technology and statistical analysis of data in research projects. The course will cover several major

scientific areas which are not covered in other current offerings. (Examples: Oceanography, Botany, Geology/Earth Science, Space Sciences, Zoology/Animal Husbandry)



Introduction to Anatomy & Physiology (4621)

Grade Level(s): 10-12

Credit: 1 unit

Introduction to Anatomy and Physiology, an elective course, provides a general introduction to the systems of the human body and their functions. It is designed to provide a foundation for students wishing to pursue the study of medicine or other related fields. Dissection is an integral part of the study.

Biology II – Ecology (4320)



Grade Level(s): 10-12

Credit: 1 unit

Biology II – Ecology is a course designed to provide students with an understanding and appreciation of the environment and the delicate balance that exists between the living and nonliving factors. Instructional content includes care, management and preservation of soil, water, air, flora and fauna. Additional topics include the identification and discussion of prevalent environmental problems and the methods and practices used to preserve nature and maintain a healthy environment.

TECHNOLOGY EDUCATION

Manufacturing Technology (8425)

Grade Level(s): 10-12

Credit: 1 unit

In Manufacturing students organize and operate a manufacturing company to explore careers and work habits typical of the American industry free-enterprise system. Students make projects or products which can be sold. Students experience the work of planners, designers, engineers, machine operators, personnel managers, and a variety of other manufacturing workers.

Construction Technology (8431)

Grade Level(s): 10-12

Credit: 1 unit

Construction is an introductory course to the construction industries. In this course students design, build, and test scale model structures. Students work with projects that help them to understand the jobs of architects, carpenters, electricians, plumbers, surveyors, contractors, masons, design engineers, and a variety of other construction workers.

Technical Drawing (8435)

Grade Level(s): 10-12

Credit: 1 unit

The Technical Drawing course provides students the opportunity to experience the basic language of industry and technology and is recommended for future engineering, architecture, or technology students. Students gain a basic background of skills and understanding in the broad scope of technical drawing/drafting.

Engineering Drawing (8436)

DUAL ENROLLED - SRHS

Grade Level(s): 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

Prerequisite: 8435

The Engineering Drawing course provides students with the opportunity to apply the processes of design, recognize the principles of good design in commercial and student-designed products, determine the value and advantages of various types of drawing equipment pertinent to engineering drawing including computer assisted drafting (CAD), to practice efficient and safe use of equipment and materials commonly used in design/drafting-related occupations, and to prepare sets of working drawings. The course is recommended for technology-bound students with an interest in all fields of engineering, engineer's assistant, drafting, design and architecture.

Architectural Drawing and Design (8437)

Grade Level(s) 10-12

Credit: 1 unit

Prerequisite: 8435

Students learn the principles of architecture and increase understanding of working drawings and construction techniques learned in the prerequisite course. Experiences include residential and commercial building designs, rendering, model making, structural details, and community planning. Students use computer-aided drawing and design (CADD) equipment and established standards or codes to prepare models for presentation. The course provides information helpful for the homeowner and is especially beneficial to the future architect, interior designer, or homebuilder.

Advanced Drawing and Design (8438)

Grade Level 12

Credit: 1 unit

Prerequisites: 8435 and 8436 or 8437

Students use a graphic language for product design and technical illustration. They increase their understanding of drawing techniques learned in the prerequisite courses. They research design-related fields while identifying the role of advanced drawing and design in manufacturing and construction industry processes. They apply the design process, analyze design solutions, reverse engineer products, create 3-D

solid models using CADD, construct physical models, and create multimedia presentations of finished designs. They complete a work portfolio based on a chosen graphic project.

Engineering Explorations (8450)

Grade Levels: 9-10

Credit: 1 unit

This is the first course of a possible four-course pathway that will enable students to examine technology and engineering fundamentals related to solving real-world problems. Students will be exposed to a variety of engineering specialty fields and related careers to determine whether they are good candidates for postsecondary educational opportunities in engineering. Students will gain a basic understanding of engineering history and design, using mathematical and scientific concepts. Students will participate in

hands-on projects in a laboratory setting as they communicate information through team-based presentations, proposals, and technical reports.

