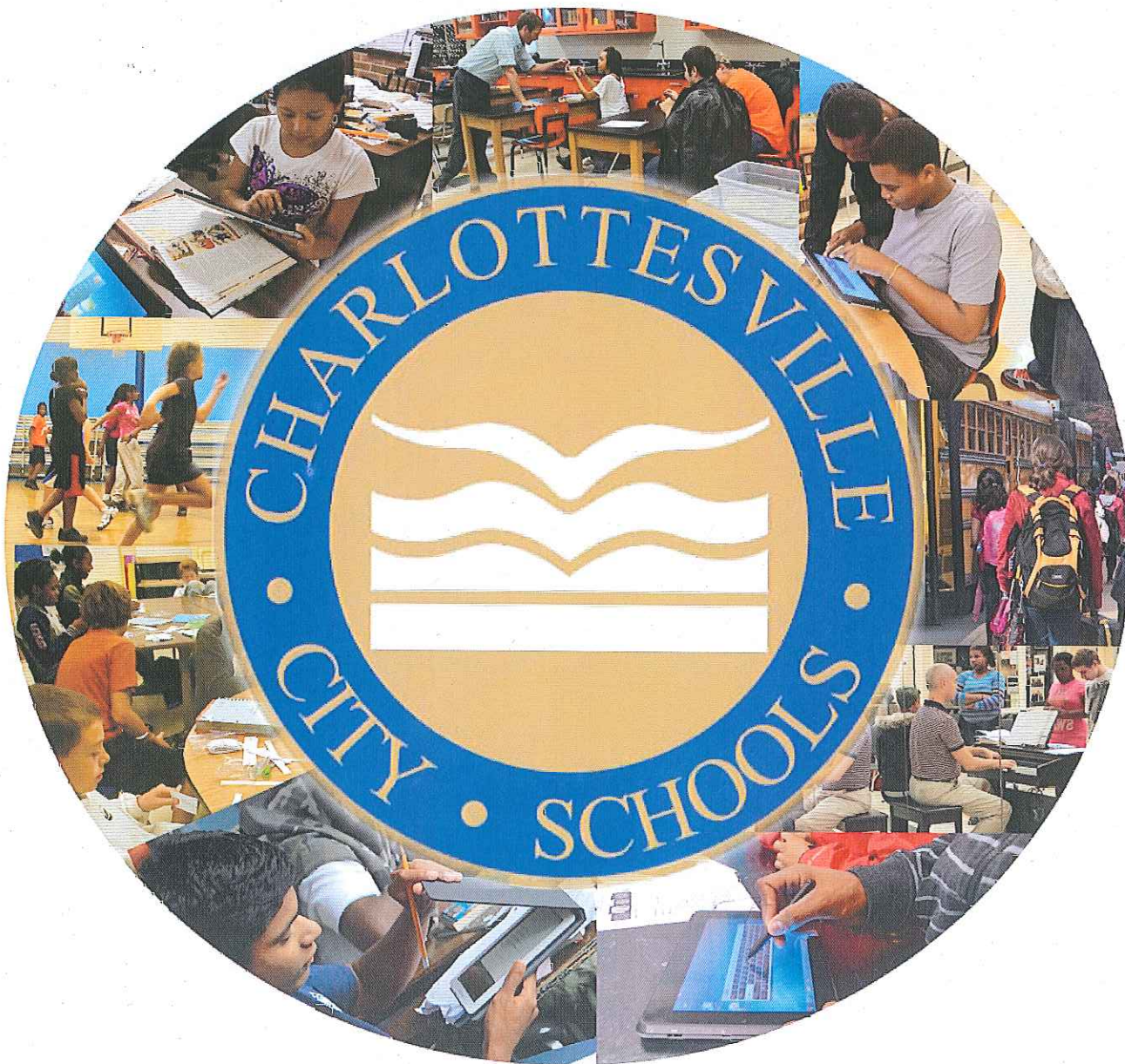


Charlottesville City Schools  
**Program of Study**

Grades 6-12

**2012-2013**



Walker Upper Elementary School \* Buford Middle School \* Charlottesville High School

*Personal and Academic Excellence*

*Inspired by a Collaborative and Innovative Learning Environment*

January 1, 2012

Dear Parent/Guardian:

With the beginning of the new semester, it is also time to start thinking about courses for the 2012-2013 school year. As a piece of this process, a Program of Study is made available to you and your student to provide an opportunity to consider the course offerings that might best suit your child's needs. In an effort to keep up with our electronic world, the Program of Study will be posted on the Charlottesville City Schools website along with the Walker Upper Elementary, Buford Middle, and Charlottesville High websites under the Program of Study link. It will also be available to parents and students in printed form.

The program planning process will follow a six-step approach:

Programs of Study: These will be made available to parents and students to study and to make preliminary selections. Remember to select two alternate choices for electives. (January)

Teacher Recommendations: Teachers will enter recommendations for each student in the student data base. (January)

Course and Elective Fair: Students and parents will have an opportunity to speak with representatives about course offerings and course selection. (January)

Classroom Presentations and Small Group Program Planning Sessions: Counselors will visit English classes to explain the Program Planning Process, and to meet with students individually to review the teacher recommendations, their four-year plans, and their transcripts. (January –February 10, 2012)

Copies of courses selected will be mailed home. (February 29, 2012)

Schedule Adjustments: Teachers, students, and parents with concerns about the courses selected may make appointments with counselors to make adjustments. (Through March 9, 2012)

To ensure the best choice of courses, especially elective courses, all selections should be given the most thoughtful consideration. As the master schedule is designed around students' choices early in the process, alternate courses may not be available at a later date.

We are looking forward to a successful program planning season, with your assistance. Our optimistic view is to have schedules ready by May so that conflicts and adjustments may be reconciled well before the school year begins.

Thank you for your attention to this letter and for your assistance in helping us plan for the next school year.

Sincerely,

Thomas W. Taylor, Ed.D.  
Principal  
Charlottesville High School

Eric Johnson  
Principal  
Buford Middle School

Terri Perkins  
Principal  
Walker Upper Elementary School

The Charlottesville City Schools does not discriminate on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital or veteran's status, physical or mental disability, or any classification protected by applicable law in employment or its education programs or activities.

# PROGRAM OF STUDY

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Ned Michie, School Board Member  
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This *Program of Study* outlines courses and options of study from Walker Upper Elementary School, transitioning through Buford Middle School, and through Charlottesville High School.

### **PREPARING FOR LIFE AFTER HIGH SCHOOL**

To be truly educated in the twenty-first century, students must achieve high academic standards and be able to apply what they have learned. New technologies and international competition have redefined employment. Fewer and fewer jobs require repetitive, assembly-line processes. Rather, proficiency in technology, information acquisition and processing, problem solving, teamwork, and effective communication are the new requisite job skills. Students must combine their academic knowledge with technical skills to function in existing and emerging professional careers.

This *Program of Study* provides an overview of Charlottesville City Schools' academic offerings (grades 6 -12) and career information to help students make wise curricular decisions that will benefit them academically and prepare them for future work and training in an increasingly technical world. Information about career families may help students identify careers, plan career pathways, determine educational options, identify related elective courses, and acquaint themselves with a variety of work-based learning activities.

The career information in this guide is organized around Virginia's Sixteen Career Families representing the local and state workplace of the twenty-first century. Career families are a way of grouping occupations that have a core of common knowledge and skills. Using this information will enable students with different abilities and aspirations to see and learn about appropriate career options and opportunities. The occupations within each career family represent those requiring specific technical training and education required for success. Thus, students who share interests with workers in a specific career family can be employed in related occupations whether they decide to attend college or acquire skills and technical training on-the-job.

Placement of students in most academic courses is based on individual achievement in prerequisite classes, needs, and interests. **Students are urged to read course descriptions carefully and select the level that best suits their achievement, needs, and interests in each subject.** The student, parent, school counselor, and teacher decide placement in a subject area or level of a subject cooperatively. This decision includes a thorough review of student progress, results of standardized test scores, and teacher evaluation of student performance on formative and summative assessments.

### **SCHEDULING PROCESS AND REQUIREMENTS**

Students should select courses that best suit their abilities and interests based on a combination of logical and sequential courses of study. Students register for courses during small group and individual program planning sessions with their counselors to review selections and discuss future plans. All students must schedule seven courses, one for each period in the day, and two alternates. Some students may wish to select eight courses, one for each period in the day plus an early morning period. Exceptions to this policy are students enrolled in approved work/study programs, such as Marketing Education or CEWAT. **Every attempt is made to offer appropriate courses of study for students. Some courses, however, may not be offered due to insufficient enrollment, and/or the lack of teacher availability.**

### **SCHOOL COUNSELORS**

The School Counseling Department's policies, procedures, and curriculum are based on the American School Counseling Association's National Model of providing a planned, sequential, and comprehensive school counseling program. The school counseling standards defined in the ASCA model ensure a program that is integral to the school, proactive, and developmental in nature. Each student is assigned to a counselor based on the first letter of the student's last name in high school with the exception of English Second Language and IEP students, and by grade level in the middle grades. Counselors provide students with vocational and career information, college and financial aid advising, written recommendations and references, academic advising, and assistance with personal problems. In addition, they help students define goals that reflect personal interests and abilities. Students may see counselors by appointment or walk-in during their lunch. Appointments may be made before school, between classes, at lunch, or after school.

# WALKER UPPER ELEMENTARY SCHOOL



Walker Upper Elementary School educates all 5<sup>th</sup> and 6<sup>th</sup> graders in the Charlottesville City Schools, with an enrollment of approximately 560 students and 70 instructional staff members. Curriculum at Walker is based on the Virginia Standards of Learning, with engaging, hands-on instruction which emphasizes both mastery of basic skills and development of critical thinking. Teachers at Walker strive to see each and every child grow in his or her learning experience, knowledge base, and higher level thinking skills. These grades levels are critical years to prepare students for the middle school experience, and so Walker School also values and nurtures the whole child - teaching character development, stressing physical education, and beginning a strong foundation in enriching arts.

Walker offers an outstanding array of after school activities, with over 60 clubs, music rehearsals, and academic support programs available for students three days a week, for two hours each of those days. Transportation is provided for all students, as well as options for guided study time with teachers.

Students at Walker are organized into teams in order to provide sufficient support to children, in terms of teachers and peer groups. With 50-80 students per team of three or four teachers, the teachers get to know their group as individuals, meet regularly to discuss student successes and needs, and support their team of children with common goals, procedures, rules, and celebrations. Walker prides itself in a highly academic environment, holding geography and spelling bees, honor roll assemblies, concerts, and other programs which showcase student effort and achievement.

Students are taught at appropriate instructional levels, and therefore may read different books in Language Arts classes or complete varied projects in science or social studies. But regardless of the level, students complete the curriculum requirements for the course as defined by the Virginia Standards of Learning.

## UPPER ELEMENTARY SCHOOL LEVELS OF STUDY

**Accelerated (A)** level courses include standards that go beyond the grade level and are designed for students who are academically motivated, have demonstrated high levels of achievement, and are prepared for advanced work. The "Accelerated" level is only available in 6<sup>th</sup> grade mathematics.

**Academic** level courses are designed to prepare students for college and other post-high school opportunities and are on grade level. All academic courses are without additional notation (i.e.: Academic Science is noted as "Science").

# BUFORD MIDDLE SCHOOL



## Ready for Greatness

Buford Middle School is the sole middle school, serving grades 7 and 8, for Charlottesville City Public Schools. Operating under our division's mission of **"Personal and Academic Success for All,"** Buford provides a middle school experience that is catered to the developmental needs of students as they progress through middle school. As students journey through this transitional time in their lives, it is imperative that we (Buford) create and maintain partnerships with parents and the community to ensure a successful middle school experience for all students. In addition to our academic programs, we offer after-school programming, consisting of clubs, academic tutoring, enrichment, and athletics.

**"Ready for Greatness"** is the theme for our school community in which we work to ensure that all students acquire skills and abilities, such as problem-solving, collaboration, citizenship, courage, and responsibility, that will enable them to obtain greatness in their future (both short-term and long-term) endeavors. Students acquiring these attributes are more likely to experience success at Buford and beyond.

### MIDDLE SCHOOL LEVELS OF STUDY

**Honors (H)** level courses are designed for students who are academically motivated, have demonstrated high levels of achievement, and are prepared for advanced work.

**Academic** level courses are designed to prepare students for college and other post-high school opportunities and are on grade level. All academic courses are without additional notation (i.e.: Academic Science is noted as "Science").

The following High School courses offered at Buford Middle School are taught at the Honors level only:

- Algebra I
- Geometry
- Spanish I
- French I

# CHARLOTTESVILLE HIGH SCHOOL



Charlottesville High School is home of the Black Knights and is the only high school in the Charlottesville City Schools. Charlottesville High School services grades 9 through 12 with over 1200 students. Charlottesville High School is a comprehensive high school, offering a wide variety of electives and one of the state's widest selections of Advanced Placement courses. As the flagship school in the Charlottesville community, we create success for **Every Student \* Every Day** with our *Black Knight Pride*. Charlottesville High School is a warm and caring place; we are committed to the "Personal and Academic Excellence for All."

## HIGH SCHOOL LEVELS OF STUDY

There are two levels of study at the high school level, **academic, honors (pre-AP)/advanced placement/dual enrollment**. Students have the option of taking courses at any level while pursuing a high school diploma. When confirming course selection it is important to know the various levels of study as well as the student expectation for each level.

**Honors-pre AP (H)/Advanced Placement (AP) /Dual Enrollment (DE)** - these courses are designed for highly motivated students who have demonstrated high level of achievement and who desire the challenge of college-level work while still in high school. Students enrolled in Advanced Placement courses are expected to take the AP examination in May. Dual Enrollment (DE) courses are designed for students who wish to earn college credit from Piedmont Virginia Community College (PVCC).

**Academic** - Academic level courses are designed to prepare students for college and other post-high school opportunities and are on grade level. All academic courses are without additional notation (i.e. Academic English is noted as English)

## Charlottesville High School Information

### **ACCEPTING CREDIT FROM NON-ACCREDITED SCHOOLS**

The new standards of accreditation do not allow students to receive credit who enter Charlottesville High School from a non-accredited school. "A secondary school shall accept credits received from other accredited secondary schools, including summer schools, special sessions, schools accredited through the Virginia Council for Private Education, and educational programs operated by the state" (8 VAC 20-131-60).

### **CLASS RANK**

Class rank is computed at the end of six, seven, and eight semesters based on all courses taken, whether passed or failed. Rank is cumulative and includes transfer grades as well as grades earned in middle school for high school credit. A weighted 4.0 scale, described below, is used. For all courses designated as Honors, an additional half quality point is applied. All Advanced Placement, Dual Enrollment and Dual Credit courses will have a full quality point applied to the final grade.

### **VALEDICTORIAN**

For classes of 2012, 13, 14, this award is given to the highest academically ranked graduate (weighted GPA). For class of 2015 and beyond, Valedictorian will be elected by the senior class from a pool of students with a 4.0 GPA or higher.

### **SALUTATORIAN**

For classes of 2012, 13, 14, this award is given to the second-highest academically ranked student (weighted GPA). For class of 2015 and beyond, Salutatorian will be elected by the faculty from a pool of students with a 4.0 GPA or higher.

### **AP or ADVANCED PLACEMENT CLASSES**

AP classes are high school level "honors" classes where students can earn college credit based on scores that they receive on end-of-year AP tests. All AP tests are free of charge. Like honors classes (9<sup>th</sup> and 10<sup>th</sup> grade) AP classes (11<sup>th</sup> and 12<sup>th</sup> grade) are rigorous and require a significant time commitment outside of class. It is recommended that students not take AP classes until the 11<sup>th</sup> grade. It is also recommend that 11<sup>th</sup> grade students take no more than four AP classes and that 12<sup>th</sup> grade students take no more than five AP classes within one year.

### **GRADE POINT SCALE**

<u>GRADE</u>	<u>ACADEMIC LEVEL</u> (9,10,11,12)	<u>HONORS</u> (9,10)	<u>AP/DUAL ENROLLMENT</u> (10,11,12)
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0

### **GRADING SCALE**

Charlottesville City Schools secondary teachers use the following grading scales:

	100 Pt Scale	Standards Based
A	91 - 100	3.50 - 4.0
B	81 - 90	3.0 - 3.49
C	71 - 80	2.50 - 2.99
D	61 - 70	N/A
F	0 - 60	0-2.49 (I)

### **GRADING**

Grades serve several legitimate educational purposes: to inform parents how their child is performing in school; to help students see themselves as learners and set their goals for further areas of learning; and to monitor students for appropriate school placement. Grades are to represent academic work done by students; teachers may not use grades in a punitive or capricious manner. Teachers are to grade students on a variety of assessments, including (but not limited to) tests, quizzes, recitations, papers, homework, and class work. Teachers are to have at least two (2) grades a week for students in order to assess their work in a specific area. Teachers are permitted to use a traditional 100 point grading scale or a standards based system.

### **STANDARD BASED GRADING**

Standards based grading is a system based around academic achievement, and is focused on pinpointing a students strengths and weaknesses in accordance with the standards being assessed. The students are graded based on mastery rather than completion and their end grade reflects what skills they have mastered at the end of the year.

### **HOMEWORK**

The purpose of homework is to practice key skills, reinforce content, and/or assess student understanding of material covered in class. Charlottesville High School offers the following additional guidelines for the use of homework as an instructional tool:

1. Homework should be assigned after an introduction and thorough explanation of the skills necessary to complete the assignment successfully.
2. Homework should be assigned in such a manner that it will be clearly understood by all students.
3. Homework should serve a valid purpose and be closely related to current classroom activities. In general, homework should serve as practice of skills taught in class and as a formative assessment. Homework may also be a summative assessment on occasion (e.g. projects, papers, etc.).
4. A student's access to resource materials should be considered when making homework assignments.
5. Homework should be evaluated promptly and returned to the student. Appropriate recognition should be given to those students who successfully complete assigned work. Effort and competency should be recognized.
6. Teachers should seek to determine the causes if a student regularly fails to do assigned work. Teachers should not avoid giving homework because they believe students will not do the work.

7. Both excessive amounts of homework and the absence of homework should be avoided.

8. Homework should not be used for disciplinary purposes.

9. In general, students should expect to spend the following amounts of time on homework for the courses and levels listed below:

Course	Academic Level	Honors/AP/DE Level
English	2.5 hours per week	3.5 hours per week
Math	1.5 hours per week	2 hours per week
Science	1 hour per week	2 hours per week
Social Science	1 hour per week	2 hours per week
Electives	1-2.5 hours per week	1-2.5 hours per week

Note: Students enrolled in self-contained classes will have homework expectations provided by the individual teachers of each course.

#### **TABLET EXPECTATIONS**

BLAST stands for Blended Learning to Advance Student Thinking. Blended learning environments incorporate traditional face-to-face teaching with instructional software and web-based tools. The goal of BLAST is to prepare our students for careers in a complex, interconnected world. To achieve this goal all students are expected to have and use their tablet every day, in all classes.

#### **SUMMER ASSIGNMENTS**

Students are expected to have a working knowledge of the content and skills learned in prerequisite courses on the first day of school. CHS recognizes that some students need support to maintain or add to their repertoire of knowledge and skills over the summer months. Individual courses may provide summer assignments that students are encouraged to use as a way to prepare for the rigors of courses the following year. Content covered and assessments given in class may refer to and depend on student understanding of the skills an/or content reinforced by summer assignments.

#### **FAMILY LIFE AND ANIMAL DISSECTION**

Parents may request that their student opt out of any animal dissection or family life activity and replace the activity with another of equal educational value.

#### **MAXIMUM CREDIT**

Students may earn up to eight (8), but not more than eight credits in a single school year. In extreme circumstances, the principal may grant a waiver to this rule.

#### **DOUBLING UP**

Most often, only seniors will be allowed to enroll in two sequential courses. Students who fail a course during the regular school year are expected to repeat that course during summer school.

#### **PROMOTION POLICY AND GRADE CLASSIFICATION**

Grade 10: 5 credits (including English 9 or the equivalent for ESL students)

Grade 11: 10 credits (including English 9 and 10 or the equivalent for ESL students)

Grade 12: 15 credits (including English 9, 10, and 11 or the equivalent for ESL students)

### **MILITARY ACADEMIES**

A U.S. Representative, U.S. Senator, or the Vice president of the United States must nominate students in the spring of their junior year. The basic requirements for the military academies are United States citizenship, good moral character, between 17 and 22 years of age, unmarried, not pregnant, no dependent children, good health, a combined Critical Reading and Math score over 1200 on the SAT, and successful completion of the following high school courses:

- Math - 4 years (including geometry, trigonometry, and advanced algebra)
- English - 4 years
- Modern World Language - 2 years
- Physics - 1 year
- Chemistry - 1 year
- World or European History - 1 year
- Computer instruction is also recommended.

### **NCAA DIVISION I ACADEMIC ELIGIBILITY REQUIREMENTS:**

If you are planning to enter a Division I college, in order to be classified as a "qualifier", you are required to:

- Graduate from high school.
- Successfully complete a core curriculum of at least 13 academic courses as follows:  
English - 4 years  
Mathematics - 2 years (at or above the level of Algebra I)  
Natural or physical science - 2 years (including at least one laboratory science)  
Social Science - 2 years  
English, mathematics, natural or physical science - 1 additional year  
Additional academic courses in any of the above areas or **World Language**, computer science, philosophy, or non-doctrinal religion - 2 years
- Have a core-course grade point average (based on a maximum of 4.00) and combined score on the SAT verbal and math sections or a sum score on the ACT based on the qualifier index scale. Please refer to the NCAA Guide for additional information on Division I, II, and III, and for partial qualifier requirements. Below is a partial list of the Division I qualifier Index.

<b>Core GPA</b>	<b>ACT</b> Sum of Scores	<b>SAT</b>
2.5 and above	68	820
2.25	77	920
2.0	86	1010

See your counselor for details and clearinghouse applications.

### **PARENT OVERRIDE**

Parents may override a teacher recommendation for courses, but not prerequisites, in the program planning process before course selections are final. The master schedule is driven by course enrollments. It is imperative for parents to note that all course selections are final in March unless a student withdraws from a course or follows the schedule change process listed below. (For example: If a teacher recommends that a students should take Biology-Academic, the parent can override that decision by enrolling the student into Biology-Honors, provided that all other prerequisites have been met.)

### **BELL SCHEDULE AND PERIODS**

Charlottesville High School uses an overlay schedule that runs single, block, and semester block periods simultaneously. A single block period is 46 minutes

long and meets every day. A block period is 96 minutes long and meets every other day. A semester block period is 96 minutes and meets every day. All courses in the *Program of Study* will be scheduled as single periods unless otherwise noted.

#### **ADVISORY CLASS PERIOD**

Charlottesville High School will offer an advisory period for 30 minutes once a week. Students will be matched with an advisor (CHS faculty member), to review topics that will enhance student's educational success. Topics will include but are not limited to academic planning and community building.

#### **SCHEDULE CHANGES AND WITHDRAWALS**

Schedule changes will be approved only under the following circumstances:

1. The courses listed on the schedule are not those selected.
2. A course required by a student does not appear on the schedule.
3. A senior needs to adjust his or her schedule to meet graduation requirements.
4. A student fails a course and needs to be rescheduled. *Withdrawal from a class requires signatures of a parent, counselor, administrator, and teacher.*
5. Students who opt out of a study skills course or assistantship may add a semester course in place of the study skills course or assistantship.
6. A student demonstrates either sufficient growth in Reading to transfer out of the course and into an elective or need to transfer out of an elective and into Reading.
7. An IEP team determines there is a need to change a student's schedule.

Only during through the first interim may a student withdraw from a course in order to enroll in a different course, **and only for one of the seven reasons listed above.** When possible, another course is substituted in place of the dropped course and the student is responsible for making up all missed work. At the principal's discretion, students may be removed from elective courses for recovery credit or reading intervention.

No semester course may be added after the first three weeks of a semester, with the exception of students enrolled in a study skills course. Semester credit is not awarded for partial completion of a full-year course.

*Requests for level changes, i.e. from Honors level English to Academic level English, will be considered on an individual basis until the beginning of the 2<sup>nd</sup> semester. Prior to a level change, there must be evidence of significant academic and/or personal interventions focused on making the student successful in the course he/she originally requested. Class sizes and class caps will also be considered in approving schedule changes. It is critical that students and parents select courses that they intend on completing at the beginning of the course selection process to prevent over-crowding in one course or another.*

#### **STUDENT FEES**

From School Board Policy JN:

*"It shall be the policy of the School Board to charge student fees in accordance with the Code of Virginia.*

*The School Board shall provide, free of charge, such textbooks as are required for courses of instruction for each child attending public schools. Consumable materials such as workbooks, writing books, and drawing books may be purchased by the School Board and either provided to students at no cost or sold to students at a retail price not to exceed seven percent added to the publisher's price. If sold, the School Board shall ensure that workbooks, writing books, and drawing books are furnished to students who are unable to afford them at a reduced price or free of charge.*

*Fees will not be charged to students for instructional materials, textbooks, or other materials used by a school board employee that are not directly used by a public school student. Only those fees and charges permitted by law or the regulations of the Board of Education may be required of students. No school or employee may require a fee or charge of any student without the prior approval of the Superintendent or his or her designee who may approve such fees and charges only if the School Board has adopted a resolution authorizing the Superintendent or his or her designee to approve such fees and charges. In approving any such fee or charge, the Superintendent/designee shall ensure that the fee or charge is either reduced or waived for those students who are unable to afford them. The Superintendent/designee shall inform the School Board of any fee or charge assessed, and of any changes to such fees/charges.*

## **CHS SOL REQUIREMENTS**

Each student in secondary schools shall take all applicable end-of-course SOL tests during the testing window the state provides. Students who achieve a passing score on an end-of-course SOL test and a passing grade in that course shall be awarded a verified unit of credit in that course.

### **ENGLISH**

The goals of the new Standards of Learning in English are to teach students to read, to communicate effectively, and to participate in society as literate citizens. Students study literary elements contained in classic works as well as contemporary selections; learn to acquire information from a variety of sources; use information in planning and delivering oral presentations and written reports; and employ technology to support reading, writing, and research endeavors. **There are two end-of-course English tests, which most Charlottesville High School students will take during the spring of their 11th grade year. The two tests are: 1) Writing – Part 1: Multiple Choice and Part 2: Directed Writing Sample and 2) Reading, Literature, and Research.**

### **HISTORY & SOCIAL SCIENCE**

Students are required to take three tests from the following four history areas depending on diploma requirements: 1) World Geography, 2) World History to 1000 A.D. and World Geography, 3) World History 1000 A.D. to present and World Geography, and 4) U.S. History. U.S. History and Government are required courses for graduation.

### **MATHEMATICS**

Students will be tested in three mathematics areas depending on diploma requirements: 1) Algebra I, 2) Geometry, and 3) Algebra II.

### **SCIENCE**

Students will be tested in three science areas depending on diploma requirements: 1) Earth Science, 2) Biology, and 3) Chemistry.

**\*Students must choose to take and test in one additional course from the subject areas listed.**

Students must also earn required units of credit to graduate. See the following page for further information on units of credit.

## **GRADUATION REQUIREMENTS**

Charlottesville High School offers two diplomas for students who entered the ninth grade prior to 2011-2012: a 22 credit Standard Diploma and a 26 credit

Advanced Studies Diploma. Students who enter the ninth grade in the year 2012-2013 and beyond are eligible to earn a 22 credit Standard Diploma, a 22 credit Standard Technical Diploma, a 26 credit Advanced Studies Diploma, or a 26 credit Advanced Technical Diploma. A State Board of Education Seal is awarded to students who meet the minimum requirements for a diploma and maintain a "A" average or better. A Governor's Seal is awarded to students who maintain a "B" average, meet the minimum requirements for an Advanced Studies Diploma or Advanced Technical Diploma, and successfully complete college level coursework that will earn the student at least nine transferable college credits. Students seeking the Advanced Studies Diploma may or may not be enrolled in advanced-level courses.

### Standard Diploma

For students who entered the ninth grade prior to 2011-2012, to graduate with a Standard Diploma, students must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education. The table below displays the minimum course and credit requirements for a Standard Diploma.

Standard Diploma Course Requirements (8 VAC 20-131-50.B)		
Discipline Area	Standard Credits	Verified Credits
English	4	2
Mathematics [Note 1]	3	1
Laboratory Science [Notes 2 & 6]	3	1
History and Social Sciences [Notes 3 & 6]	3	1
Health and Physical Education	2	
Fine Arts or Career & Technical Education	1	
Electives [Note 4]	6	
Student Selected Test [Note 5]		1
Total	22	6

Please note: Your school counselor can tell you which courses are offered to fulfill the requirements for a Standard Diploma.

Please note: The Class of 2015 and beyond will be required to take Economics and Personal Finance.

NOTE 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 II, or other mathematics courses above the level

of algebra and geometry.

NOTE 2: Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics.

NOTE 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.

NOTE 4: Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

NOTE 5: A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education.

NOTE 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 (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.

**Electives**

**Sequential Electives**

At least two sequential electives are required for the Standard Diploma. 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 or Career and Technical Education**

The Standard Diploma contains a requirement for one standard unit of credit in a fine arts or career and technical education.

**Advanced Studies Diploma**

For students who entered the ninth grade prior to 2011-2012, to earn an Advanced Studies Diploma, students must earn at least 24 standard units of credit and at least nine verified units of credit. The table below displays the course and credit requirements for an Advanced Studies Diploma.

<b>Advanced Studies Diploma Course Requirements (8 VAC 20-131-50.C)</b>	
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Please note:

Discipline Area	Standard Credits	Verified Credits	Your school counselor can tell you which courses are offered to fulfill the requirements for an Advanced Studies Diploma.  Please note: The Class of 2015 and beyond will be required to take Economics and Personal Finance.
English	4	2	
Mathematics [Note 1]	4	2	
Laboratory Science [Note 2]	4	2	
History and Social Sciences [Note 3]	4	2	
<b>World Languages</b> [Note 4]	3		
Health and Physical Education	2		
Fine Arts or Career & Technical Education	1		
Electives	2		
Student Selected Test [Note 5]		1	
<b>Total</b>	<b>24</b>	<b>9</b>	

NOTE 1: Courses completed to satisfy this requirement shall be at or above the level of algebra and 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.

NOTE 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.

NOTE 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.

NOTE 4: Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

NOTE 5: A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education

**◆Electives**

**Fine Arts or Career and Technical Education** - The Advanced Studies 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.