Engineering Analysis and Applications (8451)

Grade Level: 10

Credit: 1 Unit

Prerequisite: Engineering Explorations (8450) is recommended

This is the second of a possible four-course pathway that will allow students to examine systems, the interaction of technology and society, ethics in a technological world, and the fundamentals of modeling while applying the engineering design process to areas of the designed world. Students will participate in hands-on projects in a laboratory setting as they communicate information through team-based presentations, proposals, and technical reports.

Geospatial Technology (8423)

DUAL ENROLLED - SRHS

Grade Level(s): 11-12

Credit: 1 unit

The Geospatial Technology program provides experiences pertaining to the study of geographic information systems (GIS), global positioning systems (GPS), remote sensing (RS), digital image processing simulator (DIPS), Geodesy, Automated Cartography (Auto-Carto), Land Surveying (LS), and navigation. These technologies allow students to explore and analyze the natural and human-made world, local, global, and beyond. Students will use various tools, processes, and techniques to create, store, access, manipulate, and revise data to solve human challenges. These experiences will employ real-world spatial analysis models and guidelines for integrating, interpreting, analyzing, and synthesizing data, with a focus on both the implications and the limitations of such technologies. These experiences also include interfacing to telecommunications and automated data base management systems.

Materials and Processes (8433)

Grade Level(s): 9-12

Credit: 1 unit

This is a class designed for students who desire a hands-on class in the basics of plastics, woods, metals, and drafting. Topics include drafting, woodworking, plastics forming, vacuum forming, injection molding, plastic casting and dipping, sheet metal fabrication, foundry, medal machining, welding, and metallurgy. This is the entry-level course for Manufacturing and Construction.

Robotic Technology I (8557)

Grade Level: 11

Credit: 3 units

Location: BSTC

This course provides instruction in basic computer programming, electronics, motor control, and feedback systems used in assembly and manufacturing settings. In addition, students learn how to program a microcontroller for robotic manipulation.

TRADE AND INDUSTRIAL

Automotive Technology I and II (8506, 8507)

DUAL ENROLLMENT

Grade Level(s): 11-12

5.0 Weighted Grading Scale

Credit: 3 high school and 3 college

Location: BSTC

This is a two-year program at Bedford Science and Technology Center that teaches the basic skills required in inspecting, testing, and repairing automobiles. An on-the-job work experience will be provided at job sites in the community for certain students in the second semester of their senior year. Training is provided in a new facility with state-of-the-art and highly technical and computerized equipment. Students entering the program should possess good math and science skills, as well as good reading comprehension. Due to the high interest expected in this program, students may be selected through a screening process.

Building Management I and II (8590, 8591)

Grade Level(s): 10-12

Credit: 3 units yearly

Location: BSTC

In the first two years of the program, which is taught at Bedford Science and Technology Center, emphasis is placed on the development of skills in various building and grounds custodial duties that include the following: care and use of interior cleaning equipment and materials, general building maintenance and repair, and grounds maintenance. Special emphasis is given to the development of proper work attitudes and pride in work performed. In the third year of the program, the student is placed in an on-the-job training experience in the community, which is coordinated by the work-study coordinator.

Building Construction I & II (8601, 8602)

DUAL ENROLLMENT

Grade Level(s): 11-12

5.0 Weighted Grading Scale

Credit: 3-4 high school and 3 college

Location: BSTC

This course meets the requirements for CVCC courses for BLD 149 and BLD 249 Carpentry I and II. This course taught at Bedford Science and Technology Center is designed to train students to enter the commercial and industrial fields of carpentry and woodworking. The student will be equipped not only with shop skills, but also with related information such as blueprint reading, methods of construction, insulation techniques, building materials and foundational plumbing and masonry skills. Safety is an integral part of the program. Emphasis is placed on the construction of residential housing and custom-made cabinets. Students construct a three-bedroom house during their two years in the program as a part of their job training experience.