**World Language** - The Advanced Studies Diploma contains a requirement for either three years of one **World Language** or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for **World Language** credit toward an Advanced Studies Diploma.

**Credits required for graduation with a Standard Diploma for students entering the 9<sup>th</sup> grade in 2011-2012 and beyond:**

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2

Mathematics <sup>1</sup>	3	1
Laboratory Science <sup>2,6</sup>	3	1
History and Social Science <sup>3,6</sup>	3	1
Health and Physical Education	2	
Foreign Language, Fine Arts, or Career and Technical Education <sup>7</sup>	2	
Economics and Personal Finance	1	
Electives <sup>4</sup>	4	
Student Selected Test <sup>5</sup>		1
TOTAL	22	6

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> 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.

**Credits required for graduation with a Standard Technical Diploma  
for students entering the 9<sup>th</sup> grade in 2012-2013 and beyond:**

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	3	1
Laboratory Science <sup>2,5</sup>	3	1
History & Social Sciences <sup>3, 5</sup>	3	1
Health and Physical Education	2	
Fine Arts, or Foreign Language	1	
Economics and Personal Finance	1	
Career and Technical Education <sup>4</sup>	4	
Electives	1	
Student Selected Test <sup>6</sup>	1	1
TOTAL	22	6

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

**Credits required for graduation with an Advanced Studies Diploma  
for students entering the 9<sup>th</sup> grade in 2011-2012 and beyond:**

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	4	2
Laboratory Science <sup>2</sup>	4	2
History and Social Sciences <sup>3</sup>	4	2
Foreign Language <sup>4</sup>	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test <sup>5</sup>	1	1
<b>TOTAL</b>	<b>26</b>	<b>9</b>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

<sup>5</sup> 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.

**Credits required for graduation with an Advanced Technical Diploma for students entering  
the 9<sup>th</sup> grade in 2012-2013 and beyond:**

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	4	2
Laboratory Science <sup>2</sup>	4	2
History and Social Sciences <sup>3</sup>	4	2
Foreign Language <sup>4</sup>	3	
Health and Physical Education	2	
Economics and Personal Finance	1	
Fine Arts or Career and Technical Education	1	
Career and Technical Education <sup>5</sup>	3	
Student Selected Test <sup>6</sup>	1	1
<b>TOTAL</b>	<b>26</b>	<b>9</b>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

<sup>5</sup> 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.

<sup>6</sup> 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.

## ALTERNATIVES TO THE STANDARD OR ADVANCED STUDIES DIPLOMAS

### SPECIAL DIPLOMA

Students with disabilities may earn a Special Diploma by completing all the goals of their individual educational plan. This diploma is awarded instead of a Standard Diploma.

Students qualify for the IEP Diploma upon successful completion of a combination of academic and vocational experiences. Students will acquire marketable skills and demonstrate the ability to maintain competitive employment as specified in their individually designed IEP. Students seeking an IEP diploma will have schedules in accordance with their IEP and their final credit completion will be individualized. Students with IEPs may stay in high school up until the age of 22.

### MODIFIED STANDARD DIPLOMA

The Modified Standard Diploma program is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. The student's Individual Education Plan (IEP) team and the student determine eligibility and participation in the Modified Standard Diploma program, where appropriate, at any point after the students' eighth grade year. The school must secure the informed written consent of the parent/guardian and the student to choose this diploma program. The student who chooses to pursue a Modified Standard Diploma is allowed to pursue the Standard or Advanced Studies Diploma at any time throughout that student's high school career. Students pursuing the Modified Standard Diploma must pass Grade 8 Mathematics and Grade 8 English: R/LR SOL Tests.

Modified Standard Diploma Credit and Course Requirements	
Discipline Area	Standard Credits
English	4
Mathematics [Note 1]	3
Science [Note 2]	2
History and Social Science [Note 3]	2
Health and Physical Education	2
Fine or Practical Arts	1

Electives [Note 4]	6
Total	20

NOTE 1: Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and statistics.

NOTE 2: Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics.

NOTE 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.

NOTE 4: Courses to satisfy this requirement shall include a least two sequential electives in the same manner required for the Standard Diploma.

#### ◆Electives

##### **Sequential Electives**

At least two sequential electives are required for the Modified Standard Diploma..

- 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 or Career and Technical Education** - The Modified Standard Diploma contain a requirement for one standard unit of credit in a fine arts or career and technical education course

#### **INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN (ISAEP)**

This program, housed at the Adult Learning Center, provides students with an alternative program for high school completion. Students completing this program will receive a GED as well as demonstrate mastery of the Virginia Workplace Readiness skills. For more details, contact the counseling department.

## COLLEGE CREDIT OPTIONS

### COLLEGE and UNIVERSITY COURSE ENROLLMENT / DUAL CREDIT

The University of Virginia and Piedmont Virginia Community College occasionally allow accelerated high school students to enroll in courses at their institutions during the regular academic year. In general, these special students have exceeded the offerings of the high school in a particular discipline, e.g., completed AP Calculus BC in the junior year and wish to continue studying mathematics beyond that level. The student earns credit from both the college and the high school. The course will be identified on the transcript as college level course and the student will receive a letter grade. A student enrolled in a dual credit course must follow the college guidelines for course credit. Prior to admission to the community college, the student must take community college placement tests. Prior to registration, a student must receive permission from his or her counselor, and the principal, and must complete an application provided by the college. Application materials are available in the Counseling Department. All charges for tuition, books, labs, and supplies are the responsibility of the student. Students must supply their own transportation to and from the college. Students are strongly encouraged to consider all of the curricular and co-curricular offerings available at CHS before enrolling in a course at the University of Virginia or at Piedmont Virginia Community College.

### ARTICULATION COURSE AGREEMENT

The articulation agreement is a formal written document between the high school and community college that identifies specific course competencies that must be successfully completed in order for the student to receive credit for the course at the community college. The course is offered at the high school during the regular day. Acceptance by the community college for successfully completing an articulated course does not mean that the course will transfer to any other institution of higher learning. Prior to admission to Piedmont Virginia Community College, the student must take the community college placement tests.

### DUAL ENROLLMENT

Dual enrollment is defined as credit earned in a college level course that is normally paid for by the high school and is offered during the regular day at the high school. The student earns credit at both the high school and the community college. The teacher must meet Southern Association of Colleges and Schools educational and professional preparation requirements. The course will be identified on the transcript as a college level course. A student enrolled in a dual enrollment course must follow the community college guideline for course credit. The student will receive a letter grade. Prior to admission to Piedmont Virginia Community College, the student must take the community college placement tests. For more information contact your CHS school counselor, Career Coach, or PVCC's Dual Enrollment Coordinator at 434-961-6551

<b>Dual Enrollment Classes for 2012-13</b>				
<b>Charlottesville High School</b>				

Dual Enrollment Class	High School Credit	College Course Name	College Course Code	College Credits
DE English 12	1 English credit	College Composition I College Composition II	ENG 111 ENG 112	3 credits 3 credits Total: 6

DE U.S. Government	1 Social Studies credit	U.S. Government I U.S. Government II	PLS 211 PLS 212	3 credits 3 credits Total: 6
DE Intro. to Criminal Law	1 Elective credit	Introduction to Criminal Law	ADJ 130	3 credits
DE Environmental Science	1 Science credit	Biology of Environment	BIO 107	4 credits
DE Pre-Calculus/ Applied Calculus	1 Math credit	Pre-Calculus I, Applied Calculus I	MTH 163 MTH 271	3 credits 3 credits Total: 6
DE Engineering Drawing/CAD	1 Practical Art credit	Technical Drawing	DRF 140	3 credits
DE Architectural Drawing/CAD	1 Practical Art credit	Architectural Drafting I	ARC 121	3 credits

## **SCHOLARS PROGRAMS**

### **GOVERNOR'S EARLY COLLEGE SCHOLARS PROGRAM**

To qualify for the Early College Scholars program, a student must have a "B" average or better, be pursuing an Advanced Studies or Advanced Technical diploma, and complete at least 15 transferable college credits while enrolled in high school. The Governor's Early College Scholars Agreement must be signed by the student and their parent or legal guardian and returned to the School Counseling office prior to January of the student's senior year. College credits can be earned through Advanced Placement, Dual Enrollment, Dual Credit, and/or Tech Prep courses. Most often, one high school credit equals 3-8 college credits, depending on the course. Students who meet the terms of the agreement are recognized as Early College Scholars and receive a certificate of recognition from the Governor of Virginia. For more information, see: <http://www.doe.virginia.gov/VDOE/senioryearplus/early-college-agreement.pdf>

### **COMMONWEALTH SCHOLARS**

A national program and state-wide business-education partnership designed to promote a rigorous high school curriculum patterned after the recommendation of the National Commission on Excellence in Education. Students who complete at least 2 years of the same World Language, 3.5 Social Studies courses, biology, chemistry and physics, and 3 high school math courses through Algebra II will earn the Commonwealth Scholars designation and be awarded a medallion at graduation.

## **TECHNOLOGY PREPARATION**

### **TECH-PREP**

The Central Virginia Tech Prep Consortium is comprised of Piedmont Virginia Community College and seven local school divisions. Tech Prep is a planned sequence of specific secondary (high school) courses leading to post secondary (college) education, training and employment.

## **Tech Prep Procedure**

A high school student must:

1. Enroll in an approved articulated, dual enrollment or dual credit Tech Prep high school course.
2. Indicate Tech Prep on SOL Tests in their junior or senior year.
3. Earn a grade of 'B' or better in an articulated Tech Prep high school course to receive credit at Piedmont Virginia Community College. A student enrolled in a dual credit or dual enrollment course must follow the community college guidelines for course credit.
4. Complete competencies as listed in specific course and as verified by instructor's signature.
5. Enroll in a degree, certificate or career studies certificate program at Piedmont Virginia Community College within two years of graduation from high school.
6. Take community college placement test in reading, writing and mathematics.
7. Complete application process to Piedmont Virginia Community College (PVCC), submit an official high school transcript indicating the completion of Tech Prep course work and provide documentation of verified competencies to be awarded as credit at PVCC. Piedmont Virginia Community College does not guarantee transfer of an articulated course to another college or university.

### **Programs offered at PVCC:**

Associate in Arts (AA) Associate in Science (AS)  
Associate in Applied Science (AAS)  
Certificate (C)  
Career Studies Certificate (CSC)

To Learn more about Tech Prep ask your **school counselor**; visit the Tech Prep website <http://www.pvcc.vccs.edu>; or contact the Central Virginia Tech Prep Consortium, Piedmont Virginia Community College, Charlottesville, VA 22902 (Phone 434-961-5353).

## **ALTERNATIVE LEARNING OPPORTUNITIES & RELEASES**

### **INDEPENDENT STUDY**

All Independent Study Requests must be submitted **prior to the start of school**, with no exceptions. Independent study provides students with the opportunity to pursue a program of collaborative design between student and teacher. Before beginning an independent study, students must submit a Request for In-School Independent Study to their school counselor that includes the objectives, plan of study, frequency of sponsoring teacher supervision, the expected culminating project or goal, and the resources to be utilized, all of which should be developed with the sponsoring teacher. The following people must approve the Independent Study Request: sponsoring teacher, that teacher's Department Chairperson, the School Counselor, the Counseling Department Chairperson, and the Principal. Both the student and parent/guardian must also sign off on the proposed Independent Study. The following regulations apply to independent study: Required academic subjects may not be completed in an independent study; a student may enroll in only one independent study per year; once approved, these courses appear on the student's transcript as "Independent Study." Independent study courses are graded pass/fail only and are not calculated in the student's grade point average.

### **FLEX CREDIT PROGRAM**

The Flex Credit Program (FCP) is designed to meet the needs of students at Charlottesville High School through online learning. Through a variety of courses at the general, honors, and Advanced Placement levels, students are able to satisfy diploma requirements through individually paced online learning. Enrollment in the program is contingent upon priority level; through an application process with a school counselor, priority is assigned based on enrollment purpose including completion of verified credits, credit recovery for courses in which the students previously failed to earn credit, Advanced Placement coursework not otherwise offered at CHS, and credit recovery for concurrently enrolled classes. Successful students in the program exhibit consistently high individual learning skills, strong personal motivation, and the ability to work independently.

#### **SUMMER SCHOOL**

Summer school courses are offered for enrichment, acceleration, and earning credit for courses not passed during the regular school year. Students who fail courses during the school year are **expected** to attend summer school. Depending on the subject, summer school courses may be available at CHS. The summer session may vary depending on the course, and a fee is charged. All summer school courses will be on-line, with the exception of PE.

#### **SENIOR INTERNSHIP**

Internships are opportunities for students to gain short-term, supervised, practical experience in a given industry or occupation. As interns, students assist professionals and perform typical duties associated with the worker's job. Although temporary, this work/school relationship may lead to part-time or full-time paid employment. An internship program is offered to qualified seniors who have the opportunity to earn a grade and credit through the internship. To arrange an internship, students should obtain an application from a school counselor and submit the completed form to the Vocational Planner who is located in the Office of Career Assessment, Planning and Placement. This will be indicated in a student's schedule as "Senior Internship."

#### **STUDENT APPRENTICESHIP - RELEASE TO WORK**

Student Apprenticeship is a formal training program for youths 16 and older who wish to learn skills related to a specific occupation. Apprenticeships last from one to four years. The student apprenticeship program combines classroom instruction and on-the-job training and results in apprenticeship credit, which is transferable among employers. To arrange a student apprenticeship, students should obtain an application from a school counselor and submit the completed form to the Vocational Planner who is located in the Office of Career Assessment, Planning and Placement. This will be indicated in a student's schedule as "Release to Work."

#### **EDUCATIONAL RELEASE**

Students who are enrolled in classes outside of the Charlottesville City Schools may be granted Educational Release with permission from the school counselor, principal, and associate superintendent. This will be indicated in a student's schedule as "Educational Release."

#### **SENIOR RELEASE**

Seniors (12<sup>th</sup> graders) in good standing, who have completed most graduation requirements and are on track to graduation, can apply for "Senior Release." A parent, counselor, and the principal must all agree to granting a "Senior Release."

#### **WALK - CREDIT RECOVERY and ALTERNATIVE LEARNING PROGRAM**

WALK is a Credit Recovery Program and Alternative Learning Program that is intended for the following groups of students (in this order of priority):

1. 4<sup>th</sup> year students who would not graduate on time without the recovery of additional credits.
2. 2<sup>nd</sup> and 3<sup>rd</sup> year students who have been retained and may not graduate on time without the recovery of credits.
3. 2<sup>nd</sup> and 3<sup>rd</sup> year students who have failed courses and are trying to catch up so that on-time graduation does not become a concern.
4. Students of any grade level who have failed courses required to earn an Advanced Studies Diploma.

It is expected that students in WALK will still be attending the majority of their classes in mainstream courses. Students can be referred for the program by a teacher, administrator, parent, counselor, or by self-referral.

WALK runs from 8:45 a.m. - 3:35 p.m. Monday through Friday. Courses are taken on-line. The courses are self-paced and usually take a number of weeks to complete. Attendance will be taken, and students are expected to notify the program supervisor if they will be absent. Students with excessive absences or discipline issues will be removed from the program.

The following steps should be followed in requesting approval to enroll in WALK:

1. WALK referral form completed by school counselor.
2. Referral approved by WALK program coordinator and School Counseling Dept. chairperson
3. Agreement of student and parent to enroll in program
4. The school counselor will notify the WALK supervisor and change the class schedule.

## **CAREER PLANNING**

### **CAREER PATHWAYS**

Students should choose a career path that blends their values, interests and abilities, and which leads to the achievement of personal, educational and career goals. The selection of a career path is a cooperative effort that involves the student, parent, teachers and counselors. Students are not locked into a path or program of study but are encouraged to explore all available opportunities.

A career path outlines the high school courses required for a standard diploma, recommends career and technical studies electives, and shows related community college and college programs leading to successful career entry and advancement.

The selection of a career pathway is a cooperative effort involving the student, parents, teachers and counselors. For more information about the Career Planning, please refer to the following websites:

Virginia Wizard - <https://www.vawizard.org/vccs/Main.action>

Virginia Career View and the Kuder Career Planning System - <http://www.vaview.vt.edu/>

RU Ready - <http://www.doe.virginia.gov/VDOE/Instruction/CTE/ruready.html>

Other Resources on the Internet include:

<http://www.doe.virginia.gov/VDOE/Instruction/CTE/careerclusters/>

<http://www.sreb.org/programs/hstw/career/UsingIndustryCertification.asp>

### **CAREER FAMILIES**

Career families are a way of grouping occupations that have a core of common knowledge and skills, which result in an economy-driven industry and occupational framework for organizing careers. Career areas included in these

career families are varied and require different levels of preparation and skills, ranging from a high school diploma to a college degree.

Careers representing those of the 21<sup>st</sup> century have been divided into career families. The Virginia Department of Education Office of Career and Technical Education Services identifies 16 Career Families that have a common core of knowledge and skills. **Virginia's career families align with career clusters from the United States Department of Education, and are listed as follows:**

<b>16 CAREER FAMILIES</b>		
<b>Family</b>	<b>Possible Careers</b>	<b>Relevant Courses</b>
<b>Agriculture and Natural Resources:</b> Growing plants, harvesting crops, raising and training animals, the health of plants and animals, use of natural resources, and management of agricultural businesses and goods.	Farmer, agriculture scientist, veterinarian, veterinarian assistant, forester, landscaper, nursery worker, environmentalist.	Earth Science Ecology Environmental Science Geology Biology, II, AP Algebra, Functions and Data Analysis AP Statistics <b>CATEC</b> Horticulture Sciences/Landscaping
<b>Architecture and Construction:</b> Design, planning, managing, building, and maintenance of physical structures: roadways and bridges, industrial, commercial, and residential facilities and buildings.	Architect, carpenter, electrician, roofer, brick mason, surveyor, plumber, heating and air conditioning mechanic.	Algebra III AP Statistics AP Calculus Art I, II Mechanical Drawing/CAD Architectural Drawing/CAD Engineering Drawing/CAD Technology Foundations Technology Transfer Physics, AP Technical Theatre <b>CATEC</b> Masonry Residential Construction I, II Residential Electricity I, II Computer Aided Drafting & Design
<b>Arts, Audio/Video, and Communication Services:</b> Designing, producing, exhibiting, performing, writing, and publishing multimedia content (e.g., visual, performing arts and design, journalism, and entertainment services).	Camera operator, photographer, journalist, dancer, actor, director, musician, producer, painter, newscaster, web page designer, advertiser, public relations, editor.	Art I, II Studio Art AP Portfolio Studio Art Basic Photography Television Production Video and Media Technology Commercial Photography Digital Photography Fashion Design & Merchandise Humanities Creative Writing KTR (Newspaper) Yearbook Publication Shakespeare in Performance Public Speaking Film Study Comparative Religions Internet Marketing/Web Design Chorus I,II Show Choir Charlottesville Singers Symphonic Band WW Symphonic Band BP Marching Knights Concert Orchestra Jazz, String, Wind Ensembles Class Piano Music Theory Introduction to Piano Introduction to Theater Acting

		Charlottesville Players Technical Theater Psychology I, AP <b>CATEC</b> Music Industry Technology
<b>Family</b>	<b>Possible Careers</b>	<b>Relevant Courses</b>
<b>Business and Administration:</b> Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and business management support services.	Secretary, legal and medical secretary, general manager, executive, financial manager.	Economics and Personal Finance AP Statistics Algebra, Functions and Data Analysis Computer Mathematics Marketing Marketing Co-op Education for Employment Digital Input Technologies Fashion Marketing Internet Marketing/Web Design Sports, Entertainment, and Recreation Marketing Public Speaking Economics, AP Leadership
<b>Education and Training:</b> Planning, administering, managing, providing education, training services; related learning support services (e.g., library, information services, child care, counseling services) including preparatory medical training in educational settings.	Teacher, curriculum developer, child care worker, educational administration & counseling, librarian, college professor.	Early Childhood Development Child Development/Parenting Psychology AP Psychology Public Speaking Leadership Introduction to Theater Acting Charlottesville Players
<b>Finance:</b> Banking, investment, financial planning, economics, and insurance services, including managing and planning for firms and businesses involved in such services.	Banking, insurance services, stockbroker, financial planner, and accountant, insurance adjuster, actuary.	Economics, AP Economics and Personal Finance Leadership Algebra III Algebra, Functions and Data Analysis Computer Mathematics AP Statistics AP Calculus
<b>Public Administration/Government Services:</b> Planning, managing, and providing government, legislative, administrative, and regulatory services, government services at the federal, state, and local levels such as public finance.	Chief executive, legislator, county employee, postal employee.	Office Administration Economics and Personal Finance Marketing Algebra, Functions and Data Analysis African-American History Psychology AP Psychology Public Speaking AP European History Economics, AP Leadership
<b>Health Science:</b> Planning, managing, and providing diagnostic, therapeutic, treatment, research, and information services related to the physical and mental health of humans.	Physician, dentist, dental hygienist, dietician, nurse, nurse aide, occupational therapist, radiology technician, registered.	Health & Medical Science I,II Nutrition & Wellness Early Childhood Development Child Development/Parenting Biology, II, AP Chemistry, AP Algebra, Functions and Data Analysis Algebra III AP Calculus Athletic Training Sports Medicine <b>CATEC</b> Nurse's Aide Dental Assistant Pharmacy Technician Emergency Medical Technician /Firefighting

<b>Family</b>	<b>Possible Careers</b>	<b>Relevant Courses</b>
<p><b>Hospitality and Tourism:</b> Provision of lodging, food, recreation, convention, tourism, travel and related planning and support services.</p>	<p>Tour guide, chef, food service manager, resort employee, coach, and professional athlete.</p>	<p>Nutrition &amp; Wellness  Hospitality and Tourism Management  Marketing &amp; Marketing Co-op  Internet Marketing/Web Design  Fashion Marketing  Algebra, Functions and Data Analysis  Humanities  Sports, Entertainment, and Recreation Marketing  Public Speaking  Leadership  <b>CATEC</b>  Culinary Arts</p>
<p><b>Human Services:</b> Promoting and providing family and community relations and wellness, including family and work issues, religious services, care for the elderly, and social work.</p>	<p>Social worker, recreation worker, residential counselor, juvenile, marriage &amp; family therapist, substance abuse counselor.</p>	<p>Child Development/Parenting  Life Planning  Early Childhood Development  Nutrition and Wellness  Resource Management  Psychology  AP Psychology  African-American History  Health &amp; Medical Science I, II  Public Speaking  Comparative Religions  Leadership  Sports Medicine  <b>CATEC</b>  Nursing Assistant  Dental Assistant  Pharmacy Technician  Emergency Medical Technician /Firefighting</p>
<p><b>Information Technology:</b> Design, development, management, maintenance, and operation of computer, information, communication, and technology networks, including related hardware and software.</p>	<p>Computer programmer, computer engineer, database administrator, network systems and data communication analyst, computer support specialist.</p>	<p>Digital Input Technologies  Internet Marketing/Web Design  Computer Mathematics  Algebra III  AP Calculus  Computer Science I  AP Computer Science  Physics, AP  <b>CATEC</b>  Residential Electricity I, II</p>
<p><b>Law and Public Safety:</b> Police work, the law and legal services, the judicial (court) system, the study and detention of criminals, and fire protection.</p>	<p>Corporate lawyer, criminal investigator, detective, fish and game warden, firefighter, police officer, correctional officer, security guard.</p>	<p>Health &amp; Medical Science I, II  Psychology  AP Psychology  Leadership  <b>CATEC</b>  Emergency Medical Tech/Firefighter</p>
<p><b>Manufacturing:</b> Creating intermediate and finished products from raw materials; includes managing, planning, and performing the production of various items by operating machinery and industrial support activities (e.g., as production planning, control and maintenance).</p>	<p>Production worker, nuclear machine operator, cabinet maker, supervisor.</p>	<p>Technology Foundations  Technology Transfer  Mechanical Drawing/CAD  Engineering Drawing/CA  Algebra, Functions and Data Analysis  Computer Mathematics  Algebra III  Economics  AP Economics  Physics, AP  <b>CATEC</b>  Auto Body  Residential Electricity I, II  Computer Aided Drafting &amp; Design</p>

<b>Family</b>	<b>Possible Careers</b>	<b>Relevant Courses</b>
<b>Retail/Wholesale Sales and Service:</b> Marketing, advertising, promoting, selling merchandise; managing retail establishments, making merchandise-specific repair, and providing personal services (e.g., cosmetics, hairstyling, funeral services) to consumers.	Wholesale or retail buyer, cashier, salesperson, manicurist, cosmetologist, travel agent, interior designer.	Economics and Personal Finance Marketing & Marketing Co-op Internet Marketing/Web Design Fashion Design & Merchandise Fashion Marketing Sports, Entertainment, and Recreation Marketing Algebra, Functions and Data Analysis Computer Mathematics Public Speaking Economics, AP Commercial Photography  <b>CATEC</b> Barbering Cosmetology Culinary Arts
<b>Scientific Research and Engineering:</b> Engineering, related technologies, scientific research and application of scientific principles in all the natural sciences (e.g., biology, chemistry, earth science, and physics) and social sciences (e.g., economics, sociology, geography archeology, anthropology).	Chemical and civil engineer, geologist, computer hardware engineer, atmospheric and space scientist.	Technology Foundations Technology Transfer Mechanical Drawing/CAD Engineering Drawing/CAD Computer Science I AP Computer Science Algebra III Algebra, Functions, & Data Analysis AP Calculus & BC/Multi. AP Statistics Earth Science Biology, II, AP Chemistry, AP Physics, AP Environmental Science Ecology Geology Commercial Photography <b>CATEC</b> Residential Electricity I, II Computer Aided Drafting & Design
<b>Transportation, Distribution, and Logistics:</b> Planning, managing movement of people, materials and goods by road, pipeline, air, rail, and water; related professional and technical support services (e.g., transportation planning and management, logistics services, and mobile equipment and facility maintenance).	Airline pilot, flight engineer, truck driver, motorcycle mechanic, flight attendant, automotive service technician, farm equipment mechanic.	Technology Foundations Technology Transfer Mechanical Drawing/CAD Algebra, Functions and Data Analysis Computer Mathematics Algebra III Economics AP Economics Physics, AP <b>CATEC</b> Auto Body Technology Automotive Technology

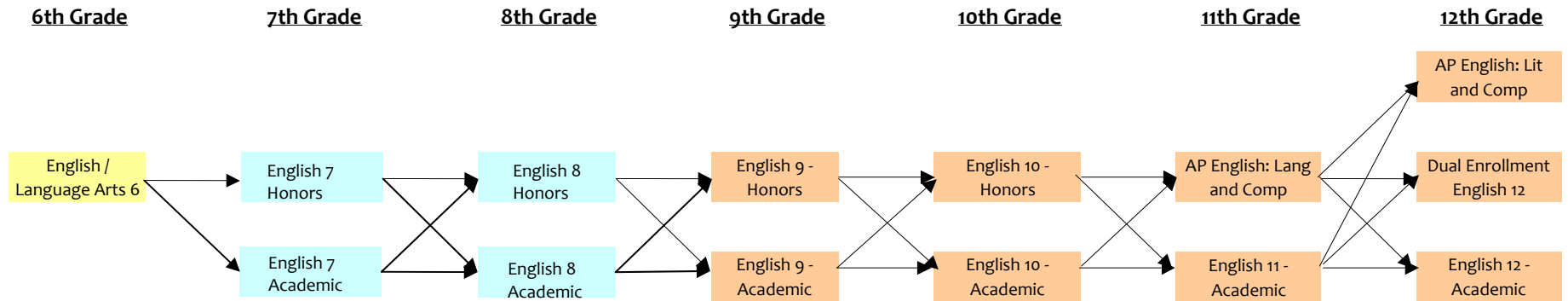
**Career and Technical Education Sequential Electives (as identified by the Virginia DOE) and Program Completer Options for Charlottesville High School and the Charlottesville Albemarle Technical Education Center are identified and listed within this program planning guide under Career and Technical Education.**

- Skills developed in core **English, mathematics, science, and social studies** courses are useful in all professions.
- Knowledge of **Computer Processing & App.** and **Computer Information Systems** is required for most professions.
- Knowledge of a **World Language** is useful for most professions. CHS offers **Spanish, French, Latin, and German.**
- **CATEC Exploratory** is open to tenth graders.
- **Cooperative Work Experience Program (CEWAT)** may be available to students to further explore their career interests.
- The **Senior Internship Program** is available to all seniors who are interested in developing skills related to their long-range career goals in any career family.

# ENGLISH

The English program is designed to help students learn to write and speak clearly and effectively, think critically and analytically, and read and examine literature from a variety of genres and cultures. Discover the world of literature with us, refine your writing, and polish your oral communication skills. Proficiency in reading, writing, listening, speaking, and research skills enables students to gain information and use knowledge to make meaningful connections between their lives and their academic disciplines.

# English Sequence of



Note:

- SOL tests are administered in 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades.

# Course Descriptions and Course Options

## WALKER UPPER ELEMENTARY SCHOOL COURSE OFFERINGS

**1106/1109            ENGLISH/LANGUAGE ARTS 6**

Credit:            1 Middle School Credit

Grade:            6

Assessment:      SOL TEST

Prerequisite:     None

*Sixth grade English/Language Arts curriculum goals begin with the English Standards of Learning. The program encompasses reading, writing, and oral language. Reading includes fiction, non-fiction, and poetry. Students improve comprehension by using reading strategies such as questioning, making inferences, confirming or revising predictions, making connections, monitoring and clarifying, and creating mental images. Word study includes learning new vocabulary along with studying word roots, prefixes, and suffixes. Students become better writers by planning, drafting, revising, and editing narratives, descriptions, and explanations while focusing on organization, ideas, word choice, sentence fluency, voice, and mechanics. Students enhance their language skills by learning and practicing the correct use of spelling, grammar, capitalization, punctuation, and usage.*

## BUFORD MIDDLE SCHOOL COURSE OFFERINGS

**1110-1111 ENGLISH 7 (Academic and Honors options available)**  
Credit: 1 Middle School Credit  
Grade: 7  
Assessment: SOL TEST  
Prerequisite: Completion of English 6; Summer reading assignment of two selections and journal

*Using the Standards of Learning as its foundation, this course will continue to develop student skills in reading comprehension. A variety of fiction, nonfiction, informational, and poetry will be read to enhance those skills. Students will become more independent and analytical with the text. The student will increase proficiency in the use of print and electronic informational resources. Students will continue to develop oral communication skills becoming more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. Improvement in writing is achieved through frequent opportunities to apply narrative, persuasive, expository, and informational modes of composition. Students will continue to study the structure of words through the study of Latin and Greek roots and strategies for vocabulary in context.*

**1120-1121 ENGLISH 8 (Academic and Honors options available)**  
Credit: 1 Middle School Credit  
Grade: 8  
Assessment: SOL TEST  
Prerequisite: Completion of English 7; Summer reading assignment of two selections and journal

*Using the Standards of Learning as its foundation, students will continue to develop critical and creative thinking, problem solving, communication, and reading and writing skills. A variety of literature will be read including classic and contemporary fiction, drama, poetry, narrative nonfiction, and informational text with an emphasis on describing themes and main ideas, interpreting cause-effect relationships, making inferences, and drawing conclusions. There will an emphasis on writing in a variety of forms including narrative, expository, persuasive, and informational. Students will continue to develop vocabulary with attention to connotations and figurative language. Students will learn and apply interviewing techniques. Students will take both the Grade 8 Reading and Writing SOL tests.*

**1182 READ 180**  
Credit: 1 Middle School Credit  
Grade: 7 or 8  
Prerequisite: **Teacher Recommendation**

*READ 180 is an intensive reading intervention program that focuses on the needs of students who have comprehension challenges. This program uses instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. This course is designed for students who are reading below grade level or have gaps in their background knowledge. This course is offered in addition to English class, not in place of English class.*

**1183**

**READING**

Credit: 1 Middle School Credit

Grade: 7 or 8

Prerequisite: **Teacher Recommendation**

*This is an intensive remediation course for students who have significant gaps in their ability to decode. A student may be enrolled in this class for a semester or a full year depending on the student's progress. This course is offered in addition to English class, not in place of English class.*

## CHARLOTTEVILLE HIGH SCHOOL COURSE OFFERINGS

(ALL CHS ENGLISH COURSES WILL BE OFFERED AS BLOCK CLASSES WITH THE EXCEPTION OF EARLY MORNING)

**1130H**                    **ENGLISH 9-Honors**

**1130HE**                  **ENGLISH 9-Honors (Early Morning)**

Credit:                1 English Credit

Grade:                9

Prerequisite:        High level of achievement in English 8

Required:            Summer Reading Assignment: 3 selections

*Do you love English? Do you want to experience the world through Greek mythology, Steinbeck, and Dickens? This course will focus intensively on independent reading, extended writing assignments, and oral communication skills. This is a rigorous course designed for highly-motivated freshmen who have a keen interest in English and have demonstrated a high level of achievement in previous English courses. Students must be capable of reading a novel independently and writing a two-page literary analysis.*

**1130**                    **ENGLISH 9**

Credit:                1 English Credit

Grade:                9

Prerequisite:        Completion of English 8

*Do you want an English class that will prepare you for a four-year college, a community college, or the working world? From Shakespeare to Of Mice and Men, this English class will help you polish your writing skills, increase your vocabulary, enhance your reading comprehension, and improve your oral communication skills. This course includes both independent and guided reading assignments, substantive essay practice, grammar instruction, and class discussions.*

**1130**                    **ENGLISH 9 - Unleveled**

Credit:                1 English Credit - honors level option

Grade:                9

Prerequisite:        Completion of English 8

*This honors option class is open to all ninth graders who have passed their 8<sup>th</sup> grade English SOL. All students will participate in rigorous reading and writing activities. To gain honors credit student must read three books from the AP English Literature list during the course of the year, opt to take the honors midterm and final exams, and complete an honors English project - to be worked on throughout the year and handed in during the final quarter.*

**1130F**                  **ENGLISH 9 (Fall)**

Credit:                1 English Credit

Grade:                9

Prerequisite:        Completion of English 8

*Do you want an English class that will prepare you for a four-year, community college, or working world experience? From Shakespeare to Of Mice and Men, this English class will help you polish your writing skills, increase your vocabulary, enhance your reading comprehension, and improve your oral*

communication skills. This course includes both independent and guided reading assignments, substantive essay practice, grammar instruction, and class discussions. **NOTE: This class will meet using the semester block model.**

**1140H ENGLISH 10-Honors**

**1140HE ENGLISH 10 - Honors (Early Morning)**

Credit: 1 English Credit

Grade: 10

Prerequisite: High level of achievement in English 9 or English 9-Honors

Required: Summer Reading Assignment: 3 selections

*Do your strengths lie in reading and writing? Have you demonstrated a high level of achievement in previous English courses? In this class you will study literature from Africa to South America, hone your critical thinking skills, work on both group and individual projects, enhance your use of technology in the classroom, and participate in rigorous literary analysis. Students must be capable of reading a novel independently and writing a two-page literary analysis.*

**1140 ENGLISH 10**

Credit: 1 English Credit

Grade: 10

Prerequisite: Completion of English 9

*Study the Globe Theatre, learn about the Holocaust in Elie Wiesel's Night, and enjoy political satire in Orwell's Animal Farm. Ready to tackle Shakespeare, learn about literature in other cultures, and perform plays aloud? This course will help students prepare for the SOL test, develop their writing skills, and practice for the SAT. Students will read and write extensively and will prepare for the rigors of post-high school education and the working world.*

**1140F ENGLISH 10 (Fall)**

Credit: 1 English Credit

Grade: 10

Prerequisite: Completion of English 9

*Study the Globe Theatre, learn about the Holocaust in Elie Wiesel's Night, and enjoy political satire in Orwell's Animal Farm. Ready to tackle Shakespeare, learn about literature in other cultures, and perform plays aloud? This course will help students prepare for the SOL test, develop their writing skills, and practice for the SAT. Students will read and write extensively and will prepare for the rigors of post-high school education and the working world. **NOTE: This class will meet using the semester block model.***

**1140S ENGLISH 10 (Spring)**

Credit: 1 English Credit

Grade: 10

Prerequisite: Completion of English 9

*Study the Globe Theatre, learn about the Holocaust in Elie Wiesel's Night, and enjoy political satire in Orwell's Animal Farm. Ready to tackle Shakespeare, learn about literature in other cultures, and perform plays aloud? This course will help students prepare for the SOL test, develop their writing skills, and practice for the SAT. Students will read and write extensively and will prepare for the rigors of post-high school education and the working world. **NOTE: This class will meet using the semester block model.***

**1196 AP ENGLISH LANGUAGE AND COMPOSITION**

Credit: 1 English Credit

Grade: 11

Assessments: SOL TESTS (Reading and Writing) and the AP Language and Composition Examination

Prerequisite: High level of achievement in English 10 or English 10-Honors

Required: Summer reading assignment: 4 selections.

Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved and individual policies of colleges and universities.

*This course is designed to challenge the highly-motivated student who wishes to experience college-level work while still in high school. Students will become skilled readers of prose written in a variety of periods, genres, and contexts, and will write in a variety of modes and for a variety of purposes. Students will read 12 novels independently throughout the year. Participants will study American literature, both classical and contemporary, and focus on synthesis, rhetoric, and literary movements.*

**1150 ENGLISH 11**

Credit: 1 English Credit

Grade: 11

Assessment: SOL TEST (Reading and Writing)

Prerequisite: Completion of English 10

*Prepare for the SOL tests in reading and writing. Write a research paper. Study an autobiography, a play, poetry, and several novels. This course is designed for students who have an interest in either college or the working world.*

**1150F ENGLISH 11 (Fall)**

Credit: 1 English Credit

Grade: 11

Assessment: SOL TEST (Reading and Writing)

Prerequisite: Completion of English 10

*Prepare for the SOL tests in reading and writing. Write a research paper on a favorite American author. Study an autobiography, a play, poetry, and several novels. This survey of American literature course is designed for students who have an interest in either college or the working world. **NOTE: This class will meet using the semester block model.***

**1150S ENGLISH 11 (Spring)**

Credit: 1 English Credit  
Grade: 11  
Assessment: SOL TEST (Reading and Writing)  
Prerequisite: Completion of English 10

*Prepare for the SOL tests in reading and writing. Write a research paper. Study an autobiography, a play, poetry, and several novels. This course is designed for students who have an interest in either college or the working world. NOTE: This class will meet using the semester block model.*

**1195 AP ENGLISH LITERATURE AND COMPOSITION**

Credit: 1 English Credit  
Grade: 12  
Assessment: AP English Literature Examination  
Prerequisite: High level of achievement in English 11 or AP English Language and Composition

Required: Summer Reading Assignment: 4 selections

Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities. *This course is designed to challenge the highly-motivated student who wishes to experience college-level work while still in high school. Students read and analyze British literature from the eighth century to the present.*

**1600 DUAL ENROLLMENT ENGLISH 12**

Credit: 1 English Credit, 6 community college credit hours with a grade of "C" or higher  
Grade: 12  
Prerequisite: High level of achievement in English 11, AP English Language and Composition. Passing score on the PVCC COMPASS test.

Required: Summer Reading Assignment: 3 selections.

*This is an entry-level freshman composition class which will use PVCC curriculum and textbooks. The course will encompass a survey of British literature and will focus on writing for a particular audience in a variety of modes. Successful completion of the course will earn college transfer credit to many in-state institutions. This course is designed to challenge highly-motivated students who wish to earn college credit while still in high school.*

**1160 ENGLISH 12**

Credit: 1 English Credit  
Grade: 12

Prerequisite: Completion of English 11

*Visit the Globe Theatre and Victorian England through the written word! Study Beowulf, Hamlet, and Lord of the Flies. Understand the different genres in British literature. This course will focus on college applications, understanding and analyzing British literature, and essay writing. Students will polish their writing skills to prepare for college or the working world, and learn about different career choices from exciting guest speakers. Students will also prepare a resume and cover letter and create a portfolio for colleges and/or future employers. This course is designed for students who wish to pursue college, employment, or a technical field after graduation.*

**1160V ENGLISH 12 (Virtual)**

Credit: 1 English Credit

Grade: 12

Prerequisite: Completion of English 11

*Visit the Globe Theatre and Victorian England through the written word! Study Beowulf, Hamlet, and Lord of the Flies. Understand the different genres in British literature. This course will focus on college applications, understanding and analyzing British literature, and essay writing. Students will polish their writing skills to prepare for college or the working world, and learn about different career choices from exciting guest speakers. Students will also prepare a resume and cover letter and create a portfolio for colleges and/or future employers. This course is designed for students who wish to pursue college, employment, or a technical field after graduation.*

**1160S ENGLISH 12 (Spring)**

Credit: 1 English Credit

Grade: 12

Prerequisite: Completion of English 11

*Visit the Globe Theatre and Victorian England through the written word! Study Beowulf, Hamlet, and Lord of the Flies. Understand the different genres in British literature. This course will focus on college applications, understanding and analyzing British literature, and essay writing. Students will polish their writing skills to prepare for college or the working world, and learn about different career choices from exciting guest speakers. Students will also prepare a resume and cover letter and create a portfolio for colleges and/or future employers. This course is designed for students who wish to pursue college, employment, or a technical field after graduation. **NOTE: This class will meet using the semester block model.***

**1399 PUBLIC SPEAKING**

Credit: 1 Elective Credit

Grade: 9,10,11,12

*During the course of their adventure in Public Speaking, students will develop increased comfort with public speech and will gain practice in the art of speaking to entertain, inform, and persuade. As we experiment with wordsmithing and speech performance mastery, students will obtain skills that will help them in areas ranging from classroom presentations, to large group public address, to college and job interviews.*

**1171F CREATIVE WRITING I**

Credit: 0.5 Elective Credit (Fall)

Grade: 9, 10, 11, 12

Prerequisite: None

*This course is designed for students with a special interest and ability in writing who wish to keep journals; share their work both orally and with peer revision groups; enter writing contests; and write Creative Nonfiction, Poetry, and Fiction. Students should have demonstrated both interest and competence in previous English classes.*

**1171V CREATIVE WRITING I (Virtual)**

Credit: 0.5 Elective Credit (Fall)

Grade: 9, 10, 11, 12

Prerequisite: None

*This course is designed for students with a special interest and ability in writing who wish to keep journals; share their work both orally and with peer revision groups; enter writing contests; and write Creative Nonfiction, Poetry, and Fiction. Students should have demonstrated both interest and competence in previous English classes.*

**1171S                    CREATIVE WRITING II**

Credit:                0.5 Elective Credit (Spring)

Grade:                9, 10, 11, 12

Prerequisite: None

*This course is designed for students with a special interest and ability in writing who wish to keep journals; share their work both orally and with peer revision groups; enter writing contests; and explore Playwriting, Songwriting, and Mixed Genre. Students in this course will publish Graffiti, the school literary magazine.*

**1221                    KNIGHT-TIME REVIEW (KTR)**

Credit:                1 Elective Credit

Grade:                10, 11, 12

Prerequisite: English 9-Honors or English 9-Academic and completion of the course application

To be considered, students must submit an application by the established deadline. Late applications will be considered on a space-available basis only.

Required:            After-school and weekend layout sessions approximately once a month

Enrollment:        Limited to 20 students

*Students in this course are responsible for the production of a twelve-to-sixteen-page newspaper every five weeks. Students learn the steps of newsmagazine financing, writing, editing, layout, photography, and publication.*

**1222                    YEARBOOK PUBLICATION I**

Credit:                1 Elective Credit (Block or Single)

Grade:                9, 10, 11

Prerequisite: No prerequisite, however interested students should demonstrate an interest in journalistic writing, online publication, digital layout design and/or photography.

Required:            Attendance at after-school layout sessions approximately once a week, and weekend layout sessions approximately once a month. Advertising sales in the community to be completed after school or on the weekends. Ability to work independently and as a team.

Enrollment:        Limited to 20 students

*Students in the introductory yearbook course learn the required elements of yearbook production including basic photography, advertising design and layout, fundamental business techniques, online publication production, and journalistic writing. Activities include advertising, layout planning, photography, copy writing, and proofing. This course is a prerequisite for Yearbook Publication 2 and Yearbook Publication 3.*

**1223                    YEARBOOK PUBLICATION II**

Credit:                1 Elective Credit (Block or Single)

Grade:                10, 11, 12

Prerequisite: Yearbook Publication I

Required: Recommendation of yearbook advisor. Advisor at after-school layout sessions approximately once a week, and weekend layout sessions once a month. Advertising sales in the community during first semester to be completed after school or on the weekends, and attendance at events outside of normal school hours.

Enrollment: Limited to 20 students

*Students in this course are responsible for production of the Charlottesville High School Yearbook, The Chain. Students are responsible for designing and selling ads, managing the business of the yearbook class, photographing school related events, designing online publications and spreads, videography, and journalistic writing related to the yearbook. This course provides students with hands-on experience in journalism, publication, mass communication, business, finance, and leadership. Students in this course may serve in leadership roles within the class.*

**1224 YEARBOOK PUBLICATION III**

Credit: 1 Elective Credit (Block or Single)

Grade: 11, 12

Prerequisite: Yearbook Publication I and II

Required: Recommendation of yearbook advisor. Advisor at after-school layout sessions approximately once a week, and weekend layout sessions once a month. Advertising sales in the community during first semester to be completed after school or on the weekends, and attendance at events outside of normal school hours. Training of new yearbook staff members.

Enrollment: Limited to 20 students

*Students in this course are responsible for production of the Charlottesville High School Yearbook, The Chain. This course is for junior and senior level publication staff members. Students are **required** to fill an editor's position or take a leadership role on the publication staff. Students plan a yearbook ladder, complete various spreads and assignments, copy, edit and complete a portfolio of work. Students master advanced layout and design of desktop publishing, digital imagery, and business marketing. This course provides students with hands-on experience in journalism, publication, mass communication, finance, and leadership.*

**1446S FILM STUDY I: Movie Classics**

Credit: 0.5 Elective Credit (Fall)

Grade: 10, 11, 12

Prerequisite: Completion of English 9 Academic or English 9-Honors

*This course will focus on the study and appreciation of classic cinema. The course will not only focus on deepening student understanding and appreciation for movies but also how they offer an avenue in to the study of history, art, music, dance, philosophy, and religion.*

**1446S FILM STUDY II: Masters of Modern Film**

Credit: 0.5 Elective Credit (Spring)

Grade: 10, 11, 12

Prerequisite: Completion of English 9 Academic or English 9-Honors

*This course will focus on the study and appreciation of classic cinema. The course will not only focus on deepening student understanding and appreciation for movies but also how they offer an avenue into the study of history, art, music, dance, philosophy, and religion.*

**1519F SATIRE (Fall)**

Credit: 0.5 Elective Credit  
Grade: 10, 11, 12  
Prerequisite: None

*This course will give students an in-depth look at what satire is, what it is not, how it works, and why it is necessary to a world run by fallible human beings. The courses will examine satirical literature, art, film, television, and music.*

**1519S SATIRE (Spring)**

Credit: 0.5 Elective Credit  
Grade: 10, 11, 12  
Prerequisite: None

*This course will give students an in-depth look at what satire is, what it is not, how it works, and why it is necessary to a world run by fallible human beings. The courses will examine satirical literature, art, film, television, and music.*

**1180AF  
1180BF  
1180CF**

**DECODING AND COMPREHENSION ADVANCEMENT (Fall)**

Credit: 0.5 Elective Credit  
Grade: 9, 10, 11  
Prerequisite: None

*This course will improve fluency, spelling, reading speed, and a student's ability to sound out words. The class will take a phonics based approach to help students have strong skills for sounding our unfamiliar words. Students will build vocabulary using Word Study methodology. The class will improve fluency and speed through sustained silent reading and read-alouds. The course will target students' individual reading needs. The course will also enhance writing and spelling skills and help students develop reading habits that will help them be successful in high school and beyond.*

*When selecting which reading course is most appropriate, the following data sources and recommended placements should be consulted:*

Course	Beginning Decoding Survey	Advanced Decoding Survey	WCPM	Accuracy	SOL	Lexile
1180AF	< 45/50	< 14/30	< 100	< 90%	< 400 Eng 8	< 1000
1180BF	< 48/50	<20/30	<130	<94%	<400 Eng 8	< 1000
1180CF	<23/50	<140	<140	<97%	<400 Eng 8	< 1100

**1180S                   DECODING AND COMPREHENSION ADVANCEMENT  
(Spring)**

Credit:               0.5 Elective Credit

Grade:               9, 10, 11

Prerequisite:   None

*This course will improve fluency, spelling, reading speed, and a student's ability to sound out words. The class will take a phonics based approach to help students have strong skills for sounding out unfamiliar words. Students will build vocabulary using Word Study methodology. The class will improve fluency and speed through sustained silent reading and read alouds. The course will target students' individual reading needs. The course will also enhance writing and spelling skills and help students develop reading habits that will help them be successful in high school and beyond.*

*When selecting which reading course is most appropriate, the following data sources and recommended placements should be consulted:*

Course	Beginning Decoding Survey	Advanced Decoding Survey	WCPM	Accuracy	SOL	Lexile
1180AS	< 45/50	< 14/30	< 100	< 90%	< 400 Eng 8	< 1000
1180BS	< 48/50	<20/30	<130	<94%	<400 Eng 8	< 1000
1180CS	<23/50	<140	<140	<97%	<400 Eng 8	< 1100

**1181F                   ADVANCED READING (Fall)**

Credit:               0.5 Elective Credit

Grade:               9, 10, 11, 12

Prerequisite:   None

*This course will focus on improving reading comprehension as well as thinking and writing skills using Reader's and Writer's workshop methodology. The course will have a heavy focus on improving vocabulary to ensure students' success on the 11th Grade Reading and Writing SOL as well as the SAT. The course is designed to meet students' individual needs in order to help them improve their fluency, speed, spelling, and decoding abilities. The course will also enhance writing skills and help students develop reading habits and testing taking skills that will help them be successful in high school and beyond. When selecting which reading course is most appropriate, the following data sources and recommended placements should be consulted:*

Course	Grade Level	SOL	English Benchmarks	Lexile
1181AF	11 <sup>th</sup> or 12 <sup>th</sup>	<400 Eng 8 or Eng 11	< 60 on Eng 10 or 11	< 1100
1181BF	9 <sup>th</sup> or 10 <sup>th</sup>	<400 Eng 8	< 60 on Eng 9	< 1000

**1181S                    ADVANCED READING (Spring)**

Credit:                0.5 Elective Credit

Grade:                9, 10, 11, 12

Prerequisite:        None

*This course will focus on improving reading comprehension as well as thinking and writing skills using Reader's and Writer's workshop methodology. The course will have a heavy focus on improving vocabulary to ensure students' success on the 11th Grade Reading and Writing SOL as well as the SAT. The course is designed to meet students' individual needs in order to help them improve their fluency, speed, spelling, and decoding abilities. The course will also enhance writing skills and help students develop reading habits and testing taking skills that will help them be successful in high school and beyond. When selecting which reading course is most appropriate, the following data sources and recommended placements should be consulted:*

Course	Grade Level	SOL	English Benchmarks	Lexile
1181AS	11 <sup>th</sup> or 12 <sup>th</sup>	<400 Eng 8 or Eng 11	< 60 on Eng 10 or 11	< 1100
1181BS	9 <sup>th</sup> or 10 <sup>th</sup>	<400 Eng 8	< 60 on Eng 9	< 1000

**0130AF                    WRITING LAB (Fall)**

Credit:                .5 Elective Credit

Grade:                9, 10, 11

Prerequisite:        Concurrent enrollment in English 9, 10, 11 (Academic)

*In this course, students will work with under the supervision of an English teacher to improve their writing skills and prepare to perform successfully on the EOC Writing test. This course may be taken concurrently with ESL and reading electives.*

**0130AS                    WRITING LAB (Spring)**

Credit:                .5 Elective Credit

Grade:                9, 10, 11

Prerequisite:        Concurrent enrollment in English 9, 10, 11 (Academic)

*In this course, students will work with under the supervision of an English teacher to improve their writing skills and prepare to perform successfully on the EOC Writing test. This course may be taken concurrently with ESL and reading electives.*

# HEALTH AND PHYSICAL EDUCATION

Health and Physical Education are critical for building habits for life-long success and wellness. Health and Physical Education are sequential courses taught in grades 9 and 10. To earn a diploma from a Virginia high school, students must earn credit for Health and Physical Education 9 and Health and Physical Education 10.

# Course Descriptions and Course Options

## WALKER UPPER ELEMENTARY SCHOOL COURSE OFFERINGS

**7110**                    **PHYSICAL EDUCATION 6**  
Credit:                1 Middle School Credit  
Grade:                 6  
Prerequisite:        None

*The purpose of physical education is to help students acquire the knowledge, processes, and skills needed to engage in meaningful physical activity both in the present and for a lifetime. In sixth grade the student will use personal fitness data to improve physical fitness, develop their decision-making skills in physical activities, identify and seek opportunities in school and in the community for physical activities, and will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.*

## BUFORD MIDDLE SCHOOL COURSE OFFERINGS

### **7120 HEALTH & PHYSICAL EDUCATION 7**

Credit: 1 Middle School Credit

Grade: 7

Required: Daily participation and daily acceptable gym attire. T-shirt (blue or white), shorts or sweat pants (blue or white), sneakers, and athletic socks - PE Uniform available for purchase

*Students rotate between health instruction and PE instruction. They have PE only during the 1<sup>st</sup> and 4<sup>th</sup> 9 weeks and Health every 3 weeks during the 2<sup>nd</sup> and 3<sup>rd</sup> 9 weeks. Health curriculum focuses on nutrition, diseases, family life, violence prevention, bullying prevention, drug abuse prevention and body systems. Physical education units include: fitness, ultimate games, soccer, volleyball, track and field, softball, floor hockey, basketball and cooperative games. The focus for the year is improving on the five components of fitness. Students keep an activity log each 9 weeks.*

### **7200 HEALTH & PHYSICAL EDUCATION 8**

Credit: 1 Middle School Credit

Grade: 8

Required: Daily participation and daily acceptable gym attire. T-shirt (blue or white), shorts or sweat pants (blue or white), sneakers, and athletic socks - PE Uniform available for purchase

*Students rotate between health instruction and PE instruction. They have PE only during the 1<sup>st</sup> and 4<sup>th</sup> 9 weeks and Health every 3 weeks during the 2<sup>nd</sup> and 3<sup>rd</sup> 9 weeks. Health curriculum focuses on nutrition, family life, violence prevention, bullying prevention, drug abuse prevention, goal setting and life skills. Physical education includes: fitness, ultimate games, soccer, volleyball, track and field, softball, floor hockey, tennis, cooperative games, Frisbee golf. The focus for the year is improving on the five components of fitness. Students keep an activity log each 9 weeks.*

## CHARLOTTESVILLE HIGH SCHOOL COURSE OFFERINGS

### **7320 HEALTH EDUCATION 9**

#### **7320E HEALTH EDUCATION 9 - EARLY MORNING**

Credit: 0.5 Health Credit

Grade: 9

*This course is taken concurrently with Physical Education 9. Health focuses on awareness and consequences of risky behavior, drug intervention, overall wellness, family life, and identification of a healthy lifestyle for themselves and their community. Early morning classes have limited enrollment - based on the curriculum needs of the student.*

### **7320V HEALTH EDUCATION 9 (Virtual)**

Credit: 0.5 Health Credit

Grade: 9

*This course is taken concurrently with Physical Education 9. Health focuses on awareness and consequences of risky behavior, drug intervention, overall wellness, family life, and identification of a healthy lifestyle for themselves and their community. Early morning classes have limited enrollment - based on the curriculum needs of the student.*

### **7310 PHYSICAL EDUCATION 9**

#### **7310E PHYSICAL EDUCATION 9 - EARLY MORNING**

Credit: 0.5 PE Credit

Grade: 9

Required: Daily participation and daily acceptable gym attire. T-shirt (orange, black, gray, or white), shorts or sweat pants (colors as above), sneakers, and athletic socks - PE Uniform available for purchase

*This course is taken concurrently with Health 9. This class focuses on movement skills, cognitive understanding of movement principles, development of personal fitness goals, and emphasis placed on sportsmanship, self-control and fulfilling ones potential. Activities include badminton, basketball, circuit training, flag football, soccer, softball, fitness testing, and games.*

### **7425 HEALTH EDUCATION 10**

#### **7245E HEALTH EDUCATION 10 - EARLY MORNING**

Credit: 0.5 Health Credit

Grade: 10

Prerequisite: Health and Physical Education 9

*Students in this course will convert health/wellness, and their behaviors that reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.*

*The driver's education classroom instruction component is taught in the Health 10 classes during the first nine weeks session of school. Driver education class is designed to help unlicensed driver's become familiar with the basis of vehicle control and the rules of the road so that they can successfully pass the test required to obtain a Virginia driver's license. Students must be present 36 hours of classroom instruction, 45 hours parent/teen driving log completed, hold learner's permit 9 months from the day they receive the permit. Early morning classes have limited enrollment.*

**7425V HEALTH EDUCATION 10 (Virtual)**

Credit: 0.5 Health Credit

Grade: 10

Prerequisite: Health and Physical Education 9

*Students in this course will convert health/wellness, and their behaviors that reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.*

*The driver's education classroom instruction component is taught in the Health 10 classes during the first nine weeks session of school. Driver education class is designed to help unlicensed driver's become familiar with the basis of vehicle control and the rules of the road so that they can successfully pass the test required to obtain a Virginia driver's license. Students must be present 36 hours of classroom instruction, 45 hours parent/teen driving log completed, hold learner's permit 9 months from the day they receive the permit. Early morning classes have limited enrollment.*

**7005 DRIVER'S EDUCATION - BEHIND THE WHEEL**

Fee: \$175 fee for behind-the-wheel training

*Behind-the-wheel will be scheduled in the morning before school, in the afternoon after school, and during physical education classes.*

**7410 PHYSICAL EDUCATION 10**

**7410E PHYSICAL EDUCATION 10 - EARLY MORNING**

Credit: 0.5 PE Credit

Grade: 10

Prerequisite: Health and Physical Education 9

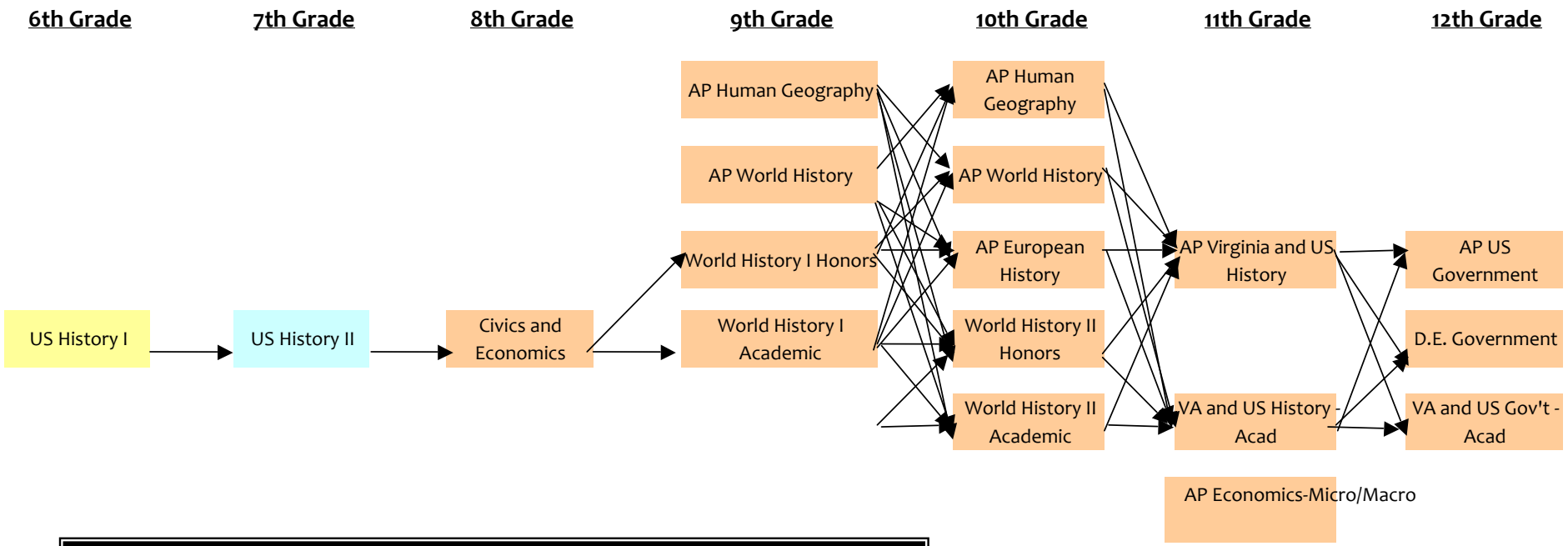
Required: Daily participation and daily acceptable gym attire. T-shirt (orange, black, gray, or white), shorts or sweat pants (colors as above), sneakers, and athletic socks - PE Uniform available for purchase

*This course is taken concurrently with Health and Driver Education 10. This course provides more advanced skills. It focuses on personal fitness, fitness testing, and emphasis on sportsmanship and life time sports. Physical activities may include tennis, basketball, weight training, ping pong, bowling, volleyball and games. Early morning classes have limited enrollment.*

# HISTORY AND SOCIAL SCIENCE

The study of history and social science is vital in a democratic society. The history and social science program is designed to develop the knowledge and skills of history, geography, civics, and economics. Through this program, students will develop their skills in analysis, discussion, and writing thus allowing them to further develop their basic values, principles, and citizenship.