The student who wishes to enroll in Building Construction I must be in the eleventh or twelfth grade. No prior training or experience is required for placement, although a knowledge of technology education, woodworking, and mechanical drawing is helpful. The student should have a good knowledge of mathematics and its application.

Industrial Cooperative Training II (8902) (co-op)

Grade Level(s): 11-12

Credit: 2 units/400 OJT hours

Location: SRHS

ICT II combines the training resources of both the high school and the technical/industrial complex of the community. Business, industrial, and professional establishments provide part-time employment and supervised on-the-job training to ICT students. In school, instruction is given in effective study techniques, job search and personal employability skills such as application for employment, resignation, declining an offer of employment, job interview, behavioral traits in the areas of attitude, work habits, speech, and self-discipline. Independent study in the field of training is provided. Students receive two credits, one for the classroom and one for OJT.

Industrial Cooperative Training III (8903) (co-op)

Grade Level(s): 12

Credit: 2 units/400 OJT hours

Location: SRHS

ICT III provides extended experiences for seniors in a supervised on-the-job training program in local industry. Instruction is given in work values and economic principles. Included in the study program are other aspects of the work world such as labor and management goals; safety hazards at place of work; stability, training, mobility of workers; geographic locations; physical demands; length of service; dismissing, suspending, reprimanding or laying off an employee; full-time permanent employment; and post-high school training opportunities. Both classroom and on-the-job training are integral parts of the program.

Work Study (9030)

Grade Level(s): 11-12

Credit: 3 units yearly

Location: BSTC

This is a one-year, supervised on-the-job work experience program for students with an identified disability. Students entering the program must have completed a minimum of one year of instruction in one of the occupational preparation programs.

WORK EXPERIENCE

Buildings and Grounds Internship (9826)

Grade Level(s): 10-12

Credit: 1 unit

Students will be assigned to a work-experience program assisting the custodial staff. The course emphasizes the development of good work attitudes and ethics, as well as skill in the maintenance and cleaning of buildings and grounds. This program may be offered at the base high school.

General Internship (9827)

Grade Level: 11-12

Credit: 1 unit

The General Internship is available to students who want to gain experience in the career fields which they intend to pursue after high school.

Library Internship (1600)

Grade Level: 11-12

Credit: 1 unit

Students may apply to assist the librarians at their base school in the day-to-day functions of the library. Duties will include general clerical work, keyboarding, shelving books, maintaining the library collection and assistance to the staff and students using the library. This course requires approval from the librarian through an application process. Contact the librarian or guidance counselor for more information about the application process.

Science Internship (9829)

Grade Level: 11-12

Credit: 1 unit

This course is designed to be a self-directed class with minimum input from the teacher. Students should be able to work on their own and anticipate classroom needs. When setting up a lab, they should be able to read and interpret the lab, assemble necessary equipment, and prepare all solutions. Students will have to adhere to all safety standards, manage the chemical stockroom, maintain inventory, test and repair equipment, and properly clean and dispose of all chemicals. A strong science background and teacher recommendations are required. Contact a science teacher or guidance counselor for more information about the application process.

Teacher/Office Volunteer (9831)

Grade Level(s): 10-12

Credit: 0 units

This is a non-credit course for students who wish to volunteer their time to assist a teacher or to work in the office at their base school.

SOL REMEDIATION

SOL Support (0110)