# History & Social Studies Sequence of Courses



**Note:**

- SOL tests are administered in all courses except, Economics and Personal Finances, and Government.
- The Class of 2013 and beyond will be required to take Economics and Personal Finance. The course is sequenced to be taken in the 11<sup>th</sup> grade.

# Course Descriptions and Course Options

## WALKER UPPER ELEMENTARY SCHOOL COURSE OFFERINGS

**2353**

**U. S. HISTORY I (1607 to 1877)**

Credit:

1 Middle School Credit

Grade:

6

Assessment:

SOL TEST

Prerequisite:

None

*This course explores the history of the U.S. from the first cultures through Reconstruction, (1877). Students use the fundamental concepts of civics, economics, and geography to study: the geography of North America; Native American culture development; European exploration in North America and West Africa; life in Colonial America; the causes and result of the American Revolution; the challenges faced in the New Republic; the westward expansion and reform; the causes, major events, and effects of the Civil War; and the effects of Reconstruction on American life.*

## BUFORD MIDDLE SCHOOL COURSE OFFERINGS

**2356 U. S. HISTORY II (1865 to the Present)**

Credit: 1 Middle School Credit

Grade: 7

Assessment: SOL TEST

Prerequisite: None

*This course explores the historical developments of people, places, patterns of life, and change from 1865 to the present day. Using the Virginia Standards of Learning as its foundation, the course curriculum focuses on the role of social, economic, and technical advances, as well as the changing role of the United States on the world stage. Students will draw upon the historical inquiry skills of chronological thinking, historical comprehension, historical analysis and interpretation, inquiry-based research and historical issue-analysis and decision-making in the context of United States history. Students enrolled in this course will take the content specific Standards of Learning (SOL) test.*

**2221 CIVICS AND ECONOMICS**

Credit: 1 Middle School Credit

Grade: 8

Assessment: SOL TEST

Prerequisite: None

*This course provides students with the civic skills and knowledge required to participate responsibly as informed citizens in the American political and economic systems. Using the Virginia Standards of Learning as its foundation, the course curriculum focuses on the principles and structure of American constitutional democracy, the rights and responsibilities of American citizenship, the structure and function of governmental institutions at the national, state, and local level, the democratic political process, the United States economy, and the role of government in our economic system. Through this course students will explore the role of the citizen to gain an understanding of patriotism, respect for the law, and understanding of the importance of civic duty. Students enrolled in this course will take the content specific Standards of Learning (SOL) test.*

## CHARLOTTESVILLE HIGH SCHOOL COURSE OFFERINGS

### **2215H WORLD HISTORY I-Honors**

Credit: 1 Social Studies Credit

Grade: 9, 10

Assessment: SOL TEST

Prerequisite: Suggested concurrent enrollment in English 9-Honors

*This is a rigorous course designed for the highly motivated student who has a special interest in history and who has demonstrated a high level of achievement in previous social science and English courses.. Students will read at least 20 pages of text per week. In addition students will be assigned independent and primary source readings in each unit. In addition to frequent tests and quizzes, students will be expected to complete independent projects each quarter, maintain a current events folder, and make regular presentations to the class. Students also will complete an end of year term paper and project, presented at the end of May. Students will trace the history of human civilization and interaction from the dawn of man through the Renaissance.*

### **2215 WORLD HISTORY I**

Credit: 1 Social Studies Credit

Grade: 9, 10

Assessment: SOL TEST

Prerequisite: None

*This course is designed for the student seeking an engaging program of study that emphasizes both Western and non-Western civilizations. This course traces the history of human civilization and interaction from the dawn of man through the Renaissance. Students will work on refining skills of oral and written communication and the analysis of data including primary and secondary sources.*

### **2399 AP EUROPEAN HISTORY**

Credit: 1 Social Studies Credit

Grade: 9, 10, 11, or 12

Assessment: SOL TEST and AP European Examination

Prerequisite: World History I

Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities. Students taking this course in place of World History II (10<sup>th</sup> graders) will take the World History II SOL End-Of-Course SOL test.

*This course is designed to challenge the highly motivated student who wants to experience college-level work while still in high school. The demands and rigors of this course will exceed those of non-advanced placement courses. Students should anticipate reading between 60 and 75 pages a week, regular essay assignments, and projects including a major research project*

**2216H WORLD HISTORY II-Honors**

Credit: 1 Social Studies Credit

Grade: 10

Assessment: SOL TEST

Prerequisite: Suggested concurrent enrollment in English 10-Honors

*From the Renaissance to the present, this course is designed for the student who has a special interest in history and who has demonstrated a high level of achievement in previous social science and English courses. Students will learn various thinking, reading, and writing skills such as applying the historical inquiry method to solving problems, determining the point of view and bias in written and visual sources, understanding the political spectrum, and analyzing various propaganda persuasions. This rigorous course requires the student to read and study independently outside of class to prepare for extension upon the information presented in the text during class. Students will read and take notes on at least 20 pages of text per week, as well as keep up with current events. In class, students are expected to contribute to discussions, work cooperatively with others, and analyze a variety of primary source documents. In addition to frequent tests and quizzes, students will be expected to complete independent projects each quarter.*

**2216 WORLD HISTORY II**

Credit: 1 Social Studies Credit

Grade: 10

Assessment: SOL TEST

Prerequisite: None

*The focus of this course is the examination of world history starting with the European Renaissance and ending with contemporary issues. This is a college preparatory course designed for the college-bound student seeking an engaging program of study that emphasizes both Western and non-Western civilizations. Students will work on refining skills of oral and written communication and the analysis of data including primary and secondary sources.*

**2216V WORLD HISTORY II (Virtual)**

Credit: 1 Social Studies Credit

Grade: 10

Assessment: SOL TEST

Prerequisite: None

The focus of this course is the examination of world history starting with the European Renaissance and ending with contemporary issues, with an emphasis both Western and non-Western civilizations. Students will work on refining skills of oral and written communication and the analysis of data including primary and secondary sources. All of the instruction for this course will be delivered in a virtual online environment with assessments administered in a traditional and supervised setting. Students will collaborate with the instructor and other students online.

**2319 AP UNITED STATES HISTORY**

Credit: 1 Social Studies Credit

Grade: 11  
Assessment: SOL TEST and AP US History Examination  
Prerequisite: Suggested concurrent enrollment in English 11-Honors or AP English: Language and Composition  
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities.

*This course is designed to challenge the highly motivated student who wants to experience college-level work while still in high school. The demands and rigors of this course will exceed those of non-advanced placement courses. The sequence of the course is consistent with other courses in U.S. history; however, the scope of the course entails more in-depth coverage of content, mastery, and skills development. Students should anticipate reading between 60 and 75 pages a week, regular essay assignments, and projects.*

### **2360 VIRGINIA AND UNITED STATES HISTORY**

Credit: 1 Social Studies Credit  
Grade: 11  
Assessment: SOL TEST  
Prerequisite: None

*This college preparatory course is for the college-bound student who seeks an engaging high school history program. This course is a study of U.S. and Virginia history from colonial times until the present. A primary objective is to provide students an opportunity to analyze and evaluate the myths and realities of events and personalities in history through a chronological survey. Students will work on refining skills of oral and written communication and the analysis of data including primary and secondary sources.*

### **2445 AP UNITED STATES GOVERNMENT**

Credit: 1 Social Studies Credit  
Grade: 12  
Assessment: AP US Government Examination  
Prerequisite: Suggested concurrent enrollment in AP English Literature & Composition or Dual Enrollment English 12  
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities.

*This course is designed to challenge the highly motivated student who wants to experience college-level work while still in high school. This class reflects a college-level curriculum and as a result is significantly more challenging than regular courses in American Government. It will require a considerable amount of outside preparation and independent learning. It is a survey of the complex structure of American government and policies during the past 200 years. Students study the contexts of the political process, the major institutions of the national government, civil liberties and civil rights, and the nature of democracy. In addition, state and local government, foreign policy, and economic theories are studied.*

**2452 DUAL ENROLLMENT U.S. GOVERNMENT**

Credit: 1 Social Studies Credit

Grade: 12

Prerequisite: Passing score on PVCC COMPASS test.

*Explore U.S. government and politics: What do you care about? How does our country work? How do politicians win elections? Students will investigate the structure of government - from the national level to the local level - with special attention to how the three branches interact. All year, we will focus on how to form and develop persuasive, fact-based arguments. Dual Enrollment US Government is the equivalent in course content (specifically in terms of course objectives, components of the syllabi, level and rigor of content, evaluation of students, textbooks, student outcomes and assessment and faculty evaluation) to those taught by postsecondary faculty at community colleges across the country.*

**2440 VIRGINIA AND UNITED STATES GOVERNMENT**

Credit: 1 Social Studies Credit

Grade: 12

Prerequisite: None

*The Academic US Government course is designed for the college-bound student seeking an engaging high school government program. It offers students a broad understanding of the United States political system, as well as the importance of active citizenship. The course focuses on the three branches of government, elections, civil rights and civil liberties, foreign and domestic policy, and citizenship. Emphasis is placed on the decision-making process at all levels of government and the importance of informed citizenship.*

**2900F PSYCHOLOGY I**

Credit: 0.5 Elective Credit (Fall)

Grade: 9, 10, 11, 12

Prerequisite: None

*This course is a survey of psychology from both the natural science and social science perspectives. During first semester, the course explores human development, learning and cognitive processes, the workings of the mind and body, and how to conduct and evaluate psychological studies. The second semester covers interpersonal relations, group behaviors, personality theories, individual and family adjustment, and mental disturbances. Note: adult themes and content do make up a small portion of the curriculum.*

**2900S PSYCHOLOGY II**

Credit: 0.5 Elective Credit (Spring)

Grade: 9, 10, 11, 12

Prerequisite: None

*This course is a survey of psychology from both the natural science and social science perspectives. During first semester, the course explores human development, learning and cognitive processes, the workings of the mind and body, and how to conduct and evaluate psychological studies. The second semester covers interpersonal relations, group behaviors, personality theories, individual and family adjustment, and mental disturbances. Note: adult themes and content do make up a small portion of the curriculum.*

**2902 AP PSYCHOLOGY**

Credit: 1 Elective Credit

Grade: 10, 11, 12

Assessment: AP Psychology Examination

Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities.

*This course is for the college bound student who is very interested in the subject of psychology. It is an intensive course utilizing a college level textbook and current research to prepare students for the Advanced Placement Psychology Examination in May. Students will read and analyze current psychological studies and participate in class discussions. Areas to be studied in depth include genetics, consciousness, psychological disorders, and the history of psychology. The demands and rigors of this class will exceed those of non-advanced placement courses.*

**2371F AFRICAN-AMERICAN HISTORY I**

Credit: 0.5 Elective Credit (Fall)

Grade: 11, 12

Prerequisite: None

*Survey the African-American Experience from Africa through the enslavement in the Americas to contemporary issues! This course is designed to help the student develop an understanding of African-American History. It follows an American History scope and sequence but is taught using an African-American perspective. Special emphasis is placed on the acculturation and enslavement processes, including a detailed study of the history of the institution of slavery. There are a number of required outside readings and a great number of projects and reports.*

**2371 AFRICAN-AMERICAN HISTORY II**

Credit: 0.5 Elective Credit (Spring)

Grade: 11, 12

Prerequisite: None

*Survey the African-American Experience from Africa through the enslavement in the Americas to contemporary issues! This course is designed to help the student develop an understanding of African-American History. It follows an American History scope and sequence, but is taught using an African-American*

*perspective. Special emphasis is placed on the acculturation and enslavement processes, including a detailed study of the history of the institution of slavery. There are a number of required outside readings and a great number of projects and reports.*

**2802 AP ECONOMICS-MICRO (SEMESTER 1)**

**2803 AP ECONOMICS-MACRO (SEMESTER 2)**

Credit: 1 Social Studies Credit

Grade: 11, 12

Assessment: AP Economics Examinations (Micro & Macro)

Prerequisite: None

Note: This is a two-part course; however, students must take both parts in sequential semesters in the same school year. Students are expected to take the AP Examinations in May. **Students wishing to complete graduation requirement in Personal Finance can also take an online Personal Finance unit after the AP examination the 2<sup>nd</sup> semester.**

*These rigorous courses are designed to help students develop an understanding of the American economic system as well as gain practical knowledge. Money, banking, financial markets, and investing as well as small business, entrepreneurship, trade, and the microeconomic concepts of supply and demand will be covered.*

**2420 DUAL ENROLLMENT INTRODUCTION TO CRIMINAL LAW**

Credit: 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: Passing score on PVCC COMPASS test

*Explore criminal law in America: What are your rights? How do we define and punish crime in the United States? What is a criminal trial like? Students will get the chance to play parts in a mock trial. Dual Enrollment Criminal Law is the equivalent in course content (specifically in terms of course objectives, components of the syllabi, level and rigor of content, evaluation of students, textbooks, student outcomes and assessment and faculty evaluation) to those taught by postsecondary faculty at community colleges across the country.*

**2212 AP HUMAN GEOGRAPHY**

Credit: 1 Social Studies Credit

Grade: 9, 10, 11, and 12

Assessment: SOL TEST and AP Examination

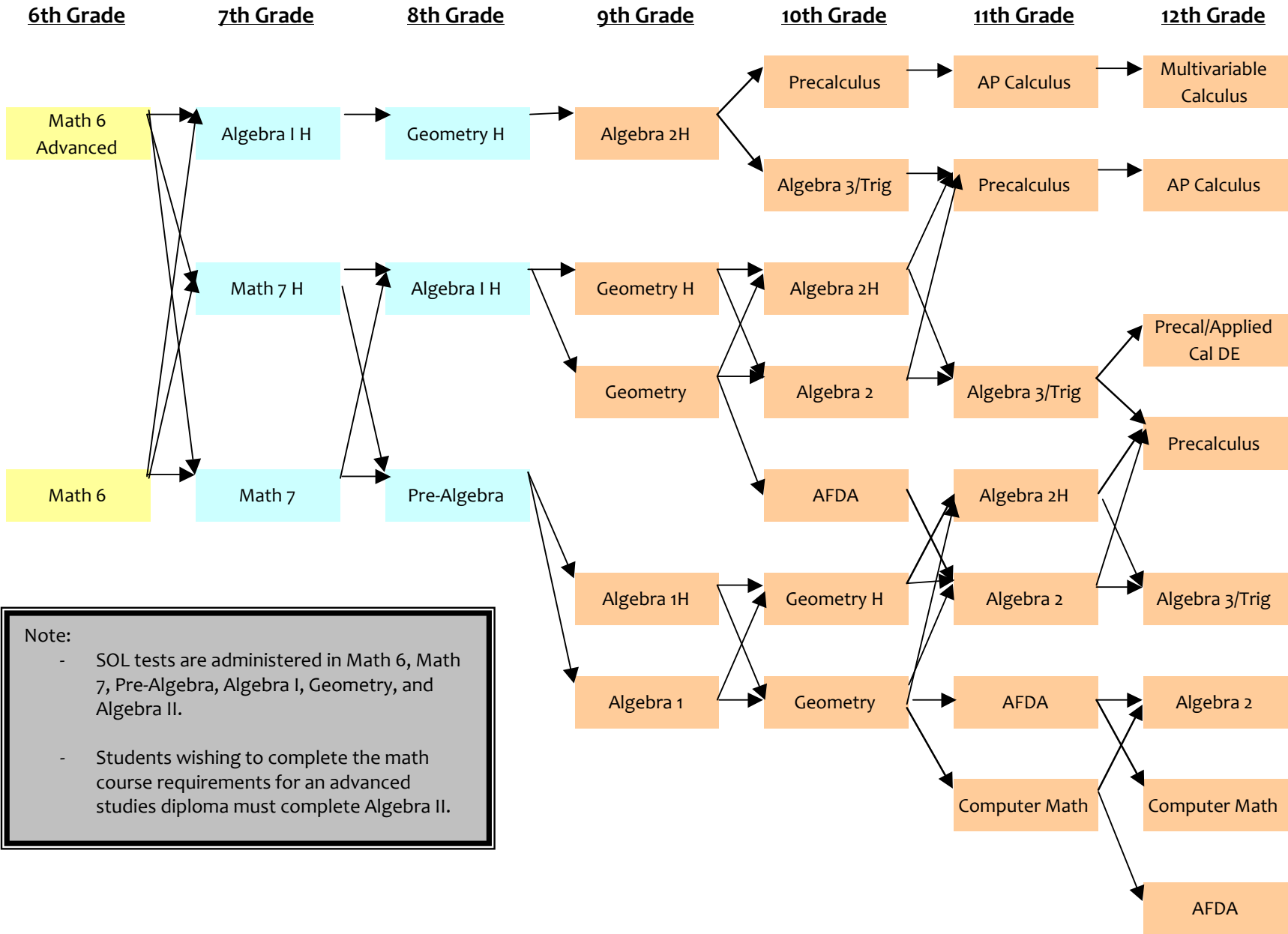
Prerequisite: World History I, World History II (**also** recommended)

*This course is designed to challenge the highly motivated student who wants to experience college-level work while still in high school. The demands and rigors of this course will exceed those of non-AP courses. Students should anticipate reading between 60-75 pages per week, regular essay assignments, daily map quizzes, and several projects, including one major research project. The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students are expected to take the AP exam in May. College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities. Students taking this will take the Geography End-Of-Course SOL test.*

# MATHEMATICS

The Mathematics Department offers programs designed to meet the needs of all students. A student may select any course in the sequence provided he or she meets the prerequisites. The department suggests that parents and students confer with a math teacher for recommendations regarding appropriate course selection. Students planning to attend college should select a sequence which includes Algebra II or above. Ninth grade students are placed in high school math courses using a variety of performance indicators and teacher recommendations. All courses in the Mathematics Department include work force applications when appropriate.

# Mathematics Sequence of Courses



# Course Descriptions and Course Options

## **WALKER UPPER ELEMENTARY SCHOOL COURSE OFFERINGS**

### **3110-3111          MATH 6 - Accelerated**

Credit:            1 Middle School Credit

Grade:            6

Assessment:     SOL TEST

Prerequisite:    High level of achievement in Math 5, Teacher Recommendation

*This course includes all Math 6 strands and incorporates additional middle school level standards from the 7th and 8th grade math curricula. Students are challenged with advanced problems and tackle more pre-algebra concepts. Upon successful completion and assessments, students may take either Math 7th-Honors (which may then lead to Algebra I in grade 8) or Algebra I in grade 7.*

### **3110                MATH 6**

Credit:            1 Middle School Credit

Grade:            6

Assessment:     SOL TEST

Prerequisite:    None

*The sixth grade standards emphasize computation of whole numbers, decimals and rational number as well as geometrical and algebraic concepts. Students will use ratios to compare data; make conversions; classify three-dimensional figures; analyze data using a variety of graphical and statistical methods; begin using integers and percents; find the probability of an event; and investigate numerical and geometric patterns. Students will be introduced to algebraic terms and solving algebraic equations with one variable. Problem solving is integrated throughout all the math strands.*

## BUFORD MIDDLE SCHOOL COURSE OFFERINGS

### **3130 ALGEBRA I-Honors for 7<sup>th</sup> Grade**

Credit: 1 Sequential High School Math Credit

Grade: 7

Assessment: SOL TEST

Prerequisite: High placement score on the IOWA Algebra Readiness assessment, High level of achievement in Math 6, Teacher Recommendation

Note: A graphing calculator is used in this course

*Algebra I Honors is a High School Credit Course. Students successfully completing this course and the End of Course SOL Test receive a high school verified credit This course emphasizes using algebra as a tool for representing and solving a variety of practical problems. Tables and graphs are used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. Graphing calculators are used to enhance the understanding of functions and to solve and verify solutions of equations and inequalities.*

### **3119 MATH 7-Honors**

Credit: 1 Middle School Credit

Grade: 7

Assessment: SOL TEST

Prerequisite: High level of achievement in Math 6, Teacher Recommendation

*This course emphasizes applying algebraic concepts to solve real life problems. Proficiency in computation of rational numbers, proportional reasoning, solving equations and inequalities, graphing linear functions, transforming geometric shapes, interpreting data, and more are covered in this course. Teachers use a variety of resources, and computer-based activities. The course covers all grade 7 math standards and most of the 8<sup>th</sup> grade standards.*

### **3111-3112 MATH 7**

Credit: 1 Middle School Credit

Grade: 7

Assessment: SOL TEST

Prerequisite: None

*This course emphasizes proportional reasoning, integer computation, solving two-step linear equations, and recognizing different representations for relationships. Properties of real numbers are applied in solving equations and inequalities. Data analysis techniques are applied to make inferences, conjectures, and predictions. Problem solving is integrated throughout the course with emphasis on real-life applications.*

### **3143H GEOMETRY-Honors for 8<sup>th</sup> Grade**

Credit: 1 Sequential High School Math Credit

Grade: 8

Assessment: SOL TEST

Prerequisite: High level of achievement in Algebra 1, Teacher Recommendation

Note: A scientific calculator and/or graphing calculator is used in this course

*Geometry Honors is a High School Credit Course. Students successfully completing this course and the End of Course SOL Test receive a high school verified credit. This course includes properties of geometric figures, trigonometric relationships, and reasoning to justify conclusions. Methods of justification include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, algebraic methods, and verbal arguments. Inductive and intuitive approaches to proof as well as deductive axiomatic methods are used. Two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems are emphasized.*

**3131 ALGEBRA I-Honors for 8<sup>th</sup> Grade**

Credit: 1 Sequential High School Math Credit

Grade: 8

Assessment: SOL TEST

Prerequisite: High placement score on the IOWA Algebra Readiness assessment, High level of achievement in Math 7, Teacher Recommendation

Note: A graphing calculator is used in this course

*Algebra I Honors is a High School Credit Course. Students successfully completing this course and the End of Course SOL Test receive a high school verified credit This course emphasizes using algebra as a tool for representing and solving a variety of practical problems. Tables and graphs are used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. Graphing calculators are used to enhance the understanding of functions and to solve and verify solutions of equations and inequalities.*

**3113-3114 MATH 8**

Credit: 1 Middle School Credit

Grade: 8

Assessment: SOL TEST

Prerequisite: None

*This course emphasizes computation proficiency with rational numbers and using proportions to solve problems. Solving two-step equations and inequalities, graphing linear equations, visualizing three-dimensional shapes, representing two-dimensional drawings, applying transformations to geometric shapes, and using matrices to organize and interpret data are included in the course of study. Tables, graphs, and rules are also used to represent relations and functions.*

## CHARLOTTESVILLE HIGH SCHOOL COURSE OFFERINGS

### **3130 ALGEBRA I**

Credit: 1 Sequential Math Credit

Grade: 9, 10, 11

Assessment: SOL TEST

Prerequisite: Math 8

Note: A graphing calculator is used in this course

*This course provides the foundation for all higher mathematics and is designed for students who are proficient in all arithmetic operations. Topics covered include properties of real numbers, solving equations and inequalities, problem-solving, graphing and writing equations of lines, solving systems of equations, exponents, polynomial operations, solving quadratic equations, functions, and basic data analysis.*

### **3130F ALGEBRA I (Fall)**

Credit: 1 Sequential Math Credit

Grade: 9, 10, 11, 12

Assessment: SOL TEST

Prerequisite: Math 8

Note: A graphing calculator is used in this course.

*This course provides the foundation for all higher mathematics and is designed for students who are proficient in all arithmetic operations. Topics covered include properties of real numbers, solving equations and inequalities, problem-solving, graphing and writing equations of lines, solving systems of equations, exponents, polynomial operations, solving quadratic equations, functions, and basic data analysis.*

### **3143H GEOMETRY-Honors**

Credit: 1 Sequential Math Credit

Grade: 9, 10, 11, 12

Assessment: SOL TEST

Prerequisite: Algebra I or Algebra I-Honors

Required: Compass

Note: A graphing calculator is used in this course

*This course is for students who can work rapidly at an abstract level and have demonstrated a high level of achievement in previous mathematics courses. It is an advanced theoretically-based course that includes all topics in Geometry in addition to extensive formal proof in paragraph, two-column and flow chart form, construction of parallel lines, geometric mean, theorems for similar right triangles, transformations of functions, and special segments in figures. Multi-level problem solving using geometric concepts including original proofs is stressed.*

### **3143 GEOMETRY**

Credit: 1 Sequential Math Credit

Grade: 9, 10, 11, 12

Assessment: SOL TEST

Prerequisite: Algebra I

Required: Compass, protractor

Note: A graphing calculator is used in this course

*This course covers the traditional topics of plane and solid geometry. The curriculum includes the study of basic geometric figures such as points, lines, planes, angles, polygons, circles, and polyhedrons. Deductive reasoning is stressed and taught through applications.*

**3143V                    GEOMETRY (Virtual)**

Credit:                1 Sequential Math Credit

Grade:                9, 10, 11, 12

Assessment:        SOL TEST

Prerequisite:       Algebra I

Required:            Compass, protractor

Note:                 A graphing calculator is used in this course

*This course covers the traditional topics of plane and solid geometry. The curriculum includes the study of basic geometric figures such as points, lines, planes, angles, polygons, circles, and polyhedrons. Deductive reasoning is stressed and taught through applications.*

**3143S                    GEOMETRY (Spring)**

Credit:                1 Sequential Math Credit

Grade:                9, 10, 11, 12

Assessment:        SOL TEST

Prerequisite:       Algebra I

Required:            Compass

Note:                 A graphing calculator is used in this course.

*This course covers the traditional topics of plane and solid geometry. The curriculum includes the study of basic geometric figures such as points, lines, planes, angles, polygons, circles, and polyhedrons. Deductive reasoning is stressed and taught through applications.*

**3135                     ALGEBRA II**

Credit:                1 Sequential Math Credit

Grade:                9, 10, 11, 12

Assessment:        SOL TEST

Prerequisite:       Geometry

Note:                 A graphing calculator is used in this course

*This course reviews algebraic skills while introducing students to higher-level algebra concepts. Topics covered include: function notation, sequences and series, systems of equations, polynomial functions, radical functions, rational functions, and exponential functions..*

**3135H                    ALGEBRA II-Honors**

Credit:                1 Sequential Math Credit

Grade:                9, 10, 11, 12

Assessment:        SOL TEST

Prerequisite:       Geometry or Geometry-Honors

Note:                 A graphing calculator is used in this course

*This is a rigorous, theoretically-based course for the serious and mathematically proficient student. Students may only enter this course if they have mastered the Algebra I-H skills. This fast-paced, content-compacted course typically leads to Pre-Calculus and AP Calculus. Topics covered include all Algebra 2 topics in addition to exponential and logarithmic functions and unit circle trigonometry.*

**3230**                    **PRECALCULUS/APPLIED CALCULUS – PVCC DUAL ENROLLMENT 163/271**  
Credit:                    1 Math Credit; 6 College Credit hours with a grade of "C" or higher  
Grade:                    12  
Prerequisite:            Algebra II or Algebra II-Honors; Passing score on the PVCC COMPASS Test  
Note:                    A graphing calculator is used in this course  
*This course is intended to provide students with a study of functions and an introduction to Calculus. It is designed for students that have successfully completed Algebra 2 or Honors and want an introduction to Calculus.*

**3134**                    **ALGEBRA, FUNCTIONS, AND DATA ANALYSIS**  
Credit:                    1 Math Credit  
Grade:                    10, 11, 12  
Prerequisite:            Algebra I and Geometry  
Note:                    A graphing calculator is used in this course  
*The course is designed for students who have successfully completed the standards for Algebra 1 and wish to continue their mathematics study beyond Algebra 1 and Geometry. The course is an introduction to Algebra 2 topics through mathematical modeling and data analysis. Students will study functions, 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.*

**3184**                    **COMPUTER MATHEMATICS**  
Credit:                    1 Math Credit  
Grade:                    11,12  
Prerequisite:            Algebra 1, Geometry  
Note:                    A graphing calculator is used in this course  
*This course is intended to provide students with experiences in using computer programming techniques and skills to solve problems that can be set up as mathematical models. Program design will focus on real-life applications in addition to a review of Algebra I and Geometry concepts and an introduction to Algebra 2 skills. Programming will be done primarily on the graphing calculator.*

**3160**                    **ALGEBRA III/TRIGONOMETRY**  
Credit:                    1 Math Credit  
Grade:                    10,11,12  
Prerequisite:            Algebra II or Algebra II-Honors  
Note:                    A graphing calculator is used in this course  
*This rigorous Algebra and trigonometry course emphasizes trigonometry topics and introduces polar coordinates, analytical geometry, and probability & statistics.*

**3162H**                  **PRE-CALCULUS-Honors**  
Credit:                    1 Math Credit  
Grade:                    9, 10, 11, 12  
Prerequisite:            Algebra II-Honors  
Note:                    A graphing calculator is used in this course

*This pre-calculus course is designed for students who plan to enroll in AP Calculus (AB) in high school, or a first semester calculus course in college. Students study functions, graphs, trigonometry, discrete mathematics, data analysis, analytic geometry, limits, and an introduction to calculus.*

**3177 AP CALCULUS (AB)**

Credit: 1 Math Credit  
Grade: 10, 11, 12  
Assessment: AP Calculus AB Examination  
Prerequisite: Pre-Calculus-Honors

**Students are expected to take the AP examination, which is offered in May.** College credit may be earned depending upon the score achieved on the exam. A graphing calculator is used in this course.

*This advanced placement course is designed for very able mathematics students who wish to experience college-level work while still in high school. Focusing on differential and integral calculus in one variable, this course prepares students for the AP Calculus (AB) examination. This course covers the material normally included in first semester college calculus. Depending on the college, some material may be covered in a second semester course as well.*

**3178 AP CALCULUS (BC) MULTIVARIABLE**

Credit: 1 Math Credit  
Grade: 11, 12  
Assessment: AP Calculus BC Examination  
Prerequisite: High level of achievement in AP Calculus (AB)

**Students are expected to take the AP examination, which is offered in May.** College credit may be earned depending upon the score achieved on the exam. Alternatives to offering this course at CHS will be substituted if sufficient enrollment is not obtained. A graphing calculator is used in this course.