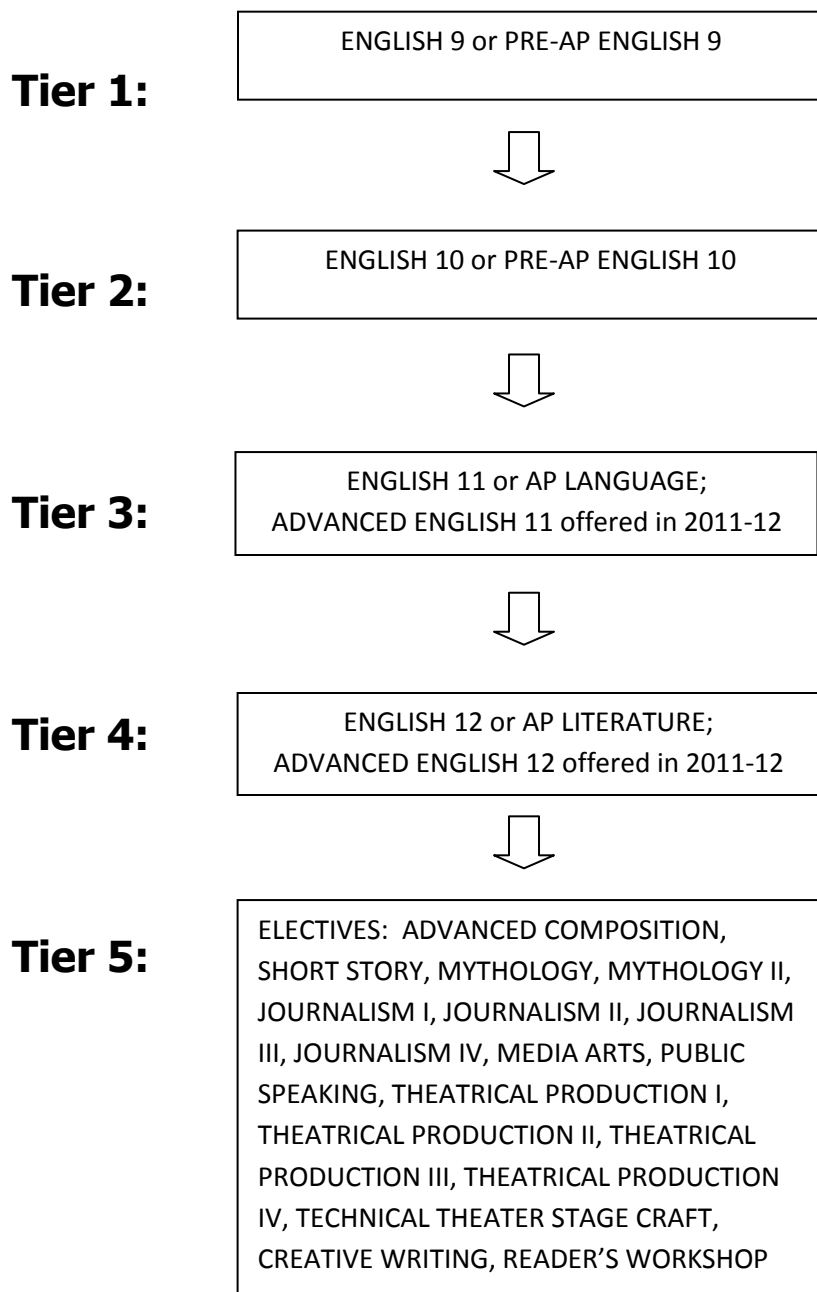
Grades: 9-12

Credit: 1 unit

This course is designed to help students who need remediation and reinforcement of basic skills to achieve passing scores on the Standards of Learning end-of-course tests. An elective credit can be earned by successfully completing the course.

English Sequence

A minimum of four tiers of English coursework must be successfully completed to meet graduation requirements in English.



Tiers 1-4 are required selections that satisfy graduation requirements. No Tiers may be skipped.

Tier 5 includes the elective selections that do not satisfy graduation requirements and may be taken concurrently with a required English course.

Math Sequence

A minimum of three tiers of math coursework must be successfully completed to meet graduation requirements in mathematics.

Tier 1:

ALGEBRA I or ALGEBRA I PART 2



Tier 2:

GEOMETRY or PRE-AP GEOMETRY



Tier 3*:

ALGEBRA FUNCTIONS & DATA ANALYSIS



Tier 4:

ALGEBRA II or PRE-AP ALGEBRA II



Tier 5⁺:

COLLEGE PRE-CALCULUS (dual enrollment) or MATH ANALYSIS/PRE-CALCULUS or
ALGEBRA II/TRIGONOMETRY or AP STATISTICS



Tier 6⁺:

COLLEGE PRE-CALCULUS (dual enrollment) or MATH ANALYSIS/PRE-CALCULUS or
AP CALCULUS AB or AP STATISTICS or AP CALCULUS BC



Tier 7:

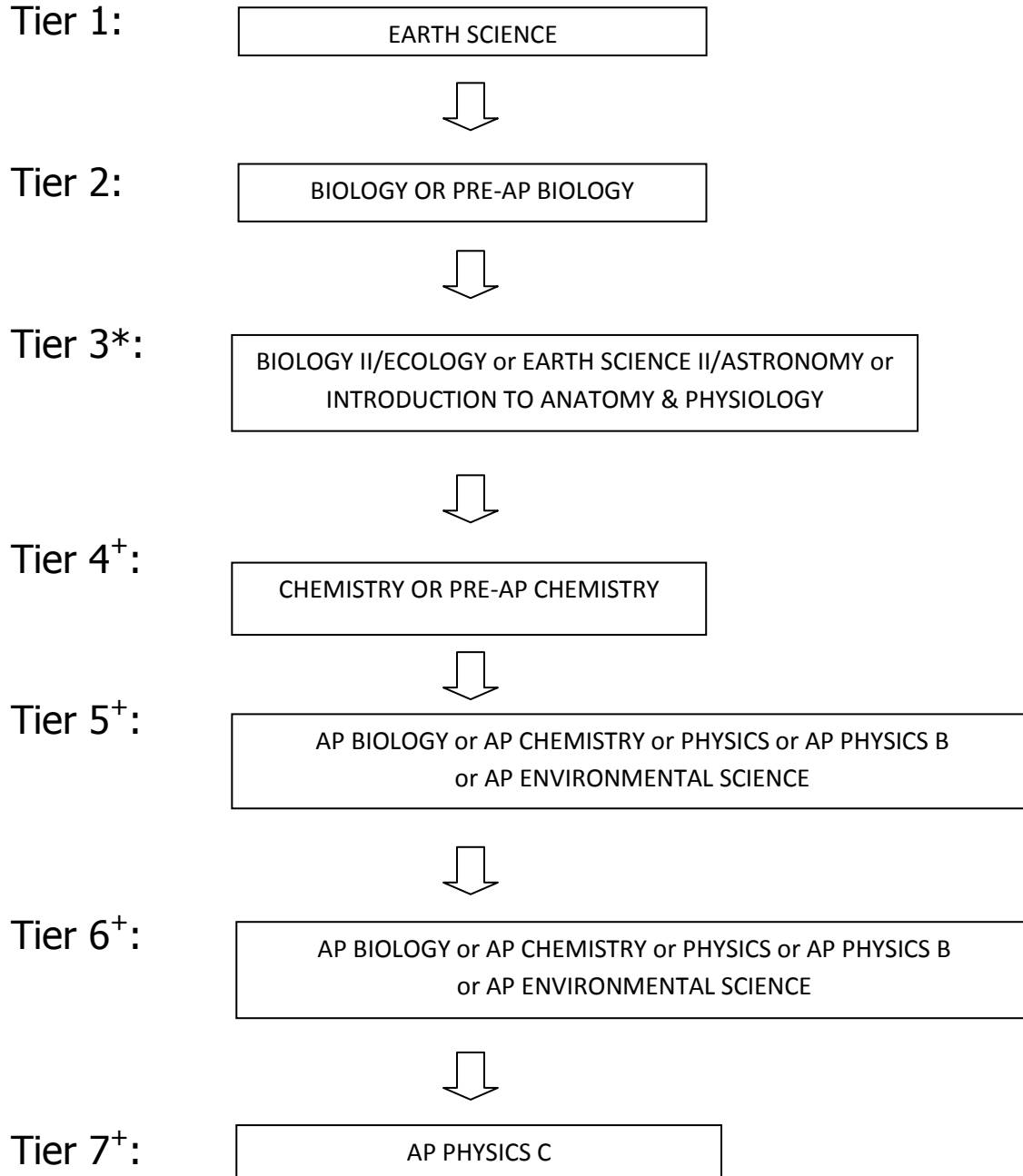
AP STATISTICS or AP CALCULUS BC

*Tier 3 may be skipped in some math sequences. No other Tier may be skipped.