*This college-level course is offered to students who have completed AP Calculus (AB) and wish to take the next class in the calculus sequence. The curriculum includes the C calculus topics, some vector calculus, and differential and integral calculus in two variables.*

**3154 DISCRETE MATHEMATICS**

Credit: 1 Math Credit  
Grade: 12  
Prerequisite: Algebra II

Note: A graphing calculator is used in this course

*This course is a survey course for those students who wish to take a math beyond Algebra II. This course includes topics in areas of mathematics as related to other academic topics such as Hamilton circuits, matrices, networks, fractals, election methods, linear programming, and recursive processes.*

**3190 PROBABILITY AND STATISTICS**

Credit: 1 Math Credit  
Grade: 11, 12  
Prerequisite: Algebra 2

*This course will cover basic probability and statistics for students who have completed Algebra II. It will place an emphasis on using the concepts of probability and statistics in everyday life. . .games of chance, understanding*

statistics in the news, and interpreting graphs will be among the topics covered.

**3192 AP STATISTICS**

Credit: 1 Math Credit

Grade: 11, 12

Assessment: AP Statistics Examination

Prerequisite: Completion of or concurrent enrollment in Algebra III/Trig

Note: **Students are expected to take the AP examination, which is offered in May.** College credit may be earned depending upon the score achieved on the exam. A graphing calculator is used in this course.

*This course is designed to challenge the highly motivated student who wishes to experience college-level work while still in high school. It is a non-calculus based course in introductory statistics. It is designed to give students a background in methods of analyzing data. Topics of study include statistical distributions, probability, linear correlation, and hypothesis testing.*

**3185 AP COMPUTER SCIENCE A**

Credit: 1 Math Credit

Grade: 11, 12

Assessment: AP Computer Science Examination

Prerequisite: Algebra II

Note: **Students are expected to take the AP examination, which is offered in May.** College credit may be earned depending upon the score achieved on the exam. A graphing calculator is used in this course.

*This advanced placement course is designed to challenge high-achieving mathematics students who wish to experience college-level work while still in high school. The course is presented using the Java programming language. An emphasis is placed on object-oriented programming methodology with a concentration on problem solving and algorithm development. Other topics covered include data structures, program design and abstractions.*

**3120 FINANCIAL LITERACY**

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: None

*This course is designed to offer practical math skills. The topics covered include: percent, banking, money management, taxes, bills, investments, buying and selling goods, and owning a car.*

**3186 COMPUTER SCIENCE**

Credit: 1 Math Credit

Grade: 10, 11, 12

Prerequisite: Geometry

*This advanced course is designed to challenge high-achieving mathematics students who wish to prepare for AP Computer Science A. Students learn programming using the C++ computer language. They study the operation of the microcomputer and its related equipment. Emphasis is placed upon selecting appropriate algorithms and data structures to solve problems.*

**3187 COMPUTER SCIENCE III H (Data Structures)**

Credit: 1 Math Credit

Grade: 11, 12

Prerequisite: Score of 4 or Better on AP Computer Science A exam

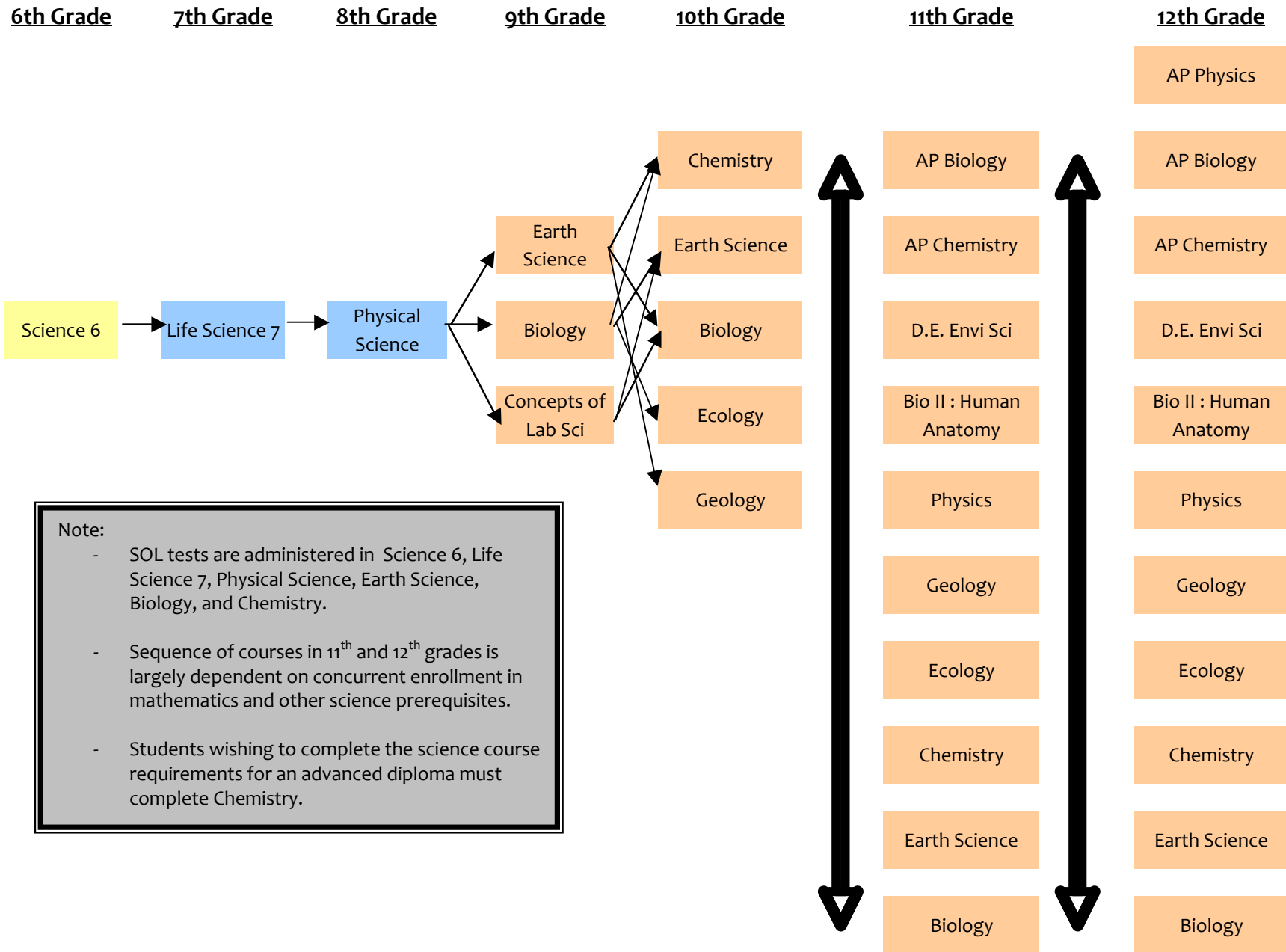
*This course covers the material previously taught in AP Computer Science AB with more emphasis placed on applets and graphics. It is designed to challenge high-achieving mathematics students who wish to continue the study of computer science after completing the AP Computer Science A curriculum. The course is presented using the Java programming language. An emphasis is placed on object-oriented programming methodology with a concentration on problem solving and algorithm development. Other topics covered include linked-list, trees, maps, queues and sorting algorithms.*

# SCIENCE

Through earth science, biology, chemistry, and physics, the science program offers experiences for students to explore, explain and apply scientific concepts, skills, and processes to events that affect their lives. Students learn to systematically investigate, analyze data, use reasoning and logic to evaluate evidence, and understand the importance of research that validates or challenges ideas.

Students should consult with their counselors to develop an appropriate science sequence. There are several possible sequences and students should select one which best matches their own interests and abilities. The selection of a science course should be made with careful reference to the prerequisites that serve as indicators of the academic skills and knowledge necessary for success in the course.

# Science Sequence of Courses



**Note:**

- SOL tests are administered in Science 6, Life Science 7, Physical Science, Earth Science, Biology, and Chemistry.
- Sequence of courses in 11<sup>th</sup> and 12<sup>th</sup> grades is largely dependent on concurrent enrollment in mathematics and other science prerequisites.
- Students wishing to complete the science course requirements for an advanced diploma must complete Chemistry.

# Course Descriptions and Course Options

## WALKER UPPER ELEMENTARY SCHOOL COURSE OFFERINGS

**4105**

**SCIENCE 6**

Credit: 1 Middle School Credit

Grade: 6

Prerequisite: None

*The sixth grade standards for science emphasize experimental investigations and data analysis using the scientific method. Students continue to practice stating clear hypotheses and defining dependent and independent variables. The overarching concept of change is reinforced through the following units of study: Scientific Investigations and Measurement, Matter, Energy and Resources, Space, Solar Energy, Air and Water, and Water and Watersheds.*

## BUFORD MIDDLE SCHOOL COURSE OFFERINGS

### **4116-4117 LIFE SCIENCE**

Credit: 1 Middle School Credit

Grade: 7

Prerequisite: None

*This course explores the cycles, patterns, and relationships in the living world. Students develop scientific investigation skills and come to understand the nature of science through observations, experimentation, models, and systematic processes. Major areas of study include: cell structure, organization, and function; DNA and the basic principles of genetics; matter and energy flow through ecosystems; and the complex interactions within and between the living and non-living components of various ecosystems.*

### **4125-4126 PHYSICAL SCIENCE**

Credit: 1 Middle School Credit

Grade: 8

Assessment: SOL TEST

Prerequisite: **None**

*This course emphasizes the nature and structure of matter and the characteristics of energy. Scientific processes, thinking, and laboratory skills are stressed through hands-on, inquiry-based activities. Major areas of study include: basic properties of matter and atomic structure; the periodic table; physical and chemical changes; types, transfers, and transformations of energy; the principles of work, force, and motion; and light, sound, electricity and magnetism. Students enrolled in this course will take the Grade 8 Science Standards of Learning (SOL) test which covers grades 6-8 science standards.*

## CHARLOTTESVILLE HIGH SCHOOL COURSE OFFERINGS

(All CHS science courses will be offered as block classes, with some noted exceptions)

### **4210H                    EARTH SCIENCE-Honors**

Credit:                1 Sequential Science Credit

Grade:                9,10, 11, 12

Assessment:        SOL TEST

Prerequisite:       Concurrent enrollment in Geometry-Honors or higher

*This course will develop a basic understanding of Earth and space science as well as the scientific method used to study these systems. During the one year course, students will be exposed to important concepts in astronomy, meteorology, geology and physical oceanography. Students will study: Earth systems (atmosphere, hydrosphere, geosphere, and biosphere); Earth composition (elements, minerals, rocks, and energy resources) Earth history (geologic time, age, fossil record); Earth processes (plate tectonics, mountain formation, earthquakes, volcanoes, and erosion); and space science (planets, moons, comets, asteroids, meteoroids, stars, galaxies and the universe). Students will investigate these topics through class lectures, labs, activities, reading, homework, field trips and integrated projects. Students will focus on developing skills in reading and interpreting scientific information, scientific inquiry, writing scientific reports and presenting the results of scientific research. Students are required to complete an independent science expo project. This is a rigorous, comprehensive study of earth and space science designed for students who have a special interest in science and have consistently demonstrated high levels of achievement in previous science courses. All students are highly encouraged to submit a project in the regional science fair.*

### **4210                    EARTH SCIENCE**

Credit:                1 Sequential Science Credit

Grade:                9, 10, 11, 12

Assessment:        SOL TEST

Prerequisite:       None

*This course will develop a basic understanding of Earth and space science as well as the scientific method used to study these systems. During the one year course, students will be exposed to important concepts in astronomy, meteorology, geology and physical oceanography. Students will study: Earth systems (atmosphere, hydrosphere, geosphere, and biosphere); Earth composition (elements, minerals, rocks, and energy resources) Earth history (geologic time, age, fossil record); Earth processes (plate tectonics, mountain formation, earthquakes, volcanoes, and erosion); and space science (planets, moons, comets, asteroids, meteoroids, stars, galaxies and the universe). Students will investigate these topics through class lectures, labs, activities, reading, homework, field trips and integrated projects.*

### **4310H                    BIOLOGY-Honors**

Credit:                1 Sequential Science Credit

Grade:                9, 10, 11, 12

Assessment:        SOL TEST

Assessment: SOL TEST

Prerequisite: Concurrent enrollment in Geometry or higher

*This is a rigorous, laboratory-oriented course for students who have demonstrated an unusually strong talent and interest in science. Biological science themes focus on four major areas: the science of life; genetics, evolution and classification; the human body; and plants, diversity and ecology. The importance of scientific research that validates or challenges ideas is emphasized. Students must be able to work and learn independently, successfully complete research projects, and work at an accelerated pace. All students are highly encouraged to submit a project in the regional science fair.*

**4310 BIOLOGY**

Credit: 1 Sequential Science Credit

Grade: 9, 10, 11, 12

Assessment: SOL TEST

Prerequisite: None

*This is a comprehensive introductory course designed for disciplined and academically motivated students. Emphasis will be placed on developing the skills necessary for further science study. Biological science themes focus on four major areas: the science of life; genetics, evolution and classification; the human body; plants, diversity and ecology. The importance of scientific research that validates or challenges ideas is emphasized. This includes collecting, analyzing and reporting data from controlled experiments and media resources.*

**4310V BIOLOGY (Virtual)**

Credit: 1 Sequential Science Credit

Grade: 9, 10, 11, 12

Assessment: SOL TEST

Prerequisite: None

Required: A project for the CHS science expo

This course will help students understand the natural world with an emphasis on developing the skills necessary for further science study. Biological science themes focus on four major areas: the science of life; genetics, evolution and classification; the human body; plants, diversity and ecology. The importance of scientific research that validates or challenges ideas is emphasized. This includes collecting, analyzing and reporting data from controlled experiments and media resources. All students will take the Biology SOL test. Students will interact online with the course instructor, complete independent laboratory exercises, including online and wet labs, and will collaborate with their peers online.

**4370 AP BIOLOGY**

Credit: 1 Science Credit

Grade: 10, 11, 12

Assessment: AP Biology Examination

Prerequisite: High levels of achievement in Biology or Biology-Honors and high levels of achievement in Chemistry or Chemistry-Honors  
Recommended: Completion of Physics I-Academic or higher, enrollment in Pre-calculus or higher  
Note: **Students are expected to take the AP examination, which is offered in May.** College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities.

*The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course, usually taken by biology majors during their first year. The AP Biology course differs significantly from the usual high school biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work performed by students, and the time and effort required of students. AP Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The goal of a college introductory biology course, and therefore of an AP Biology course, is to provide a learning environment that enables students to develop a solid understanding of the principal concepts in biology. College Board guidelines are followed in shaping the course. This course is divided into three sections: molecules and cells; genetics and evolution; and organisms and populations. Knowledge of both biology and chemistry is a requirement for this course.*

#### **4470 AP CHEMISTRY**

Credit: 1 Science Credit  
Grade: 10, 11, 12  
Assessment: AP Chemistry Examination  
Prerequisite: High levels of achievement in Biology or Biology-Honors and high levels of achievement in Chemistry or Chemistry-Honors  
Recommended: Completion of Physics I-Academic or higher, enrollment in Pre-calculus or higher  
Note: **Students are expected to take the AP examination, which is offered in May.** College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities.

*This course is designed to challenge the highly motivated student who wishes to experience college-level work while still in high school. The primary aim of the course is to provide an in-depth study of the facts, principles, and the processes of chemistry. Laboratory experiments are a major component of the course. The Advanced Placement Chemistry course is designed to be the equivalent of a college introductory chemistry course, usually taken by chemistry majors during their first year.*

#### **4410H CHEMISTRY-Honors**

Credit: 1 Science Credit  
Grade: 10, 11, 12  
Assessment: SOL TEST  
Prerequisite: Concurrent enrollment in Algebra II-Honors or higher.  
Recommended: A/B average in previous honors level math courses, or pass advanced on the Algebra SOL

*This first year chemistry course is designed to prepare highly motivated students for the AP Chemistry course and AP Biology course. This course will delve into the concepts of chemistry with a foundation of the mathematical foundations that explain the behaviors of matter. Topics will be explored*

through teacher demonstration, laboratory activities, and intense problem solving exercises. Independent study will be required, as class time will be used to review and apply concepts that have been learned through reading. The faster pace will allow the student to focus on more depth in areas that are covered, but also allow time for topics that are above and beyond the scope of the regular chemistry course. The student will be introduced to the shorthand of chemistry as they learn to use chemical formulas and equations. Chemical properties will be related to atomic structure as students learn to use the periodic table of the elements. Quantum mechanics, stoichiometry, qualitative analysis, thermodynamics, and nuclear chemistry will be introduced, as well as solution chemistry and chemical equilibrium. Success in honors chemistry will not only depend on the student's science retention, but also in their mathematical and computational reasoning. The student will also be required to complete an independent research project

**4410 CHEMISTRY**

Credit: 1 Science Credit

Grade: 10, 11, 12

Assessment: SOL TEST

Prerequisite: Concurrent enrollment in Algebra, Functions, and Data Analysis or higher

Required: A project for the CHS science expo

*This course is an accelerated, comprehensive, college-preparatory coverage of chemistry. It is highly recommended for college-bound students and a must for science related careers. Topics studied include atomic structure, the kinetic theory of gases, stoichiometry, states of matter, the ideal gas law, bonding, Lewis and Arrhenius acids and bases, electrochemistry, and nuclear chemistry with emphasis on laboratory experience and problem solving. These topics will be learned through laboratory and lecture methods using group and individual activities, cooperative learning, and technology to enhance the learning environment. Success in chemistry will not only depend on the student's science retention, but also in their mathematical and computational reasoning.*

**4570 AP PHYSICS C**

Credit: 1 Science Credit

Grade: 11, 12

Assessment: AP Physics Examination

Prerequisite: Concurrent enrollment in AP Calculus (AB) or higher and a high level of achievement in Physics or Physics-Honors.

Note: **Students are expected to take the AP examination, which is offered in May.** College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities. A graphing calculator is used in this course.

*AP Physics is a calculus-based second-year physics course, intended to build upon the conceptual understandings and laboratory skills acquired in an introductory physics class. The course is divided into two rigorous semester-long courses, AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism. Students may take one or both AP tests at the end of the year. Most topics will be explored experimentally through hands-on laboratory exercises. Emphasis is placed on thorough and accurate laboratory reports.*

**4510H PHYSICS I-Honors**

Credit: 1 Science Credit  
Grade: 10, 11, 12  
Prerequisite: Concurrent enrollment in Pre-Calculus  
Note: **May be offered as BLOCK or SINGLE.** A graphing calculator is used in this course

*Physics is an introduction to and investigation of the elegant and predictable laws that govern our universe. This challenging, accelerated course introduces algebra-based physics, which requires strong math and problem-solving. The curriculum includes topics such as mechanics, thermodynamics, electromagnetism, and modern physics. Rigorous problem solving and data analysis, as well as precise technical writing, are featured in required laboratory work. All students are highly encouraged to submit a project in the regional science fair.*

**4510 PHYSICS**

Credit: 1 Science Credit  
Grade: 10, 11, 12  
Prerequisite: Algebra II or Algebra II-Honors  
Required: A project for the CHS science expo  
Note: **May be offered as BLOCK or SINGLE.**

*Physics is an introduction to and investigation of the elegant and predictable laws that govern our universe. This course introduces students to various topics in physics. The curriculum includes study in the areas of mechanics, thermodynamics, electromagnetism and modern physics. This course requires moderate math skills and participation in laboratory experiences. Laboratory and special projects involve work outside of class.*

**4330 BIOLOGY II: HUMAN BIOLOGY**

Credit: 1 Elective Credit  
Grade: 11, 12  
Prerequisite: Successful completion of Biology or Biology-Honors, Chemistry or Chemistry-Honors  
Note: **May be offered as BLOCK or SINGLE.**

*Successful completion of both Biology and Chemistry is required for admittance into the course. Anatomy is a second-level Biology course which focuses on human anatomy and physiology. Students in this course will study the structure and function in each of the systems of the human body. Dissection labs are an integral part of the course. This course is recommended to students interested in health fields, sports medicine, art, psychiatry and anthropology.*

**4272 DE ENVIRONMENTAL SCIENCE**

Credit: 1 Elective Credit, 6 College Credit hours with a grade of "C" or higher  
Grade: 11, 12  
Prerequisite: Completion of two years of high school science with a B average or better, enrolling in PVCC as a dual enrollment student, and meeting PVCC's Compass test requirements OR earning 520 or better on the SAT verbal and mathematics sections.  
Note: **May be offered as BLOCK or SINGLE.**

*Environmental Science is a college level class with 4 college science credits awarded from PVCC along with one high school credit from CHS upon successful*

completion of the course. Students may also elect to take the AP Environmental Science Exam in the spring. This class is designed to introduce the student to basic environmental principals and apply them to contemporary environmental issues. Extensive field studies are part of the course and students will need to be able to do scientific field work in the outdoors. As this course is taught at a college level, students will be given college level work in a college format. Specifically this means students are given work with long term due dates requiring the students to budget their time and spread out the assigned work over the long time frames given. As a result, students must be self disciplined and directed.

**4340 ECOLOGY**

Credit: 1 Elective Credit

Grade: 10,11,12

Prerequisite Biology or Biology -Honors, or Earth Science or Earth Science-Honors

Note: **May be offered as BLOCK or SINGLE.**

*Ecology is a second level Biology course which focuses on the interactions of organisms in their environment. The course focuses on developing skills such as map reading, reading, graphing, data interpretation, research, and inquiry. Students will be required to participate in field experiences in natural areas around the high school. This course is recommended to students with an interest in natural sciences and students desirous of developing their science skills.*

**4240 GEOLOGY**

Credit: 1 Elective Credit

Grade: 10,11,12

Prerequisite Biology or Biology -Honors, or Earth Science or Earth Science-Honors

Note: **May be offered as BLOCK or SINGLE.**

*Successful completion of both Biology and Earth Science is required for enrollment. Geology is a second-level Earth Science course which focuses on basic theories of geology and mineral and rock identification. Students in this course will study plate tectonics, geologic history, rock formation and weathering, and the collection and study of rocks and minerals. This course is recommended to students interested in geology that would like to further explore this Earth Science.*

# STUDENTS WITH DISABILITIES

The Special Education Program is provided for students who have been identified with a disability and found eligible for special education services. Assistance is provided using various models of instruction: Monitor, Resource, Inclusive Practices and Self-Contained. Students who are eligible for special education services are served through the implementation of individualized education plans.

## **SPECIAL EDUCATION SERVICES**

Special Education services are offered at all grade levels in the Charlottesville City Schools.

## **SPECIAL DIPLOMA OPTIONS**

In addition to the Advanced and Standard Diploma, students with disabilities who receive special education services have available to them additional diploma options described on pages 8 and 9.

### **Monitor**

The Special Education Department offers support to students in mainstream classes through consultation with regular education teachers, monitoring of the student's performance, and direct assistance on an as-needed basis. Students may access the resource lab during classes in order to receive assistance from a special education teacher or receive accommodations as designated in their IEP.

### **Collaborative Classes**

Students with disabilities who are seeking an Advanced, Standard, or Modified diploma may be in mainstreamed classes with an additional special educator as directed by the IEP. These collaborative classes are taught with one content teacher and special education teacher. These courses are not noted in any way on student schedules but are designed to provide extra support for students with disabilities.

### **Resource**

Direct assistance is available for a variety of student needs, including test-taking, homework and make-up work, project/research paper development, organization, study skills, progress toward IEP goals. Resource also supports students who are taking mainstream courses through consultation with regular education teacher and monitoring of the student's performance.

## **7800**

### **RESOURCE**

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

*This course is designed to assist students with general organization, study skills, and completion of assignments and tests. In addition, Resource can provide direct teaching in academic support areas to further understanding of concepts. Students are taught and helped with schedule planning, self-advocacy, and communication skills. Grades are awarded and elective credit is earned based on a student's daily effort. Resource is designed to meet the individualized needs of each student taking this course.*

### **Modified Self-Contained**

These core classes (excluding lab sciences) are taught at the practical level by special education teachers and are only for students with identified disabilities. In order for students to be enrolled in departmentalized classes, the IEP Committee (including high school staff) determines placement. Students participating in this program will most likely receive an IEP diploma. These courses do not meet the credit/academic requirements for students seeking a standard diploma.

**7804 EVERYDAY ENGLISH**

Credit: Special Diploma Credit

Grade: 9, 10, 11, 12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

This course prepares students to communicate in the 21<sup>st</sup> century. Basic skills in reading, writing, listening, and speaking are taught through literature, journaling, discussion, and publishing personal essays. Focus is placed on computer skills, penmanship, vocabulary, grammar, writing, and daily communication.

**7807 DEVELOPMENTAL READING**

Credit: Special Diploma Credit

Grade: 9, 10, 11, 12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

*This class is designed to help students to become more fluent, confident readers. Basic reading skills are taught through phonics, sight word recognition, fluency, comprehension, and word study. Reading will be both individual and whole group to nurture the desire and ability to explore the world through books.*

**7803 CAREER ENGLISH**

Credit: Special Diploma Credit

Grade: 9, 10, 11, 12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

Students enrolled in Career English will develop confidence to express themselves by discovering their voice through a variety of texts and the use of the writing process paired with oral language activities. Emphasis is placed on reading comprehension, critical thinking, computer technology, publishing written work, and improving English language skills.

**7802 PERSONAL FINANCE**

Credit: 1 Modified Standard Diploma credit

Grade: 11, 12

Required: Students must have an IEP and the IEP must designate that the student requires this course.

*This course is designed for students with an identified disability and will cover the requirements of Personal Finance as stated by the Virginia Department of Education. Topics will include using checking and savings accounts, obtaining loans, and budgeting for independent living.*

**7809 CAREER MATH**

Credit: Special Diploma Credit

Grade: 9, 10, 11, 12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

*This course develops and strengthens math skills and their application to the real world. Students will develop strategies for dealing with math problems found in day-to-day life, including determining wages, managing schedules, banking transactions, budgeting, measuring, adjusting recipes, shopping and finding the best deal. Students will access technology to explore and understand math outside of the school setting.*

**7808 EVERYDAY MATH**

Credit: Special Diploma Credit

Grade: 9, 10, 11, 12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

*This course is designed to prepare students to manage money and time in order to prosper in the adult world. Students will study the use of calculators, one-step word problems, working with money, working with the concept of time, measurement, and budgeting.*

**3131 INTRODUCTION TO ALGEBRA**

Credit: 1 Modified Standard Diploma Math Credit

Grade: 9, 10, 11, 12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

*This course provides students with necessary background knowledge and skills in order to succeed in Algebra I.*

**3144 INTRODUCTION TO GEOMETRY**

Credit: 1 Modified Standard Diploma Credit

Grade: 9, 10, 11, 12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

*This course provides students with the necessary background knowledge and skills in order to succeed in Geometry.*

**7812 SOCIAL STUDIES I**

Credit: Special Diploma Credit

Grade: 9

Required: Students must have an IEP and the IEP must designate that the student requires this course.

*This course covers basic geography skills and their applications to different regions of the world. Emphasis will be on basic geographic features, map reading skills, and current events.*

**7813 SOCIAL STUDIES II**

Credit: Special Diploma Credit

Grade: 10

Required: Students must have an IEP and the IEP must designate that the student requires this course.

*This course covers the ancient civilizations of Egypt, Rome, and Greece, the settling of the Americas and current history. The application and continued development of map reading skills and current events will be an ongoing part of instruction.*

**7814 SOCIAL STUDIES III / IV**

Credit: Special Diploma Credit

Grade: 11, 12

Required: Students must have an IEP and the IEP must designate that the student requires this course.

*The first semester will be a study of VA/US History from colonial times to the present. Emphasis will be on the people, geography, events and cultural differences that shaped our country's history. The second semester will focus on US Government with emphasis on the importance of being an informed citizen. Areas of study include national, state, and local governments and current events.*

**7818 SCIENCE I**

Credit: Special Diploma Credit

Grade: 9

Required: Students must have an IEP and the IEP must designate that the student requires this course.

*This course is a study of living things from the cell to more complex organisms, the interaction between living things and their environment, and the ecological problems of the world today. Students may maintain a school green-house.*

**7819 SCIENCE II**

Credit: Special Diploma Credit

Grade: 10, 11

Required: Students must have an IEP and the IEP must designate that the student requires this course.

*This course is a study of earth science topics that students encounter on a daily basis. Students will study: Earth systems, Earth composition, Earth processes, and space science.*

**7896 SENIOR TRANSITION**

Credit: Special Diploma Credit

Grade: 12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

*This course is designed for students preparing to leave school and enter the world of work. Students will study independent living skills, budgeting, access to community programs, relationships, and employment. Students may go off grounds to further develop independent living skills.*

**8219 INDEPENDENT LIVING**

Credit: 1 credit

Grade: 9,10,11,12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

*Independent living prepares students to live successfully on their own in the real world. This class will prepare students to take care of themselves. Skills to be taught include choosing and preparing nutritious meals, money management, credit, preventive health care, care for clothing and basic sewing. In addition, decision making and the consequences of decisions along with achieving goals will be discussed.*

**7300 HEALTH 9**

Credit: 0.5 credit

Grade: 9,10,11,12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

Note: This is a semester course.

*This course is taken concurrently with PE 9. The course focuses on awareness of and consequences of risky behavior, drug intervention, overall wellness, family life and identification of a healthy lifestyle for themselves and their community.*

**7400 HEALTH 10**

Credit: 0.5 credit

Grade: 9,10,11,12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

Note: This is a semester course.

*This course will convert health/wellness and their behaviors that reflect a conceptual understanding of the issues associated with maintaining good health. Driver's education classroom instruction component is taught in the Health 10 classes during the first nine week session of school. Driver education class is designed to help unlicensed drivers become familiar with the basics of vehicle control and the rules of the road so that they can successfully pass the test required to obtain a Virginia Driver's License.*

**7015 DRIVERS EDUCATION**

Credit: 1 credit

Grade: 11,12

Required: Student must have an IEP and the IEP must designate that the student requires this course.

*This course is designed for the student that needs assistance in completing school/state approved Driver Education program. It is a year long course that gives the student time to develop good driving habits. This course will assist unlicensed drivers become familiar with the basics of vehicle control, maintenance, the financial responsibilities associated with purchasing, operating, maintaining and insuring a motor vehicle as well as the rules of the road so that they can successfully pass the tests required to earn a driver's license.*

**Functional Skills**

This program is designed for students identified with moderate disabilities. Four areas are emphasized: domestic, vocational, community, and social recreation/leisure. Students participating in this program will receive an IEP diploma. The IEP team will determine the number of periods a student will participate in this program.