⁺In Tiers 5 and 6, some courses may be taken simultaneously [e.g. AP Statistics and College Pre-Calculus (dual enrollment)]

Science Sequence

A minimum of three tiers of science coursework must be successfully completed to meet graduation requirements in science.



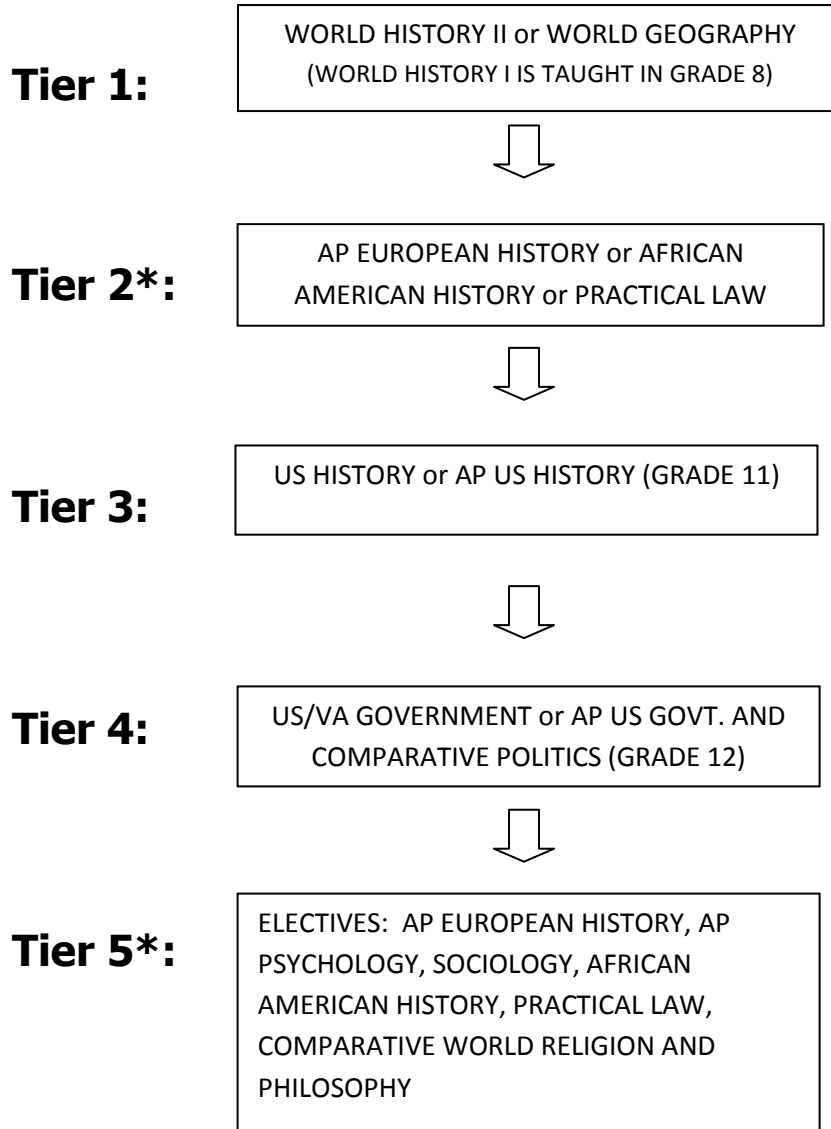
* Tier 3 may be skipped in an Advanced Studies sequence. No other Tier may be skipped.

⁺ In Tiers 4 and higher, some courses may be taken simultaneously [e.g. PRE-AP CHEMISTRY and AP BIOLOGY]

To earn an Advanced Studies diploma, students must take 4 science courses from at least 3 content areas (Earth, Biology, Chemistry, Physics).

History Sequence

A minimum of three tiers of history coursework must be successfully completed to meet graduation requirements in history.



* Tiers 2 and 5 includes the elective courses that do not satisfy graduation requirements and may be taken concurrently with other courses. These courses may be skipped in some sequences

Tiers 1, 3, and 4 are required selections that satisfy graduation requirements.