**Services for the Deaf and Hard of Hearing**

Special services are provided for students who have been identified as deaf or hard of hearing and found eligible for special education services. Students are mainstreamed into regular education program with the exception of designated hearing-impaired classes as specified in the IEP. Students are expected to receive a general diploma.

- 7848 ENGLISH HI
- 7849 READING HI

# VISUAL AND PERFORMING ARTS

## & MIDDLE SCHOOL EXPLORATORY

The visual and performing arts programs offer students the opportunity to participate in a wide variety of courses and activities. The department offers courses for beginners as well as accomplished musicians, actors, and artists. The faculty members promote excellence while encouraging each student to develop to his or her fullest potential as an artist.

Exploratory courses and clusters allow middle school students (6-8) to experience a wide variety of elective opportunities.

# Course Descriptions and Course Options

## **WALKER UPPER ELEMENTARY SCHOOL COURSE OFFERINGS**

### **9230 BAND 6**

Credit: 1 Middle School Credit

Grade: 6

Prerequisite: None

*Students will continue to develop fundamental skills and musicianship on their instrument as they move toward the intermediate level. Students will demonstrate knowledge of musical terms and symbols, rhythmic notation, fingerings and location of pitch. They will demonstrate a mature sound as it relates to tone quality and intonation. Students will perform a repertoire of various styles and periods including, but not limited to, classical themes, jazz tunes, pop songs, folk songs, marches, overtures and chorales. Evaluation of music performances will allow students opportunities to apply music knowledge and experiences to new situations.*

### **9235 ORCHESTRA 6**

Credit: 1 Middle School Credit

Grade: 6

Prerequisite: None

*Students will continue with their knowledge of their instrument. They will play accurately in tune in four major keys and identify and count rhythm patterns from instructional materials. Students will demonstrate knowledge of various musical terms and symbols, including letter names of notes, fingerings and location of notes. In addition, students will perform a varied repertoire of music alone and with others. Improvisation is introduced and opportunities are given for composing. Students will develop an understanding of music in relation to history and culture and will evaluate music and music performances.*

### **9269 GENERAL AND VOCAL MUSIC 6**

Credit: 1 Middle School Credit

Grade: 6

Prerequisite: None

*The general and vocal music standards involve students in a higher level of music concepts and the further development of music skills through singing, playing instruments, moving, and listening. The standards encourage the reading of music notation and the assimilation of previous music study toward understanding the mechanics of a music score. Students will explore the creative and expressive aspects of music through composing and arranging. Evaluation of music performances will allow students opportunities to apply music knowledge and experiences to new situations.*

### **9103 VISUAL ARTS 6**

Credit: 1 Middle School Credit

Grade: 6

Prerequisite: None

The standards for grade six art emphasize exploration. Using the elements of art and the principles of design, students will investigate a variety of experiences and concepts. Students will explore various two-dimensional and three-dimensional art media, using a variety of expressive and technical approaches. Students will understand the factors that distinguish artistic styles and that clarify the role of art in American culture. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Students will test and develop their own ideas regarding the nature of art.

## BUFORD MIDDLE SCHOOL COURSE OFFERINGS

### EXPLORATORY AND RELATED ARTS COURSE DESCRIPTIONS Semester Courses

#### **9105           ART -Semester**

Credit:       1 Middle School Credit

Grade:       7

*The objective of this course is to develop an interest in the visual arts through application, art history, art theory, and formal discussions. This objective will be met by developing basic art skills using various mediums. The course will explore line, value, perspective, basic design, and color theory. Math, science, history, and English will be integrated wherever possible in the course curriculum.*

#### **8261           FAMILY AND CONSUMER SCIENCE I - Semester**

Grade:       7

*Family and Consumer Sciences Exploratory I provides a foundation for managing individual, family, work, and community roles and responsibilities. In FACS I, students focus on their individual development as well as their relationships and roles within the family unit and in their community. They learn how to maintain their living and personal environments and to use nutrition and wellness practices. Students also develop skills in caring for and repairing their clothes.*

#### **9211           GENERAL MUSIC - Semester**

Grade:       7 and 8

*This course is designed to explore the ways music enriches our lives. Through listening, performing, creating, and moving to music, students investigate the many ways humans express themselves through the language of music. Goals and objectives for students with an Individual Education Plan will be addressed in the course. Among the topics covered in the course will be basic notation, elements of composition, rhythm, pitch, range, performing, recording techniques, and exposure to various instruments (guitar, recorder, keyboard, and voice).*

#### **6150           KEYBOARDING - Semester**

Grade:       7

The focus is to develop touch-keyboarding skills and execute school-related keyboarding projects on the computer. This program is divided into two major parts: 1) Basic keyboarding instruction where formative evaluation is primarily used; that is, in the form of feedback that will help the student improve his/her skills using the keyboard. 2) The use of computer application software as well as local and worldwide networks to learn proper formatting for creating reports, correspondence, tables, and publications. Students will learn the responsibilities of using Information Research tools on the WEB, and they will use word-processing activities to enhance, complement, and reinforce language arts skills.

**9245 INTRODUCTION TO GUITAR - Semester**

Grade: 7 and 8

*Beginning Guitar gives students the opportunity to learn via collaboration with peers, to gain responsibility and self-discipline through musical expression in a group activity. No previous experience necessary! This course will include the study of beginning guitar techniques such as: basic scales, strumming patterns, arpeggios, use of a pick, and chord progressions in the popular and classical music. We will also learn guitar note reading/tablature, and some history of the guitar.*

**8499 ANIMATION AND VIDEO PRODUCTION - Semester**

Credit: 0.5 Middle School Credit

Grade: 8

Prerequisite: Teacher Recommendation

*This course will introduce students to I-Movie, Photo Shop, and various types of animation software. Each student will work to produce short films, animated cartoons, and create a portfolio of photographs. The focus of the course will be an understanding of the digital visual technology and the ability to apply it.*

**9106 ART - Semester**

Credit: 0.5 Middle School Credit

Grade: 8

Prerequisite: None

*This semester course will develop an interest in the visual arts by building on the grade 7 nine-week course. Through application, art history, art theory, and formal discussion, students will deepen their knowledge and understanding of the visual arts. The course will explore line, value, perspective, basic design, printing, sculpture, and color theory. Students will be responsible for creating, organizing, and maintaining a portfolio of their work. Math, science,*

history, and English will be integrated throughout the curriculum.

**6160 DIGITAL INPUT TECHNOLOGIES - Semester**

Credit: 0.5 Elective Credit

Grade: 7 or 8

Prerequisite: Recommended prerequisite(s): Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills

*Digital Input Technologies introduces new and emerging input devices (e.g., speech- and handwriting-recognition software, headset/microphone, personal digital assistant [PDA], scanner, digital camera, digital video camera, keyboard, and mouse) to prepare students for using tools that are becoming standard in the workplace and in everyday life. The cooperative education method is available for students in grades 10-12 who enroll in this class. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.*

*Target Audience: All Buford students in grades 7 & 8 interested in becoming a Career and Technical Education Completer and/or wishing to complete a specialization may take additional courses appropriate to their career pathways.*

***Secondary** credit may be awarded to middle school students who master the secondary state-approved course competencies.*

**8244 FAMILY & CONSUMER SCIENCES II - Semester**

Credit: 0.5 Middle School Credit

Grade: 8

Prerequisite: None

*Family and Consumer Sciences Exploratory II is one of the middle school Family and Consumer Sciences courses that provides a foundation for managing individual, family, career, and community roles and responsibilities. In FACS II, students focus on their individual roles in the community as well as how the community influences individual development. Students develop change-management and conflict-resolution skills and examine how global concerns affect communities. In addition, students enhance their knowledge of nutrition and wellness practices and learn how to maximize consumer and family resources. The course gives students the opportunity to learn and practice using a sewing machine so that they can apply this skill to their daily lives. Time is provided for exploring careers in the Family and Consumer Sciences career cluster and developing job-search skills. In addition, students increase their leadership abilities and explore how volunteerism aids communities.*

*Mathematics, science, language, social sciences, and technology are integrated throughout the course.*

**6151 KEYBOARDING APPLICATIONS - Semester**

Credit: 0.5 Middle School Credit

Grade: 8

Prerequisite: None

*This course places emphasis on the development of the skill of entering alphabetic, numeric and symbol information on a keyboard. Students develop skill in keyboarding non-technical information, such as letters, memos, reports,*

and tabular material. All of the required projects for this course are designed to assist students master state mandated competencies. They will create projects to gain competence in applications such as information technology, computer research, database, computer graphics, spreadsheet, publications, presentations, and word processing.

**6111-18 MAKE IT YOUR OWN BUSINESS - Semester**

Credit: 0.5 Elective Credit

Grade: 7 or 8

Prerequisite: None

*Students design, establish, and operate a small group or class business, producing a service or product that meets an identified school or community need. Emphasis is placed on the introduction and application of business terminology, basic entrepreneurship concepts, and fundamental business principles. Basic academic skills (mathematics, science, English, and history/social science) are integrated into this course.*

*Target Audience: All Buford students in grades 7 & 8 interested in becoming a Career and Technical Education Completer and/or wishing to complete a specialization may take additional courses appropriate to their career pathways.*

**8463 TECHNOLOGY SYSTEMS - Semester**

Credit: 0.5 Elective Credit

Grade: 7 or 8

Prerequisite: None

*Students combine resources and techniques into systems, realizing technology as a system. By simulating systems, assessing their impacts, and relating this experience to the two previous levels, students gain an insight into how to approach the problems and opportunities of a technological world in a broad sense. They also explore occupational areas and educational programs for technology-oriented careers.*

*Target Audience: All Buford students in grades 7 & 8 may enroll.*

**8464 INVENTIONS AND INNOVATIONS - Semester**

Credit: 0.5 Elective Credit

Grade: 7 or 8

Prerequisite: None

*Students make models of significant inventions that have advanced society. After studying these developments, they explore contemporary technological problems facing them, their community, or the world and apply systematic procedures to invent new products or innovations as solutions.*

*Target Audience: All Buford students in grades 7 & 8. Students interested in becoming a Career and Technical Education Completer and/or wishing to complete a specialization may take additional courses appropriate to their career pathways.*

***Secondary** credit may be awarded to middle school students who master the secondary state-approved course competencies*

**8688 TELEVISION PRODUCTION**

Credit: 0.5 Middle School Credit

Grade: 7

Prerequisite: None

*This course is designed to provide students with a real life work experience while heightening their awareness of the influence that visual media has on our lives. Students will learn about the television production field. Students will complete various collaborative projects to increase their understanding of concepts underlying the course.*

**EXPLORATORY AND RELATED ARTS COURSE DESCRIPTIONS**  
**Year Long Courses**

**9105**                    **ART**  
Credit:                1 Middle School Credit  
Grade:                 7  
Prerequisite:        Teacher Recommendation

*The full-year art program is for students who want to focus on developing their visual art skills to a higher level. Students taking this course should have a good foundation in the basic art skills and a passion for the visual arts. The course will go into greater depth than the 9-week art curriculum by using different mediums and more complex themes. The course will introduce different forms of 3-D art including papier-mâché, wire, and clay.*

**9231                      BAND 7**

Credit:                      1 Middle School Credit

Grade:                      7

Prerequisite: Audition and Teacher Recommendation

*This course will focus on developing musicianship by studying chromatic scale, major scales, drums (rudiments and various rolls), intermediate methods and rhythms, concert music, and rehearsal skills.*

**9285                      CHORUS 7**

Credit:                      1 Middle School Credit

Grade:                      7

Prerequisite: None

*This course emphasizes intensive instruction in vocal techniques, reading and writing of music, vocal expression, dynamic contrast, singing in three and four part harmonies, musical notation, diction, sight reading, ear training, and breathing techniques.*

**8685                      Buford Live Production**

Credit:                      0.5 Elective Credit

Grade:                      8

Prerequisite: Teacher recommendation

**This class is responsible for the daily live broadcasts, "Buford Live" in the mornings and afternoons. The class will produce various featured stories to broaden students' knowledge base as well as to provide an entertaining and engaging feature. The "student-directed" class has complete editorial control and assumes responsibilities ranging from securing daily footage through the editing and final distribution of the program to the Buford Community.**

**9236                      ORCHESTRA 7**

Credit:                      1 Middle School Credit

Grade:                      7

Prerequisite: Audition and Teacher Recommendation

*The Buford Orchestra program is designed so that students can learn at a pace that is best for their level of playing. The classes are arranged into four different levels - beginning, lower intermediate, upper intermediate and advanced. Each level focuses on playing technique, music literature, and performance appropriate to the needs of the class. In addition, all orchestra students are introduced to the four major styles of orchestral music through a listening curriculum.*

**9115**                    **ART**  
Credit:                1 Middle School Credit  
Grade:                8  
Prerequisite: Teacher Recommendation

*The full-year art program is for students who want to focus on developing their visual art skills to a higher level. Students taking this course should have a good foundation in the basic art skills and a passion for the visual arts. The course will use a variety of mediums in developing painting and sculpture skills. Students produce works that are developed from preliminary ideas and sketches. They compare and contrast art from different world cultures and investigate how content can influence meaning. The acquisition of advance skills enables students to place art within a broader context and relating to other fields of knowledge.*

**9234**                    **BAND 8**  
Credit:                1 Middle School Credit  
Grade:                8  
Prerequisite: Audition and Teacher Recommendation

*This course will focus on developing musicianship by studying chromatic scale, major scales, drums (rudiments and various rolls), intermediate methods and rhythms, concert music, and rehearsal skills.*

**9285**                    **CHORUS 8**  
Credit:                1 Middle School Credit  
Grade:                8  
Prerequisite: None

*This course emphasizes intensive instruction in vocal techniques, reading and writing of music, vocal expression, dynamic contrast, singing in three and four part harmonies, musical notation, diction, sight reading, ear training, and breathing techniques.*

**6614**                    **COMPUTER INFORMATION SYSTEMS**  
Credit:                0.5 High School Credit  
Grade:                8  
Prerequisite: Teacher Recommendation

*Computer Information System is a full-year, single period course designed to introduce students to microcomputer technology through instructions in the use of a variety of industry-standard application software packages. Students apply problem-solving skills to real life situations through word processing, spreadsheet, database, and multimedia presentation software, and through integrated software activities. Activity Themes: Virtual Resume, College Tours, Cars, Favorite Athlete/Celebrity, Favorite Band, Movie Reviews, Book Reviews, Cell Phones and More!*

**6152**                    **COMPUTER PROCESSING, & BUSINESS APPLICATIONS**  
Credit:                0.5 High School Credit  
Grade:                8  
Prerequisite: Teacher Recommendation

Students use word processing software to develop touch keyboarding skills, to understand correct manipulation of the standard keyboard, and to improve language skills. Students create personal and business letters, outlines, manuscripts, and tabulated reports. They will use a computer-taught program to gain competence in applications such as database, spreadsheet, computer graphics, IT Careers, Desktop Publishing, Computer Research, Multimedia Presentations, Telecommunications and Ethics, and Web Publishing. Students will participate in the Future Business Leaders of America Club to gain personal employability and leadership skills, to hold office and direct the affairs of a group, to work with representatives of other student organizations, and to compete honorably with their colleagues.

**9239 ORCHESTRA 8**

Credit: 1 Middle School Credit

Grade: 8

Prerequisite: Audition and Teacher Recommendation

The Buford Orchestra program is designed so that students can learn at a pace that is best for their level of playing. The classes are arranged into four different levels - beginning, lower intermediate, upper intermediate and advanced. Each level focuses on playing technique, music literature, and performance appropriate to the needs of the class. In addition, all orchestra students are introduced to the four major styles of orchestral music through a listening curriculum.

**9255 INTRODUCTION TO PIANO I**

Credit: Middle School

Grade: 8

Prerequisite: None

Enrollment: Limited to 12 students per class

Class piano is for beginning piano students at the eighth grade level who have had little to no previous keyboard experience. Two textbooks are utilized-- "The Older Beginner" (method book) and "Musicianship for the Older Beginner" (theory workbook), with additional solo method books. Students progress at their own pace with guidance from the instructor. Students must be approved by instructor prior to enrollment.

**8219 Family & Consumer Sciences - INDEPENDENT LIVING**

Credit: 1 Elective Credit

Grade: 8

Prerequisite: None

This full-year 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

The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

## CHARLOTTESVILLE HIGH SCHOOL COURSE OFFERINGS

### ART

#### 9120

#### ART I

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: None

*Mastery of Art I skills is a prerequisite for all other art courses. Instruction is intended to teach and refine basic art skills and to develop an understanding of basic art concepts. Students learn to appreciate art while developing an art vocabulary through the study of art history and critiques of class artwork. Outside of class, students maintain a sketchbook of homework drawing assignments. Class assignments include a variety of media used to produce two- and three-dimensional artwork. Students with extensive experience in studio art may seek an exemption from this course by submitting a portfolio of work to the Charlottesville High School Art Department for evaluation. Instructor approval for exemption is mandatory.*

#### 9130

#### ART II

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Art I

*This course expands the student's knowledge of the art skills learned in Art I. Using a thematic approach, students work on a variety of two- and three-dimensional projects including drawings, paintings, ceramics, sculptures, graphic designs and crafts. Students further develop their knowledge of art history and the conceptual basis of their art production. Outside of class, students maintain a sketchbook of homework drawing assignments for which class time is provided. In this course, students produce a portfolio of work, which is presented for placement in the Studio Art course the following year.*

#### 9140

#### STUDIO ART

Credit: 1 Fine Arts Credit

Grade: 11, 12

Prerequisite: Art II; Art Teacher recommendation

*This is a course for the advanced art student. All students in this class should have mastered basic skills, vocabulary and concepts of art. Working in a studio setting, using a thematic approach, students further develop their ability to work independently in art. In addition to art production, students study art criticism, art history, and aesthetics. Students will work on a variety of two- and three-dimensional projects which include drawings, paintings, ceramics, sculptures, graphic designs and crafts. Instructor approval for placement in Studio Art is mandatory.*

**9148 AP PORTFOLIO STUDIO ART**

Credit: 1 Fine Arts Credit

Grade: 11, 12

Assessment: AP Studio Art Examination

Prerequisite: Art Teacher Recommendation

Note: **Students are expected to take the AP examination, which is offered in May.** College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities.

*This course is equivalent to a college-level drawing, sculpture or design course. Students submit portfolios for evaluation during the AP examination period in May. There are three different AP Studio Art courses: (1) Studio Art - Drawing; (2) Studio Art - Two-dimensional Design; and (3) Studio Art - Three-dimensional Design and Sculpture. These Advanced Placement studio courses are designed for students who are seriously interested in the practical experience of art. Students may submit only one portfolio for evaluation in a particular year and may submit a different portfolio in successive years. Portfolios are prepared and submitted according to the specifications detailed on the Studio Art Poster. Students accepted into the AP Portfolio class will be required to complete 5 or more summer assignments prior to the school year.*

**THEATRE**

**1410 INTRODUCTION TO THEATRE**

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: None

*This course introduces the student to all aspects of theatre arts from pantomime and improvisation, to set design and make-up. Students will receive hands-on training in the art of theatre through various projects, including pantomime, improvisation, radio shows, character voice, vocal presentation, design, scene-work, one-act plays, movement for the stage, acting concepts, stage make-up and special effects.*

**1426 CHARLOTTESVILLE PLAYERS I**

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Introduction to Theatre

*This performance-based class offers students the opportunity to explore a variety of acting styles and techniques. Performances for various projects will be held both on campus and off. (Projects include: children's theatre, puppetry, acting for the camera, improvisation, acting for Shakespeare, dialects, stage combat, acting methods, scene work, and one-act plays.) Students will learn theater history, and read standard theater literature.*

**1440 CHARLOTTEVILLE PLAYERS II**

Credit: 1 Fine Arts Credit

Grade: 10, 11

Prerequisite: C'ville Players I

*This advanced level course is designed to offer the theatre student an in-depth study in theatrical directing, film studies, cinematography, basic and advanced video editing, camera work, and acting styles for the camera. Through a series of small group and individual projects students learn the techniques used in producing film. C'ville Players students also perform for area schools and retirement homes with an annual holiday show.*

**1441 CHARLOTTEVILLE PLAYERS III**

Credit: 1 Fine Arts Credit

Grade: 12

Prerequisite: C'ville Players; Audition required

*An advanced course of study in videography and editing. Final Cut Pro is the editing tool utilized in their class. Students will have field projects where they will direct elementary students in small plays in the community. All C'ville Players III students will have a chance to participate at the VTA theatre conference.*

**1435 TECHNICAL THEATRE I**

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Introduction to Theatre or approval of instructor

*This course is designed to give the student hands-on training in all aspects of technical theatre. From stagecraft to costume design, students will learn the skills it takes to create professional quality productions. Projects include: costume design, sound design, make-up, scenery construction, scene painting, lighting design, stage management.*

**1436 TECHNICAL THEATRE II**

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Technical Theatre I

*This course allows students to continue their study in stagecraft and design.*

**1437 TECHNICAL THEATRE III**

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Technical Theatre II

*This advanced level course allows students to hone their skills as a stage technician, and develop leadership roles within the design team on mainstage shows.*

**1450 MUSICAL THEATRE ENSEMBLE**

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Intro to Drama; Audition required

*Musical Theatre Ensemble explores the styles and periods of musical theatre development, and incorporating ensemble singing and audition materials. Focus will be on healthy musical theatre singing and techniques for success in*

auditions. Students are given exposure to different styles of singing, dancing, and acting. This ensemble class works towards one completed musical revue performance (per semester) for presentation at various venues.

## MUSIC

### **9234P PERCUSSION ENSEMBLE**

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: Marching Knights member

*This course is designed to expose the percussionists of the CHS Bands to a variety of musical ensembles. Fundamental skills and techniques will be taught through the use of marching drumline, symphonic and orchestral percussion, large and small chamber ensembles, world percussion and much more. Students will have many opportunities for performances including percussion ensemble concerts, school and community events and the CHS Band's annual "A Little Knight Music." Opportunities for solo performance will also be a key component and goal of the program. Students must be members of the Marching Knights and will participate in a CHS concert band.*

### **9233 SYMPHONIC BAND**

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: Audition

*This course involves the exploration of wind band literature and is open to all instrumental students. Members will be instructed technique, tone quality, phrasing, articulation, balance and blend, and other concepts as outlined in the National Standards for Music Education. The goal is to foster an appreciation for ensemble playing while also developing individual musicianship skills. This is a performance-based class and extra rehearsals and/or sectional are to be expected. Performances are mandatory. In general, most incoming 9<sup>th</sup> grade student are placed in this ensemble. All students also participate in Marching Knights. Students who do not play a marching instrument are encouraged but not required to be in Marching Knights (i.e. bassoon, oboe, harp, string bass.)*

### **9234W WIND ENSEMBLE**

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Audition

*The Wind Ensemble is by audition only and is composed of the most advanced wind players at CHS. This course involves the exploration of wind band literature and is open to all instrumental students in grades 10, 11, and 12. Members will be instructed on technique, tone quality, phrasing, articulation, balance and blend, and other concepts as outlined in the National Standards for Music Education. The goal is to foster an appreciation for ensemble playing while developing the skills of individual musicianship. This is a performance-based class and extra rehearsals and/or sectionals are to be expected. Consistent practice is required, private lessons are encouraged and participation in District and State auditions is expected. All students also participate in Marching Knights. Students who do not play a marching instrument are encouraged but not required to be in Marching Knights (i.e. bassoon, oboe, harp, string bass). Performances are mandatory.*

### **9296 MARCHING KNIGHTS**

Credit: 0.5 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: Audition

*The Marching Knights is a performing group, which appears at home football games, various parades, field contests, and festivals. New members must attend all training sessions and all members must attend band camp approximately 2 weeks prior to the start of school. Rehearsal days/times are to be determined. Students who do not play marching instruments are encouraged but not required to be in Marching Knights (i.e. bassoon oboe, harp, string bass). All other band members are a part of the Marching Knights. Rehearsal times/days are to be determined.*

**9297 JAZZ ENSEMBLE**

Credit: 0.5 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: Audition

*The Jazz Ensemble is a performing group as well as an instructional class. Enrollment is open to band members who qualify by audition. The group meets during the early morning period and/or activity period in the late fall, winter, and early spring months.*

**9285 CONCERT CHOIR**

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: none

*The focus of this SATB class is to develop and refine basic and intermediate choral music skills and performance etiquette. This ensemble does not travel.*

**9285E MORNING CHOIR**

Credit: .5 or 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: Audition with the director

*This SATB ensemble performs repertoire of primarily jazz and popular music. An audition is required for this class. This is an ensemble, which travels and gives a substantial number of community performances throughout the year in addition to concerts at Charlottesville High School. Full credit option meets every morning; half credit option meets on alternating mornings.*

**9289 CHARLOTTESVILLE SINGERS**

Credit: 1 Fine Arts Credit

Grade: 9\*, 10, 11, 12

Prerequisite: Audition with the director

*This ensemble is an advanced, mixed SATB choir. The repertoire ranges from easier popular music to choral masterpieces. An audition is required for this class. This is an ensemble which travels and gives a substantial number of the community performances throughout the year in addition to concerts at Charlottesville High School. \*9<sup>th</sup> graders may only take this class with the recommendation of their middle school choir director and a successful audition with the director.*

**9280**                    **KNIGHTENGALES**  
Credit:                1 Fine Arts Credit  
Grade:                9\*, 10, 11, 12

Prerequisite: Audition with the director

*This is an all-female, SSAA choir. Repertoire in this class covers traditional female choral music in the fall semester and popular/show tunes with choreography in the spring semester. An audition is required. This is an ensemble which travels and gives a substantial number of community performances throughout the year in addition to concerts at Charlottesville High School. \*9<sup>th</sup> graders may only take this class with the recommendation of their middle school choir director and a successful audition with the director.*

**9238**                    **CONCERT ORCHESTRA**  
Credit:                1 Fine Arts Credit  
Grade:                9,10,11,12

Prerequisite: Two years of playing experience

*The Concert Orchestra is composed of all ninth-grade string students, and upper-class students who either chose not to audition, or were not selected for String Ensemble. The Concert Orchestra rehearses and performs string music of moderate to difficult levels. Several concerts are performed during the school year as part of this course. Technical and musical concepts such as tone quality, phrasing, articulation, balance and blend will be taught, as outlined in the National Standards for Music Education. The goal is to foster an appreciation for ensemble playing while developing the skills of individual musicianship.*

**9239**                    **STRING ENSEMBLE**  
Credit:                1 Fine Arts Credit  
Grade:                10, 11, 12

Prerequisite: Audition

*The String Ensemble is composed of the most advanced tenth-, eleventh-, and twelfth-grade string players, selected by audition in the spring of the preceding year. The String Ensemble rehearses and performs string and full orchestra music of difficult to professional level. The String Ensemble combines with the Wind Ensemble during several weeks of the school year to create the CHS Symphony Orchestra. Many concerts and outside performances are scheduled during the school year as part of this course. Consistent practice is required, private lessons and participation in Regional and All-State auditions is encouraged.*

**9255**                    **CLASS PIANO**  
Credit:                1 Fine Arts Credit  
Grade:                9, 10, 11, 12  
Prerequisite:        None

Enrollment:        Limited to 10 students per class

*Class Piano is for students with elementary piano skills. Beginning music theory is incorporated into daily lessons.*

**9225**                    **MUSIC THEORY**  
Credit:                1 Fine Arts Credit  
Grade:                9, 10, 11, 12

Prerequisite: Concurrent enrollment in Band, Orchestra, or Chorus

The course will cover the reasons and show how the principles of music theory are applied to music *itself*. *The background for the study of harmony, or any other branch of music will be supplied. Elementary harmony will be covered.*

# WORLD LANGUAGES

World Language courses are electives for students who wish to expand their horizons by learning another language and who are pursuing the 21- or 22-credit Standard Diploma but are required for those who are seeking the Advanced Studies Diploma. To meet the requirements of the Advanced Studies Diploma, students need to complete three years of one World Language or two years each of two World Languages. World Language is an entrance requirement for many colleges and universities. Students should consult with World Language teachers in planning their World Language program.

# Course Descriptions and Course Options

## BUFORD MIDDLE SCHOOL COURSE OFFERINGS

**5113A FRENCH I, Part I-Honors**

Grade: 7

(18 weeks)

*This semester rigorous course is an accelerated introductory high school credit course in the French language and culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.*

**5115A \* \* FRENCH I, Part II-Honors**

Grade: 8

Prerequisite: Successful completion of Part I and Teacher Recommendation

*This rigorous course is an accelerated introductory high school credit course in the French language and culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.*

**5513 SPANISH I, Part I-Honors**

Grade: 7

(18 weeks)

*This rigorous course is an accelerated introductory high school credit course in the Spanish language and culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.*

**5515 \* \* SPANISH I, Part II-Honors**

Grade: 8

Prerequisite: Successful completion of Part I and Teacher Recommendation

*This rigorous course is an accelerated introductory high school credit course in the Spanish language and culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.*

*\* \*Spanish I and French I are offered over a two year period. Students complete Part I of the language in 7<sup>th</sup> grade and Part II of the language in 8<sup>th</sup> grade. Students who successfully complete both parts of the language are eligible to receive one high school **World Language** Credit. Parents have the option of accepting the high school credit or declining the credit depending on student performance.*

## CHARLOTTESVILLE HIGH SCHOOL COURSE OFFERINGS

### **1447F SURVEY OF FOREIGN FILMS (Fall)**

Credit: 0.5 Elective Credit

Grade: 11-12

Prerequisite: None

*This course is designed to enhance the foreign language curriculum, to collaborate with, and to complement other departments at CHS. Film study is an interesting and appealing medium to most teens and provides a method for relaying customs, philosophies, and content. With the global student in mind, our goal is to heighten cultural awareness and develop an appreciation for the contributions made by other cultures while reinforcing history, art, literature, and other disciplines. At the university level, film study is a desired course and this offering will benefit students as they plan for higher education.*

### **1447S SURVEY OF FOREIGN FILMS (Spring)**

Credit: 0.5 Elective Credit

Grade: 11-12

Prerequisite: None

*This course is designed to enhance the foreign language curriculum, to collaborate with, and to complement other departments at CHS. Film study is an interesting and appealing medium to most teens and provides a method for relaying customs, philosophies, and content. With the global student in mind, our goal is to heighten cultural awareness and develop an appreciation for the contributions made by other cultures while reinforcing history, art, literature, and other disciplines. At the university level, film study is a desired course and this offering will benefit students as they plan for higher education.*

### **5810 CHINESE: MANDARIN I**

Credit: 1 World Language Credit

Grade: 9-12

Prerequisite: Must pass English 8 class with a C or higher or pass English 8 Reading/Writing SOL

*A beginner course in Mandarin Chinese language. In this course students will begin acquisition of Chinese vocabulary and grammar. They will practice core language skills of reading, writing, and speaking. Emphasis will be on the PinYin (Romanization) system of reading and writing. Students will also learn to identify, read, and write many essential characters. An online learning component will bring technology usage and cultural authenticity to this class.*

### **5810H CHINESE: MANDARIN I - Honors**

Credit: 1 World Language Credit

Grade: 9-12

Prerequisite: None

*This course will cover the same material as Chinese: Mandarin I. Students in the Chinese I class may choose to earn honors-level credit by completing supplementary work, adding thoroughness and rigor to the curriculum content, and requiring stronger control of the core language skills.*

**5820**                    **CHINESE: MANDARIN II**  
Credit:                1 World Language Credit  
Grade:                9-12  
Prerequisite: None

*In this intermediate-level Chinese language class students will continue their study of vocabulary and grammar, with more opportunity to put their growing knowledge base to work in practical ways: reading, writing, listening, and speaking. Computer skills and cultural exploration will also be key components of this course.*

**5820H**                    **CHINESE: MANDARIN II - Honors**  
Credit:                1 World Language Credit  
Grade:                9-12  
Prerequisite: None

*This course will cover the same material as Chinese: Mandarin II. Students may choose to earn honors-level credit by completing supplemental work, adding thoroughness and rigor to the curriculum content, and requiring stronger control of the core language skills.*

**5830**                    **CHINESE: MANDARIN III**  
Credit:                1 World Language Credit  
Grade:                9-12  
Prerequisite: None

*This course is a follow-up course to Mandarin Chinese II. In this advanced-intermediate Chinese language class students will continue their study of vocabulary and grammar, with more opportunity to put their growing knowledge base to work in practical ways: reading, writing, listening, and speaking. Computer skills and cultural exploration will also be key components of this course. Students will begin pre-AP preparation.*

**5830H**                    **CHINESE: MANDARIN III - Honors**  
Credit:                1 World Language Credit  
Grade:                9-12  
Prerequisite: None

*This course is a follow-up course to Mandarin Chinese II-Honors. In this advanced-intermediate Chinese language class, students will continue their study of vocabulary and grammar, with more opportunity to put their growing knowledge base to work in practical ways: reading writing, listening, and speaking. Computer skills and cultural exploration will also be key components of this course. Students will begin pre-AP preparation.*

**5110**                    **FRENCH I**  
Credit:                1 World Language Credit  
Grade:                9, 10, 11, 12  
Prerequisite: Must pass English 8 class with a C or higher or pass English 8 Reading/Writing SOL

*This is an introductory course to the French language and its culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.*

**5110H                    FRENCH I-Honors**

Credit:            1 World Language Credit  
Grade:            9, 10, 11, 12  
Prerequisite: High level of achievement in English, or a previous World Language.

*This is a rigorous course designed for the highly-motivated student with a keen interest in the French language and its culture. The student must demonstrate the maturity and self-direction necessary for memorizing and practicing independently large bodies of vocabulary and structure. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level. The goal is to complete the first year textbook and to conduct the class primarily in French in the second semester.*

**5120H                    FRENCH II-Honors**

Credit:            1 World Language Credit  
Grade:            9, 10, 11, 12  
Prerequisite: High level of achievement in French I-Honors or French I.

*This course is taught entirely in French. Authentic reading and listening materials from the Francophone world serve as models for building idiomatic vocabulary usage. Students will focus on interpersonal speaking and writing skills.*

**5120                    FRENCH II**

Credit:            1 World Language Credit  
Grade:            9, 10, 11, 12  
Prerequisite: Completion of French I-Honors or French I.

*Students continue to refine skills acquired in the first course. Increased emphasis is placed on reading and writing. The study of grammar continues. Students study Francophone culture throughout the year.*

**5130H                    FRENCH III-Honors**

Credit:            1 World Language Credit  
Grade:            9, 10, 11, 12  
Prerequisite: High level of achievement in French II-Honors or French II.

*This course is taught entirely in French. This is a course designed for students who intend to continue with French IV-H and French V-AP. Focus is on the continued acquisition of vocabulary and listening skills, as well as discussion, reading, and writing proficiency. The cultures of the various French-speaking countries are an integral part of the language study. Students must demonstrate their ability to integrate these skills when studying Le Petit Prince near the end of the year.*

**5130                    FRENCH III**

Credit:            1 World Language Credit  
Grade:            9, 10, 11, 12  
Prerequisite: Completion of French II-Honors or French II.

*This course is conducted entirely in French. Focus is on the continued development of vocabulary and listening skills, as well as discussion, reading, and writing proficiency. The cultures of various French-speaking countries are an integral part of the language study.*

**5141H FRENCH IV-Honors**

Credit: 1 World Language Credit

Grade: 10, 11, 12

Prerequisite: High level of achievement in French III-Honors or French III.

*This course is conducted entirely in French. It is designed for the very serious French language student and focuses on the refinement of reading, writing, grammar usage, and conversation proficiency. We begin focusing more on the six AP themes and do more Internet research. By the end of the year, students should be able to initiate and sustain a general conversation, make an oral presentation, and write a persuasive essay. This course prepares students for AP French Language and Culture as well as offering an opportunity to begin studying on a college level.*

**5150 AP FRENCH LANGUAGE**

Credit: 1 World Language Credit

Grade: 11, 12

Assessment: AP French Language and Culture Examination

Prerequisite: Completion of French IV-Honors.

Note: **Students are expected to take the AP examination, which is offered in May.** College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities.

*This course is conducted entirely in French. It is designed to challenge the highly proficient French language student who wishes to experience college-level work while still in high school. Students must be prepared to work independently doing internet research and activities tied to the six themes of the AP exam. They will hone their interpersonal and presentational speaking and writing skills as well as reading and listening comprehension.*

**5210 GERMAN I**

Credit: 1 World Language Credit

Grade: 9, 10, 11, 12

Prerequisite: Must pass English 8 class with a C or higher or pass English 8 Reading/Writing SOL

*This is an introductory course to the German language and its culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.*

**5310H GERMAN I-Honors**

Credit: 1 World Language Credit

Grade: 9, 10, 11, 12

Prerequisite: High level of achievement in English or a previous World Language.

*This is a rigorous course designed for the highly-motivated student with a keen interest in the German language and its culture. The student must demonstrate the maturity and self-direction necessary for memorizing and practicing independently large bodies of vocabulary and structure. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level. The goal is to complete the first year textbook and to conduct the class primarily in German in the second semester.*

**5220H                    GERMAN II-Honors**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: High level of achievement in German I-Honors or German I.

*This course is taught primarily in German. An emphasis on building idiomatic vocabulary and grammar skills enables students to speak, read, and write more proficiently. Paragraphs and simple composition construction are essential components. The goal is to cover the second year textbook. Weekly Referaten are given.*

**5220                    GERMAN II**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: Completion of German I-Honors or German I.

*Students continue to refine skills acquired in the first course. Increased emphasis is placed on reading and writing. The study of grammar continues. Referaten are given every other week. This course is taught primarily in German in the second semester.*

**5230H                    GERMAN III-Honors**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: High level of achievement in German II-Honors or German II.

*This course is taught entirely in German. This is a course designed for students who intend to continue with German IV-H and German V-AP. Focus is on the continued development of vocabulary and listening skills, as well as discussion, reading, and writing proficiency. The goal is to complete the third year textbook. Weekly Referaten are given.*

**5230                    GERMAN III**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: Completion of German II-Honors or German II.

*This course is taught entirely in German. The class is based on authentic conversation practice and draws heavily upon the textbooks and secondary literature as resources for instruction. There is a term paper composition during the second semester focusing on a piece of German literature from the 19<sup>th</sup> century or beyond. Referaten are given every other week.*

**5240                    GERMAN IV-Honors**

Credit:                1 World Language Credit

Grade:                10, 11, 12

Prerequisite: High level of achievement in German III-Honors or German III.

*This class is taught entirely in German. The class draws heavily upon Germany in a historical context (post WWII). Students write weekly timed compositions of an increasingly narrow scope, concentrating on their prior knowledge of the DDR (Eastern Germany) and modern German literature and language. Grammar essentials, composition and conversation form the backbone of the course. Referaten are given weekly. This course prepares students for AP German Language as well as offering an opportunity to begin studying on a college level.*

**5310H                    LATIN I-Honors**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: High level of achievement in English or a previous *World Language*.

*This is a rigorous course designed for the highly-motivated student with a keen interest in the Latin language and the Greek and Roman cultures. The student must demonstrate the maturity and self-direction necessary for memorizing and practicing independently large bodies of vocabulary and structure. Emphasis is placed on reading comprehension, vocabulary, grammar, culture, and geography. Oral Latin is introduced. Through the sections on word study, the students will increase their English vocabulary skills. The goal is to complete the first year textbook.*

**5310                    LATIN I**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: Must pass English 8 class with a C or higher or pass English 8 Reading/Writing SOL

*This is an introductory course to the Latin language and culture. Through reading about the lives the Cornelii family, the students learn reading comprehension, vocabulary, grammar, culture, and geography. Oral Latin is introduced. Through the sections on word study, the students will increase their English vocabulary skills.*

**5320H                    LATIN II-Honors**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: High level of achievement in Latin I-Honors or Latin I.

*This course will cover the same material as Latin II. Students may choose to earn honors-level credit by completing supplemental work, adding thoroughness and rigor to the curriculum content, and requiring stronger control of vocabulary and grammar.*

**5320                    LATIN II**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: Completion of Latin I-Honors or Latin I

*This course continues where Latin I leaves off. The everyday lives of the Cornelii family continue to be read. There is a continued emphasis on reading comprehension, vocabulary, grammar, culture, and geography. More conversational Latin is introduced. There is a continued emphasis on building English skills through word study.*

**5330H                    LATIN III-Honors**

Credit:                1 World Language Credit

Grade:                9, 10., 11, 12

Prerequisite: High level of achievement in Latin II-Honors or Latin II.  
*This course will cover the same material as Latin III. Students may choose to earn honors-level credit by completing supplemental work, adding thoroughness and rigor to the curriculum content, and requiring stronger control of vocabulary and grammar skills.*

**5330                    LATIN III**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: Completion of Latin II-Honors or Latin II.

*Focus is on the continued development of vocabulary and translating skills, as well as discussion, and reading proficiency. The theme of "urbs Roma" offers a wide scope for the study of aspects of Roman civilization. Both the Latin stories and the English background material supply the student with factual information about features of Roman life. Students are introduced to various Roman authors (e.g. Martial, Phaedrus, Catullus, Horace, Ovid, and Vergil). There is a continued study of conversational Latin.*

**5340H                    LATIN IV-Honors**

Credit:                1 World Language Credit

Grade:                10, 11, 12

Prerequisite: High level of achievement in Latin III-Honors or Latin III.

*This class is designed for the serious Latin student and focuses on the mastery of grammar, syntax, vocabulary, and reading comprehension. This course concentrates on reading and analyzing passages of increasing difficulty from the works of Ovid (Amores and Metamorphoses) and the poems of Catullus.*

**5510                    SPANISH I**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: Must pass English 8 class with a C or higher or pass English 8 Reading/Writing SOL

*This is an introductory course to the Spanish language and its culture. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level.*

**5510H                    SPANISH I-Honors**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: High level of achievement in English or a previous World Language.

*This is a rigorous course designed for the highly-motivated student with a keen interest in the Spanish language and its culture. The student must demonstrate the maturity and self-direction necessary for memorizing and practicing independently large bodies of vocabulary and structure. Emphasis is placed on listening comprehension, speaking skills, reading comprehension, and effective written communication at the beginning level. The goal is to complete the first year textbook and to conduct the class primarily in Spanish in the second semester.*

**5520H                    SPANISH II-Honors**

Credit:                1 World Language Credit

Grade:                9, 10, 11, 12

Prerequisite: High level of achievement in Spanish I-Honors or Spanish I;  
*This course is taught entirely in Spanish. An emphasis on building idiomatic vocabulary and grammar skills enables students to speak, read, and write more proficiently. The goal is to cover the second year textbook.*

**5520 SPANISH II**

Credit: 1 World Language Credit

Grade: 9, 10, 11, 12

Prerequisite: Completion of Spanish I-Honors or Spanish I;  
*Students continue to refine skills acquired in the first year course. Increased emphasis is placed on reading and writing. The study of grammar continues. Students study Hispanic history and culture throughout the year. The course is taught primarily in Spanish in the second semester.*

**5530H SPANISH III-Honors**

Credit: 1 World Language Credit

Grade: 9, 10, 11, 12

Prerequisite: High level of achievement in Spanish II-Honors or Spanish II;  
*This course is taught entirely in Spanish. This course is designed for students who intend to continue with Spanish IV-H and V-AP. Focus is on the continued development of vocabulary, listening skills, as well as discussion, reading, and writing proficiency. The goal is to complete the third year textbook and study some of the most important pieces of Spanish literature.*

**5530 SPANISH III**

Credit: 1 World Language Credit

Grade: 9, 10, 11, 12

Prerequisite: Completion of Spanish II-Honors or Spanish II;  
*This course is taught entirely in Spanish. Focus is on the continued development of vocabulary and listening skills, as well as discussion, reading, and writing proficiency. An introduction to the study of the history of the Hispanic world and literature is included.*

**5540 SPANISH IV**

Credit: 1 World Language Credit

Grade: 10, 11, 12

Prerequisite: Spanish III-Honors or Spanish III  
*This course is taught entirely in Spanish. Students will be engaged in an in-depth study of the cultures of the Hispanic world, which will drive the thematic units of this course. Students will also work on intermediate communication skills, with a focus on speaking and writing.*

**5540H SPANISH IV-Honors**

Credit: 1 World Language Credit

Grade: 11, 12

Prerequisite: High level of achievement in Spanish III-Honors or Spanish III;  
*This course is conducted entirely in Spanish. It is designed for the very serious Spanish language student and focuses on the refinement of reading, writing, grammar usage, and conversation proficiency. Students will study a variety of topics, including contemporary issues. This class prepares students for AP Spanish Language as well as offering an opportunity to begin studying on a college level.*

**5570 AP SPANISH LANGUAGE**

Credit: 1 World Language Credit

Grade: 11, 12

Assessment: AP Spanish Language Examination

Prerequisite: Spanish IV-Honors;

Note: **Students are expected to take the AP examination, which is offered in May.** College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities.

*This course is designed to challenge the highly proficient Spanish language student who wishes to experience college-level work while still in high school. Students refine their proficiency in written and oral expression of ideas. In addition to speaking and writing essays, reading poetry, short stories, plays, and newspaper and magazine articles, this course focuses primarily on Latin American literature and culture, with some study of important contemporary Hispanic authors.*

**5580 AP SPANISH LITERATURE**

Credit: 1 World Language Credit

Grade: 12

Assessment: AP Spanish Literature Examination

Prerequisite: Completion of AP Spanish Language;

Note: **Students are expected to take the AP examination, which is offered in May.** College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities. *The AP Spanish Literature course requires an independent, motivated learner as it can be an independent course.*



# CAREER & TECHNICAL EDUCATION

Career and Technical Education provides sequences of career-related courses designed to help students develop skills needed for entry-level employment, advanced technical training programs, and continuing education on the college and university level.

Elective courses in program areas of Business and Information Technology, Marketing Education, Technology Education, Consumer and Family Sciences, Trade and Industrial Education, and Health and Medical Sciences focus on helping students develop twenty-first century job skills, such as, proficiency in computer technology, information acquisition and processing, problem solving, teamwork, and effective communication skills. Career and Technical Education courses are designed to enhance and support the academic curriculum - reinforcing the Standards of Learning established for English, mathematics, science, history and social science.

## CHARLOTTEVILLE HIGH SCHOOL OFFERINGS

### ARTS, AUDIO/VIDEO TECHNOLOGY

#### Arts, Audio/Video Technology Program Completer Options

To earn a State Approved Sequential Elective and Program Completion Option, Leadership Development, Life Planning or Economics and Personal Finance may be combined with another 36 week Career and Technical Education Course.

#### Option 1:

- Commercial Photography I
- Commercial Photography II

#### Option 2:

- Television Production I
- Television Production II

#### 8610 BASIC PHOTOGRAPHY

Credit: 1 Elective Credit

Grade: 9,10,11

Prerequisite: None

*Students enrolled in this program will learn photographic skills using an SLR digital camera to set up, shoot, process and present photographic images. Instructional topics include composition, exposure calculations and Adobe Photoshop. In addition, students evaluate and critique photographic work and investigate the history of photography. All students will prepare a professional portofolio to prepare for a career in the field of photography.*

*Note: Basic Photography, a Trade and Industrial Education course may be offered as a complement to an existing concentration sequence in any CTE program area. In some instances, where noted, it may be combined with specific courses to create concentration sequences.*

*Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Arts, Audio/Video Technology and Communications**: Visual Arts. **Certifications**: Photography Examination ; Virginia Workplace Readiness Assessment and IC3 Certification*

#### 8607 COMMERCIAL PHOTOGRAPHY I

Credit: 1 Elective Credit

Grade: 10-11

Prerequisite: Basic Photography

*Students learn to operate digital and film cameras and related equipment, including lenses, filters, and light meters. Students will review composition elements and exposure calculations. Students will learn about studio lighting and related equipment. Students will gain a deeper understanding of photography as a career path and prepare a professional portfolio.*

*Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Arts, Audio/Video Technology and Communications**: Visual Arts. **Certifications**: Photography Examination ; Virginia Workplace Readiness Assessment and IC3 Certification .*

**8608**                    **COMMERCIAL PHOTOGRAPHY II**

Credit:                1 Elective Credit

Grade:                10-12

Prerequisite:        Commercial Photography I

*Students gain in-depth knowledge of camera operation, 35mm cameras.*

*Instructional topics include photo composition, studio and portrait photography.*

*Students analyze photographic works and offer critiques. Additionally, they*

*explore careers in photography and develop a portfolio. The cooperative*

*education method is available for this course. Students combine classroom*

*instruction and supervised on-the-job training in an approved position with*

*continuing supervision throughout the school year.*

*Students wishing to complete a specialization may take additional courses*

*appropriate to their career pathways such as, **Arts, Audio/Video Technology and***

***Communications:** Visual Arts. **Certifications:** Photography Examination ; Virginia*

*Workplace Readiness Assessment and IC3 Certification*

**8688**                    **TELEVISION PRODUCTION I**

Credit:                1 Elective Credit

Grade:                9-12

Prerequisite:        None

*Students learn to operate equipment such as TV cameras, video tape recorders,*

*microphones, audio mixers, and audio/video editing systems. They practice skills*

*related to production, direction, and scripting of programs and set design and*

*construction. Students also study control room procedures and responsibilities*

*Students wishing to complete a specialization may take additional courses*

*appropriate to their career pathways such as **Arts, Audio/Video Technology and***

***Communications:** Audio and Video Technology and Film; Journalism and*

*Broadcasting, and Performing Arts. **Certifications:** Apple Pro Certification*

*Program ; Audio-Visual Communications Assessment ; Television Broadcasting*

*Assessment ; Virginia Workplace Readiness Assessment and IC3 Certification ;*

*Visual Communications Assessment*

**8689**                    **TELEVISION PRODUCTION II**

Credit:                1 Elective Credit

Grade:                10-12

Prerequisite:        Television Production I

*Students continue to learn to operate equipment such as TV cameras, video tape*

*recorders, microphones, audio mixers, and audio/video editing systems. They*

*practice skills related to production, direction, and scripting of programs and*

*set design and construction.. Students also study control room procedures and*

*responsibilities. The cooperative education method is available for this course.*

*Students combine classroom instruction and supervised on-the-job training in an*

*approved position with continuing supervision throughout the school year.*

*Students wishing to complete a specialization may take additional courses*

*appropriate to their career pathways such as **Arts, Audio/Video Technology and***

***Communications:** Audio and Video Technology and Film; Journalism and*

*Broadcasting; Performing Arts. **Certifications:** Apple Pro Certification Program ;*

*Audio-Visual Communications Assessment; Television Broadcasting Assessment;*

*Virginia Workplace Readiness Assessment and IC3 Certification Visual*

*Communications Assessment .*

**8497 VIDEO AND MEDIA TECHNOLOGY**

Credit: 1 Elective Credit

Grade: 10-12

Prerequisite: None

Students are offered an opportunity to study all aspects of video and media production, from planning and writing for production to operating studio and editing equipment. Students practice various methods of gathering news and information from individuals, research, and online resources. In addition, students are introduced to analog and digital principles of film production. Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Arts, Audio/Video Technology and Communications**: Audio and Video Technology and Film; Journalism and Broadcasting; Performing Arts.

**Certifications:** Virginia Workplace Readiness Assessment.

**FAMILY AND CONSUMER SCIENCES**

Family and Consumer Sciences enable individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The unique focus is on families and their interrelationships.

The Family and Consumer Sciences Program provides high school students with experiences to meet adolescent needs; to prepare them for adulthood; to become competent in the management of their individual, family and work lives, and to apply these skills to jobs and careers. The Family and Consumer Sciences program is divided into a family, a transition, and a work focus. The family and transition focus offerings are at Charlottesville High School and include: Resource Management (Life Management Skills), Nutrition and Wellness, Child Development-Parenting (family focused), and Introduction to Fashion Design and Merchandising (transition focused). A work focused offering Culinary Arts, is offered at the Charlottesville-Albemarle Education Center (CATEC).

**Family, Career and Community Leaders of America, Inc. (FCCLA)**

Membership in Family, Career and Community Leaders of America, Inc., is open to all students who are enrolled in or have taken a course in Family and Consumer Sciences. FCCLA chapters offer students the opportunity to expand leadership potential and develop skills for life - planning, goal setting, problem solving and interpersonal communication - necessary in the home and workplace. FCCLA emphasizes preparation for community and family life, while recognizing that family members fill dual roles as wage earners.

**Career and Consumer Science Program Completer Options**

To earn a State Approved Sequential Elective and Program Completion Option, Leadership Development, Life Planning, Economics and Personal Finance or Independent Living (Grade 8) may be combined with another 36 week Career and Consumer Science Course. Additional options include:

**Option 1:**

Introduction to Fashion Design and Marketing **Plus on of the following:**

**Option 3:**

- Hospitality, Tourism, and Recreation I

- Child Development
- Nutrition and Wellness
- Independent Living (Grade 8)

- Nutrition and Wellness

**Option 2:**

- Nutrition and Wellness
- Independent Living (Grade 8)

**Option 4:**

- Hospitality, Tourism, and Recreation I
- Hospitality, Tourism, and Recreation II

**8234 INTRODUCTION TO EARLY CHILDHOOD, EDUCATION, AND SERVICES**

Credit: 1 Elective Credit  
 Grade: 9-12  
 Prerequisite: None

*Students focus on the principles of child growth and development; development of self-concepts and building self-esteem; appreciation of diversity; learning experiences for children; principles of guiding children in a positive manner; healthy and safe environments; career development; and careers related to early childhood professionals through hands-on exploration, projects, and group learning. A unit on understanding ourselves including a study of adolescence, maturity, value systems and philosophy of life will initiate this course. Students will explore the preparation needed for a healthy emotional and physical beginning for parent and child; meeting developmental needs of children; building positive parent/child relationships and using positive guidance and discipline methods to promote self.*

**8229 NUTRITION AND WELLNESS**

Credit: 1 Elective Credit  
 Grade: 9-12  
 Prerequisite: None

*Students enrolled in Nutrition and Wellness focus on making choices that promote wellness and good health; understanding the relationship 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. Topics include the selection and preparation of meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Human Services: Counseling and Mental Health Services; Family and Community Services; Personal Care Services. Certifications:** Virginia Workplace Readiness Assessment.*

**8248 INTRODUCTION TO FASHION**

Credit: 1 Elective Credit  
 Grade: 9-12  
 Prerequisite: None

*Introduction to Fashion inspires the creation of fashion through the study of fashion vocabulary, the fashion process, fashion publications, and career opportunities. Students will be stimulated while learning to develop their ideas and their potential to the fullest. Students will have the opportunity to focus on their area of interest, fashion design or fashion styling, and delve*

into intensive project work geared towards the final presentation.

**8227 LIFE PLANNING**

Credit: 1 Elective Credit

Grade: 9-12

Prerequisite: None

*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.*

*Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Human Services:** Consumer Services; Counseling and Mental Health Services; Early Childhood Development and Services; Family and Community Services. **Certifications:** Personal and Family Finance Certification ; Virginia Workplace Readiness Assessment.*

**8202 HOSPITALITY, TOURISM, AND RECREATION I**

Credit: 1 Elective Credit

Grade: 9-12

Prerequisite: None

*Students begin preparation for employment in hospitality industries by focusing on principles of operations in food services, recreation, hospitality planning, and business relations. Special attention is paid to the development of culinary skills (food sanitation, food preparation, and serving) and customer service skills. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.*

*Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Hospitality and Tourism:** Lodging; Restaurant and Food; and Beverage Services; Travel and Tourism. **Certifications:** Hospitality Management-Food and Beverage Option Assessment ; Hospitality Management-Lodging Option Assessment ; Lodging Management Program Certification, Level 1 ; Lodging Management Program Certification, Level 2 ; START Certification (Hospitality Skills) ; Virginia Workplace Readiness Assessment.*

**8203 HOSPITALITY, TOURISM, AND RECREATION II**

Credit: 1 Elective Credit

Grade: 9-12

Prerequisite: Hospitality, Tourism, and Recreation I

*Students continue preparation for employment in hospitality industries by focusing on principles of operations in travel and tourism, lodging, food services, hospitality planning, and business relations. Special attention is paid to the development of skills used in the lodging industry (rooms, sales and marketing, front office, and housekeeping divisions) and customer-service skills. The cooperative education method is available for this course.*

*Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.*

*Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Hospitality and Tourism:** Lodging; Restaurant and Food; and Beverage Services; Travel and Tourism.*

**9097 LEADERSHIP DEVELOPMENT**

Credit: 1 Elective Credit

Grade: 9-12

Prerequisite: None

*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.*

**HEALTH AND MEDICAL SCIENCES**

**Health and Medical Sciences Program Completer Options**

To earn a State Approved Sequential Elective and Program Completion Option, Leadership Development, Life Planning, Economics and Personal Finance or Independent Living (Grade 8) may be combined with another 36 week Health and Medical and Science Course. Additional options include:

**Option 1:**

- Health & Medical Sciences (CHS)
- Nurse Aide (CATEC)

**Option 2:**

- Health & Medical sciences I (CHS)
- Health & Medical Sciences II (CHS)

**Option 3:**

- Sports Medicine I
- Sports Medicine II

**Option 4:**

- Health & Medical Sciences I (CHS)
- Emergency Medical Technician & Firefighter I (CATEC one year)

**Option 5:**

- Health & Medical Sciences I (CHS)
- Emergency Medical Technician & Firefighter I (CATEC one year)

**8302 INTRODUCTION TO HEALTH AND MEDICAL SCIENCES**

Credit: 1 Elective Credit

Grade: 9-12

Prerequisite: None

*This course introduces the student to a variety of health care careers and develops basic skills required in all health and medical sciences. It is designed to help students understand the key elements of the U.S. health care system and to learn basic health care terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures. Cardio*

pulmonary resuscitation (CPR) is also taught. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the health care environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field.

Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Health Science: Diagnostics Services; Health Informatics; Therapeutic Services.** **Certifications:** Virginia Workplace Readiness Assessment.

**8331 HEALTH AND MEDICAL SCIENCES I (Health Assistant I)**

Credit: 1 Elective Credit

Grade: 9-12

Prerequisite: None

*Health and Medical Sciences introduces students to health care careers and allows for the exploration of each. This class will include basic skills common to all health occupations and an in depth explorations of the human body. Health and Medical Sciences I also provides an introduction to medical terminology nutrition and basic patient care. Students explore careers such as nursing, technicians, administrative support, therapists, physician assistants, and physicians.*

Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as **Health Science: Diagnostics Services; Health Informatics; Therapeutic Services.** **Certifications:** Virginia Workplace Readiness Assessment.

**8332 HEALTH AND MEDICAL SCIENCES II (Health Assistant II)**

Credit: 1 Elective Credit

Grade: 10-12

Prerequisite: Health & Medical Sciences I

*Students experience classroom instruction in preparation for work in the field. Students achieve necessary skills in assisting with therapeutic procedures and emergency measures, patient rehabilitation, and preparing the patient for examination. The class builds on what was taught in Health and Medical Sciences I with an emphasis on the psychiatric patient. Other topics include dementia and the elderly, cultural diversity, and infection control. Medical issues related to a variety of disease processes are also discussed. Students prepare to assist physicians and therapists in hospitals, nursing homes, clinics and public health facilities.*

Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Health Science: Therapeutic Services.** **Certification(s):** Health Assisting Assessment; Home Health Aide Assessment; National Health Care Foundation Skill Standards Assessment; Nurse Aide; Nursing Assisting Assessment; Virginia Workplace Readiness Assessment.

**7660                   SPORTS MEDICINE I (ATHLETIC TRAINING)**

Credit:               1 Elective Credit

Grade:               10-12

Prerequisite: Introduction to Health and Medical Sciences

*This course of studies provides students with the basic concepts and skill set required for an entry-level position as a sports medicine assistant. It introduces students to topics such as injury prevention, nutrition, first aid/CPR/AED, exercise physiology, and biomechanics. Students study basic human anatomy and physiology, medical terminology, legal and ethical issues in sports medicine, and career preparation. Course competencies have been constructed so as not to go beyond the professional scope of aide/assistant level. Mastery of the material in this course would provide students with a strong background should they wish to pursue certification in areas such as first aid, CPR, AED, and/or personal trainer.*

*Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Health Science: Therapeutic Service. Certifications:** Virginia Workplace Readiness Assessment.*

**7662                   SPORTS MEDICINE II**

Credit:               1 Elective Credit

Grade:               11-12

Prerequisite: Sports Medicine I

*This course of studies provides students with the basic concepts and skill set required for an entry-level position as a sports medicine assistant. It introduces students to topics such as injury prevention, nutrition, first aid/CPR/AED, exercise physiology, and biomechanics. Students study basic human anatomy and physiology, medical terminology, legal and ethical issues in sports medicine, and career preparation. Course competencies have been constructed so as not to go beyond the professional scope of aide/assistant level. Mastery of the material in this course would provide students with a strong background should they wish to pursue certification in areas such as first aid, CPR, AED, and/or personal trainer.*

*Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as **Health Science: Therapeutic Service. Certifications:** Virginia Workplace Readiness Assessment.*

## **MARKETING EDUCATION**

Marketing Education is offered for students who have an occupational interest in Retail, wholesale, or service occupations. Typical marketing areas include fashion, specialty shops, supermarkets, restaurants, wholesalers, hotels, banks, department stores, and service businesses.

Marketing Education courses include units of study in: advertising, human relations, physical distribution, communications, selling, employment and advancement, display, marketing math, market planning, economics, merchandising, and self-development.

### **CTE Cooperative Education**

A number of Marketing courses (as noted in the individual course descriptions) are eligible for the cooperative method of instruction. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year. Students who can not participate in cooperative education may still enroll in Marketing by taking courses offering the occupational experiences method of instruction. Marketing courses using this method combine classroom instruction with occupational experiences consisting of simulations, school and community-based projects, and or periodic employment in selected marketing businesses.

### **Marketing Education Program Completer Options**

To earn a State Approved Sequential Elective and Program Completion Option, Leadership Development, Life Planning, or Economics and Personal Finance may be combined with another 36 week Marketing Education Course. Additional options include:

#### **Option 1.**

- Any combination of two marketing courses

**8140 FASHION MARKETING**

Credit: 1 Elective Credit

Grade: 10-12

Prerequisite: None

*Students gain basic knowledge of the apparel and accessories industry and skills necessary for successful employment in the clothing businesses. Students develop general marketing skills necessary for successful employment in fashion marketing, general marketing skills applicable to the apparel and accessories industry, and specialized skills unique to fashion marketing. Personal selling, sales promotion, purchasing, physical distribution, market planning, and product/service technology as well as academic skills (mathematics, science, English, and history/social science) related to the content are part of this course. Computer/technology applications supporting this course are studied. The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.*

*Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Arts, Audio/Video Technology and Communications**: Visual Arts and **Marketing**: Marketing Communications, Marketing Management, Marketing Research, Merchandising and Professional Sales.*

**Certifications**: National Professional Certification in Customer Service.

*Students who complete two marketing courses and pass the certification exam will earn two (2) VERIFIED SOL CREDITS towards their graduation requirements.*

**8125 INTERNET MARKETING**

Credit: 1 Elective Credit

Grade: 10-12

Prerequisite: None

*Prior computer related course or demonstration of computer proficiency.*

*This is an elective course for students who aspire to work within, or create a business that can operate on the Internet.*

**Course Description**: *Students will have the opportunity to gain skills in emerging technology essential for conducting global business. Students gain knowledge of the tools and techniques used in Internet marketing and learn how to design a functional Web site. In addition, intermediate and advanced marketing concepts will be discussed and used to develop site design strategies. Because of the advanced nature of this course it is recommended that students have good keyboarding skills, working knowledge of general computer concepts and file management, and a sincere interest in business and marketing.*

*Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Marketing**: Marketing Communications, Marketing Management, Marketing Research, Merchandising and Professional Sales. **Certifications**: National Professional Certification in*

Customer Service. Students who complete two marketing courses and pass the certification exam will earn two (2) VERIFIED SOL CREDITS towards their graduation requirements.

**6120 ECONOMICS AND PERSONAL FINANCE**

Credit: .5 or 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: None

Note: This course combined with AP Micro Economics meets the state requirement for Economics and Personal Finance.

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

Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as **Business Management and Administration**: Administrative Support; Business Information Management; General Management; Human Resources Management or **Finance**: Accounting; Banking Services; Business Finance; Insurance or Securities and Investments. **Certifications**: Financial Literacy Certification (W!SE), National Professional Certification in Customer Service. Students who complete two marketing courses and pass the certification exam will earn two (2) VERIFIED SOL CREDITS towards their graduation requirements.

**6120V ECONOMICS AND PERSONAL FINANCE (Virtual)**

Credit: .5 or 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: None

Note: This course combined with AP Micro Economics meets the state requirement for Economics and Personal Finance.

Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. In addition to developing personal finance skills, students will also study basic occupational skills and concepts

in preparation for entry-level employment in the field of finance. The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-200-03B.

Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as **Business Management and Administration:** Administrative Support; Business Information Management; General Management; Human Resources Management or **Finance:** Financial Literacy Certification (W!SE); National Professional Certification in Customer Service. Students who complete two marketing courses and pass the certification exam will earn two (2) VERIFIED SOL CREDITS towards their graduation requirements.

**8115 PRINCIPLES OF BUSINESS AND MARKETING**

Credit: 1 Elective Credit

Grade: 9-12

Prerequisite: None

Students discover the roles of business and marketing in the free enterprise system and the global economy. Basic financial concepts of banking, insurance, credit, inheritance, taxation, and investments are investigated to provide a strong background as students prepare to make sound decisions as consumers, wage earners, and citizens. The real-world impact of technology, effective communication, and interpersonal skills is evident throughout the course. This course also supports career development skills and explores career options.

National Professional Certification in Customer Service. Students who complete two marketing courses and pass the certification exam will earn two (2) VERIFIED SOL CREDITS towards their graduation requirements.

**8175 SPORTS, ENTERTAINMENT, AND RECREATION MARKETING**

Credit: 1 Elective Credit

Grade: 10-12

Prerequisite: None

This is a specialized marketing course which provides instruction in sponsorship, product planning, promotion, legal contracts, event marketing and communications. Students will investigate the components of "branding," sponsorships and endorsements, as well as promotional plans needed for sports, entertainment and recreation events. The course also supports career development skills and explores career options. Students create projects that allow the application of critical-thinking and decision-making skills through the use of computer technology and academic skills (mathematics, science, English, and history/social science).

Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Hospitality and Tourism:** Recreation, Amusements and Attractions.

**Certifications:** National Professional Certification in Customer Service. Students who complete two marketing courses and pass the certification exam will earn two (2) VERIFIED SOL CREDITS towards their graduation requirements.

The Technology Education program gives students the opportunity to explore the different aspects of current technology trends in which they come in contact, and is designed to make them more aware of the career opportunities in this field. The course offerings are open to all interested students. Completion of any two courses (300 hours) in a prescribed technology sequence constitutes a program completer.

The Technology Education program for the high school provides many experiences for each individual student. Courses in technology highlight a variety of technologies and challenge the student's ability to apply simple scientific principles, engineering concepts and technological systems. Completion of the high school technology program prepares the student for technical or professional programs of higher education.

**Technology Students Association: (TSA)**

The Technology Student Association is a vocational student organization for all individuals enrolled in technology education courses. Activities of the TSA are included as a part of the instructional program to promote leadership skills and an appreciation for workmanship and safety.

**Technology Education Program Completer Options**

To earn a State Approved Sequential Elective and Program Completion Option, Leadership Development, Life Planning, or Economics and Personal Finance may be combined with another 36 week Technology Education Course. Additional options include:

**Option 1:**

Technology Foundations &  
Technology Transfer

**Option 2:**

Mechanical Drawing/CAD &  
Engineering Drawing/CAD

**Option 3:**

Mechanical Drawing/CAD &  
Architectural Drawing/CAD

**6116                    DIGITAL INPUT TECHNOLOGIES**  
Credit:                1 Elective Credit  
Grade:                9, 10, 11, 12

Digital Input Technologies introduces new and emerging input devices (e.g., speech- and handwriting-recognition software, headset/microphone, personal digital assistant [PDA], scanner, digital camera, digital video camera, keyboard, and mouse) to prepare students for using tools that are becoming standard in the workplace and in everyday life. The cooperative education method is available for students in grades 10-12 who enroll in this class. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

Recommended prerequisite(s): Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills

Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Business Management and Administration**: Administrative Support; **Information Technology**: Information Support and Services. **Certifications**: Virginia Workplace Readiness Assessment.

**8403 TECHNOLOGY FOUNDATIONS (Full Year)**

Credit: 1 Elective Credit  
Grade: 9, 10, 11, 12  
Prerequisite: None

Students explore the technological systems of: Communication, Construction, Manufacturing, Energy, Power and Transportation. The course introduces students to technical careers through the use of online research. Students obtain knowledge through both lecture and hands-on experiences. They also participate in the Technology Student Association (TSA). Key projects include: Robotics, Bridges, Rockets, Maps, Kites, PowerPoint and Modules. Students work with a variety of computer software and materials to increase their problem solving skills and knowledge of the Design Process. Students should be able to: work in small groups, use problem solving skills, organize notebooks and meet deadlines on time. This course is a prerequisite for the Technology Transfer course.

**8403V TECHNOLOGY FOUNDATIONS (Virtual)**

Credit: 1 Elective Credit  
Grade: 9, 10, 11, 12  
Prerequisite: None

Students explore the technological systems of: Communication, Construction, Manufacturing, Energy, Power and Transportation. The course introduces students to technical careers through the use of online research. Students obtain knowledge through both lecture and hands-on experiences. They also participate in the Technology Student Association (TSA). Key projects include: Robotics, Bridges, Rockets, Maps, Kites, PowerPoint and Modules. Students work with a variety of computer software and materials to increase their problem solving skills and knowledge of the Design Process. Students should be able to: work in small groups, use problem solving skills, organize notebooks and meet deadlines on time. This course is a prerequisite for the Technology Transfer course.

**8405 TECHNOLOGY TRANSFER (Full Year)**

Credit: 1 Elective Credit  
Grade: 10, 11, 12  
Prerequisite: Technology Foundations

Students focus on integrating technology into their core subjects of Math, Science, History and English. The class involves hands-on projects, computer-related work and research, lectures and student presentations. Students work with a variety of computer software and materials to explore the technological



college-level freshman CAD class (**DRF 140**) which will use PVCC curriculum.

Engineering Drawing/CAD introduces the student to the world of Engineering. Students are challenged with in-depth drawing problems & projects. State-of-the-art **CAD** programs (**Computer Assisted Drawing**) will be strictly used. Emphasis is placed on creating working drawings, assembly drawings, sectioning, developments, and threads & fasteners.

Students interested in pursuing a **Mechanical, Electrical, Civil, Aerospace, Structural, Industrial** or **Production Engineering** career will benefit from completing this course.

Students who complete both Mechanical Drawing/CAD and Engineering Drawing/CAD and pass the end of course "Brainbench" AutoCAD 2000 Certification Exam will be allowed to use the course(s) and exam as two (2) student-selected **VERIFIED SOL CREDITS** towards their graduation requirements.

**8437 ARCHITECTURAL DRAWING/COMPUTER-AIDED DESIGN**  
**8437 D (PVCC Dual Enrollment - optional)**

Credit: 1 Elective Credit, 3 College Credit Hours  
with a grade of "C" or higher

Grade: 10, 11, 12

Prerequisite: High level of achievement in Mechanical Drawing/CAD or teacher endorsement; passing score on the PVCC "Compass" placement exam if choosing dual enrollment credits. This is a rigorous course designed for highly motivated students who have a special interest in architecture. This is a college-level freshman CAD class (ARC 121) which will use PVCC curriculum.

Architectural Drawing/CAD introduces the student to field of Architectural Design and basic methods of construction. The course will encompass techniques of architectural drafting, including dimensioning, and symbols. The course is designed to introduce students to the concepts, practices, standards and techniques needed for development of a limited set of working drawings. The course focuses on students completing a working set of architectural plans for a shed, single story home and multi-level home using the latest AutoCAD software. Students will also build a scaled model of their home.

Students interested in pursuing a career in: **Architecture, Interior Design, Masonry, Carpentry, Landscaping, Electrician, Contractor** or **Structural Engineering** will benefit from completing this course.

Students who complete both Mechanical Drawing/CAD and Architectural Drawing/CAD and pass the end of course "Brainbench" AutoCAD 2000 Certification Exam will be allowed to use the course(s) and exam as two (2) student-selected **VERIFIED SOL CREDITS** towards their graduation requirements.

**WORK-BASED LEARNING**

**8000 SENIOR INTERNSHIP**

Credit: 0.5 Elective Credit per Semester

Grade: 12

Prerequisite: Accepted application

*An internship provides students with defined aptitudes, interests, and abilities, a structured hands-on experience related to career goals. An internship may be developed in careers such as Law, Medicine, Veterinary Medicine, Computer Science, Finance, Accounting, Sales, Music, Journalism, Photography, Art Architecture, Engineering, Technology, Manufacturing, and many more. The Senior Intern must be dependable, responsible, punctual, and demonstrate a desire to work in a professional environment. Program participation requires 135 hours of site experience or related training activities per semester. Interns are required to meet twice a month with the Program Coordinator to discuss relevant topics relating to employment (attitudes, human relationship skills, etc.) as well as issues and concerns relating to their own specific Internship. Additionally, Senior Interns are required to provide their own transportation to and from the internship site.*

**8040**

**CEWAT I**

Credit: 0.5 Elective Credit per Semester  
Grade: 9, 10, 11, 12 (Must be 16 years of age)  
Prerequisite: Accepted application

Competitive Employment Work and Transition (CEWAT) is a supervised work experience program which encourages students to become responsible, successful, career-minded individuals. Students receive support from an Employment Specialist to obtain and maintain competitive employment by demonstrating appropriate work behaviors and receiving satisfactory employer performance ratings.

**8045**

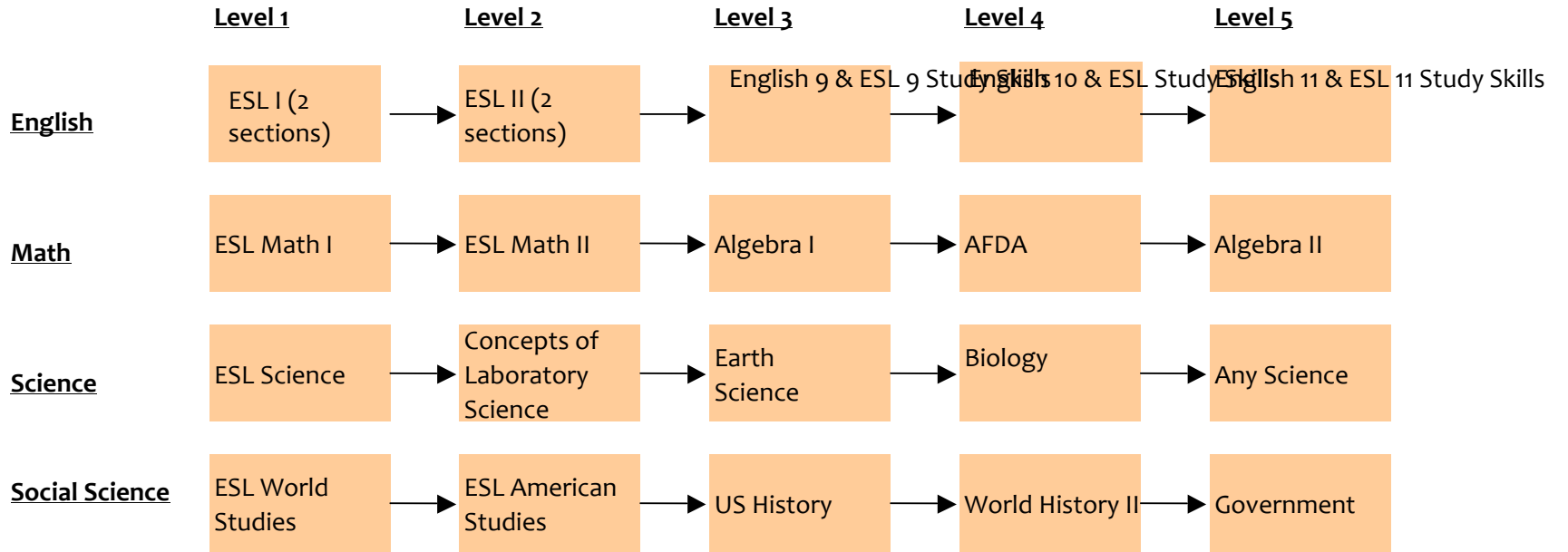
**CEWAT II**

Credit: 1 Elective Credit per Semester  
Grade: 9, 10, 11, 12 (Must be 16 years of age)  
Prerequisite: Accepted application

Competitive Employment Work and Transition (CEWAT) is a supervised work experience program which encourages students to become responsible, successful, career-minded individuals. Students receive support from an Employment Specialist to obtain and maintain competitive employment by demonstrating appropriate work behaviors and receiving satisfactory employer performance ratings.

# **ENGLISH AS A SECOND LANGUAGE**

# ESL Sequence of



## CHARLOTTESVILLE HIGH SCHOOL COURSE OFFERINGS

### **5710 ENGLISH AS A SECOND LANGUAGE I**

Credit: 2 Elective Credits

Grade: 9

Prerequisite: English Language Proficiency assessment of Level 1

*This course is designed for beginning English Language Learners. The students receive a double block of intensive instruction in reading, writing, listening and speaking. Focus is placed on initial reading, sight words, spelling, and basic vocabulary in social language and all content areas.*

### **5720 ENGLISH AS A SECOND LANGUAGE II**

Credit: 2 Elective Credits

Grade: 9 or 10

Prerequisite: English Language Proficiency assessment of Level 2

*This course is designed for high-beginning English Language Learners. Students receive a double block of intensive instruction in reading, writing, listening and speaking. Emphasis is placed on reading development and academic language in all content areas.*

### **5730 ENGLISH 9 ESL**

Credit: 1 Elective Credit

Grade: 9 or 10

Prerequisite: English Language Proficiency assessment of Levels 3-4

*This course is for Intermediate level English Language Learners who have demonstrated academic skills necessary for transition into mainstream classes. The course is designed as a complement to Sheltered English 9, and builds upon skills covered in that course. The focus is on academic vocabulary, reading strategies, and study skills. The class supports a schedule of sheltered English and mainstream content classes.*

### **5740 ENGLISH 10 ESL**

Credit: 1 Elective Credit

Grade: 10 or 11

Prerequisite: English Language Proficiency assessment of Levels 3 or 4, completion of English 9

*This course is for intermediate and advanced level English Language Learners who have demonstrated academic skills necessary for transition into mainstream classes. The course is designed as a complement to Sheltered English 10, and builds upon skills covered in that course. The focus is on academic vocabulary, reading strategies, and study skills. This class supports a scheduled of sheltered English and mainstream content classes.*

### **5740 ENGLISH 11 ESL**

Credit: 1 Elective Credit

Grade: 11 or 12

Prerequisite: English Language Proficiency assessment of Levels 3 or 4, completion of English 10

*This course is for intermediate and advanced level English Language Learners who have demonstrated academic skills necessary for transition into mainstream classes. The course is designed as a complement to Sheltered English 11, and builds upon skills covered in that course. The focus is on academic vocabulary, reading strategies, and study skills. This class is intended to help students prepare for the English Reading and Writing SOL exams necessary for graduation.*

**5732 ESL AMERICAN STUDIES**

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: ESL Teacher and counselor recommendation

*This course covers basic geography and United States history. Heavy emphasis is placed on building vocabulary and content knowledge, as well as development of reading and writing skills.*

**5733 ESL WORLD STUDIES**

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: ESL Teacher and counselor recommendation

*This course covers basic geography and World history. Heavy emphasis is placed on building vocabulary and content knowledge, as well as development of reading and writing skills.*

**5736 ESL MATH 1**

Credit: 1 Elective Credit

Grade: 9, 10,11,12

Prerequisite: ESL Teacher and counselor recommendation

*This course covers basic mathematics. Heavy emphasis is placed on computation and basic number skills, as well as development of reading and writing skills.*

**5737 ESL MATH 2**

Credit: 1 Elective Credit

Grade: 9, 10,11,12

Prerequisite: ESL Teacher and counselor recommendation

*This course covers basic mathematics. Heavy emphasis is placed on computation and basic number skills, as well as development of reading and writing skills. This math course is modeled after the Introduction to Algebra course.*

**5734 ESL SCIENCE**

Credit: 1 Elective Credit

Grade: 9, 10,11,12

Prerequisite: ESL Teacher and counselor recommendation

*This course covers basic skills necessary for success in science courses. Heavy emphasis is placed on computation and basic number skills, as well as development of reading and writing skills.*

**4610 CONCEPTS OF LABORATORY SCIENCE**

Credit: 1 Science Elective Credit

Grade: 9

Prerequisite: None

*This course introduces students to the disciplines of Earth Science and Biology while teaching the skills needed for success in both of those courses. Students who have not achieved success on 8<sup>th</sup> grade science, math, and reading SOLS are prime candidates for this course. Concepts of Laboratory Science is a collaboratively taught course that includes material from both disciplines in an integrated fashion throughout the year. The course focuses on strengthening reading, math, graphing, map use, technology use, and laboratory skills.*

**8229 NUTRITION AND WELLNESS**

Credit: 1 Elective Credit

Grade: 9-12

Prerequisite: None

*Students enrolled in Nutrition and Wellness focus on making choices that promote wellness and good health; understanding the relationship 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. Topics include the selection and preparation of meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths.*

*Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Human Services:** Counseling and Mental Health Services; Family and Community Services; Personal Care Services.*

***Certifications:** Virginia Workplace Readiness Assessment and IC3 Certification*

**6116 DIGITAL INPUT TECHNOLOGIES**

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

*Digital Input Technologies introduces new and emerging input devices (e.g., speech- and handwriting-recognition software, headset/microphone, personal digital assistant [PDA], scanner, digital camera, digital video camera, keyboard, and mouse) to prepare students for using tools that are becoming standard in the workplace and in everyday life. The cooperative education method is available for students in grades 10-12 who enroll in this class. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.*

Recommended prerequisite(s): Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills

*Students wishing to complete a specialization may take additional courses appropriate to their career pathways such as, **Business Management and Administration:** Administrative Support; **Information Technology:** Information Support and Services. **Certifications:** Microsoft Certified Application Specialist (MCAS) ; Microsoft Office Specialist (MOS) ; Virginia Workplace Readiness Assessment and IC3 Certification*

# A.V.I.D

(ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

AVID is an elementary through postsecondary college readiness system that is designed to increase schoolwide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

## Course Descriptions and Course Options

### BUFORD MIDDLE SCHOOL

#### **9813                    AVID 7**

Credit:                1.0 Elective Credit

Grade:                7

Prerequisite: Interview and application process

*The AVID Grade 7 course is an elective class for college bound students who are academically in the middle. In the AVID Grade 7 course, students receive the basic foundational skills and strategies to succeed in the upcoming rigorous classes in middle and high school. The AVID Grade 7 course provides academic, tutorial, career goal planning and social support for students through the AVID curriculum, AVID Middle School Libraries with a focus on WIC-R (Writing, Inquiry, Collaboration, and Reading), and college readiness experiences. Students will learn and apply skills and learning strategies to improve achievement in all academic courses. Skills include note-taking, outlining, writing, speaking, reading, test-taking strategies, maintaining organized notebook binders, increasing self awareness, and identifying interests aligned with academics and college exploration. Enrollment in rigorous and Pre-AP courses is encouraged.*

#### **9814                    AVID 8**

Credit:                1.0 Elective Credit

Grade:                8

Prerequisite: Middle School AVID and/or interview and application process

*The AVID Grade 8 course is an elective class for college bound students who are academically in the middle. It provides academic, tutorial, career goal planning and social support for students through the AVID curriculum and AVID Middle School Libraries with a focus on WIC-R (Writing, Inquiry, Collaboration, and Reading). AVID 8 students develop and reinforce attitudes, skills, and knowledge to successfully enter and complete rigorous coursework in high school. Students will learn and apply study skills and learning strategies to improve performance in all academic courses. Note-taking, outlining, writing, speaking, reading, test taking strategies, maintaining organized notebook binders, self-awareness, and preparation for PSAT are stressed in this course. Students are encouraged to take higher level courses, such as Algebra I and receive introductory information and direction regarding Pre AP classes in high school. In addition, the AVID Grade 8 course includes college motivational activities.*

## CHARLOTTEVILLE HIGH SCHOOL COURSE OFFERINGS

### **9815**                    **AVID 9**

Credit:                1.0 Elective Credit

Grade:                9

Prerequisite: Middle School AVID and/or interview and application process

*AVID 9 is an elective course that prepares students for entrance into four-year colleges. Students receive two periods a week of instruction in college entry skills, two periods of tutorials (tutor-led study groups), and one period a week for binder checks, team-building activities and motivational speakers. WICR (writing, inquiry, collaboration and reading) strategies are emphasized, along with Cornell note-taking, organization and time management.*

### **9816**                    **AVID 10**

Credit:                1.0 Elective Credit

Grade:                10

Prerequisite: Prerequisites: 9<sup>th</sup> grade AVID and/or interview and application process

*AVID 10 is an elective course that prepares students for entrance into four-year colleges. Students receive two periods a week of instruction in college entry skills, two periods of tutorials (tutor-led study groups), and one period a week for binder checks, team-building activities and motivational speakers. WICR (writing, inquiry, collaboration and reading) strategies will continue to be emphasized and built upon.*

### **9817**                    **AVID 11**

Credit:                1.0 Elective Credit

Grade:                11

Prerequisite: Prerequisites: 10<sup>th</sup> grade AVID and/or interview and application process

*AVID 11 is an elective course that prepares students for entrance into four-year colleges. Students receive two periods a week of instruction in college entry skills, two periods of tutorials (tutor-led study groups), and one period a week for binder checks, team-building activities and motivational speakers. Taking rigorous courses and maintaining a high GPA is stressed as colleges carefully examine 11th grade report cards. Students will prepare for college entrance exams throughout the year and all students will take the SAT in May. Students will engage in more advanced WICR (writing, inquiry, collaboration and reading) strategies than in previous years and begin initial college planning activities.*

### **9818**                    **AVID 12**

Credit:                1.0 Elective Credit

Grade:                12

Prerequisite: Prerequisites: 11<sup>th</sup> grade AVID and/or interview and application process

*AVID 12 is the culmination of the student's years in AVID. The first semester is devoted to the college application process, including creation of refined resumes and personal statement/essays. All students will prepare for and take the SAT exam a second time in October. Students, and their parents, will be coached through the financial aid process at the beginning of the second*

*semester. The second half of the year also includes preparation for college placement exams, review of note-taking techniques, continued career exploration, and an eight week unit of activities designed to prepare students for the transition to college.*

**ASSISTANTS,  
MANAGERS, and  
LUNCHESES**

## CHARLOTTESVILLE HIGH SCHOOL COURSE OFFERINGS

**0022**                    **MEDIA ASSISTANT I - 1<sup>st</sup> Semester**

**0023**                    **MEDIA ASSISTANT I - 2<sup>nd</sup> Semester**

Credit:                0.5 Credit

Grade:                9, 10, 11, 12

Prerequisite:        Media Specialist recommendation

*Students learn information management and retrieval skills while providing assistance to the Media Center staff. Media Assistants shelve books and magazines, run the circulation desk, copy, and help prepare displays and bibliographies. The course includes written assignments on various instructional units including circulation procedures, the Dewey Decimal system, use of CD ROMs and databases and Internet searching.*

**0020**                    **TECH HELP DESK ASSISTANT - 1<sup>st</sup> Semester**

**0021**                    **TECH HELP DESK ASSISTANT - 2<sup>nd</sup> Semester**

Credit:                No Credit

Grade:                10, 11, 12

Prerequisite:        Counselor or Teacher recommendations

**0040**                    **COUNSELING DEPT ASSISTANT - 1<sup>st</sup> Semester**

**0045**                    **COUNSELING DEPT ASSISTANT - 2<sup>nd</sup> Semester**

Credit:                No Credit

Grade:                9, 10, 11, 12

Prerequisite:        Counselor & Counseling Dept. Secretary recommendations

**0030**                    **OFFICE ASSISTANT - 1<sup>st</sup> Semester**

**0035**                    **OFFICE ASSISTANT - 2<sup>nd</sup> Semester**

Credit:                No Credit

Grade:                9, 10, 11, 12

Prerequisite:        Counselor & Principal recommendations

**0050**                    **SCIENCE LAB ASSISTANT - 1<sup>st</sup> Semester**

**0055**                    **SCIENCE LAB ASSISTANT - 2<sup>nd</sup> Semester**

Credit:                No Credit

Grade:                9, 10, 11, 12

Prerequisite:        Science teacher recommendation

**0060**                    **TEACHER ASSISTANT - 1<sup>st</sup> Semester**

**0065**                    **TEACHER ASSISTANT - 2<sup>nd</sup> Semester**

Credit:                No Credit

Grade:                9, 10, 11, 12

Prerequisite:        Supervising teacher recommendation

**0072**                    **BAND MANAGER - 1<sup>st</sup> Semester**

**0073**                    **BAND MANAGER - 2<sup>nd</sup> Semester**

Credit:                No Credit

Grade:                9, 10, 11, 12

Prerequisite:        Band Director recommendation

**0074**                    **CHORUS MANAGER - 1<sup>st</sup> Semester**

**0075**                    **CHORUS MANAGER - 2<sup>nd</sup> Semester**

Credit:                No Credit

Grade:                9, 10, 11, 12

Prerequisite:        Choral Director recommendation

**0070**                    **ORCHESTRA MANAGER - 1<sup>st</sup> Semester**

**0071**                    **ORCHESTRA MANAGER - 2<sup>nd</sup> Semester**

Credit:                No Credit

Grade:                9, 10, 11, 12

Prerequisite:        Orchestra Director recommendation

**01111**                **LUNCH**

Credit:                No Credit

Grade:                9, 10, 11, 12

Prerequisite:        None

**01112**                **SENIOR OFF CAMPUS LUNCH**

Credit:                No Credit

Grade:                12

Prerequisite:        Completion of application with Parental and Principal Approval;  
Must be on-track for graduation with NO failing grades or  
outstanding SOL tests needed for graduation

**00006**                **EDUCATIONAL RELEASE**

Credit:                No Credit

Grade:                9, 10, 11, 12

Prerequisite:        Parental and Principal Approval; Enrollment in a collegiate class  
off campus.

**00007**                **RELEASE TO WORK**

Credit:                No Credit

Grade:                9, 10, 11, 12

Prerequisite:        Parental and Principal Approval; Employment verification.

**00008**                **SENIOR RELEASE - 1<sup>st</sup> Semester**

Credit:                No Credit

Grade:                12

Prerequisite:        Parental and Principal Approval; Must be on-track for graduation  
with NO failing grades or outstanding SOL tests needed for  
graduation

**00009**                **SENIOR RELEASE - 2<sup>nd</sup> Semester**

Credit:                No Credit

Grade:                12

Prerequisite:        Parental and Principal Approval; Must be on-track for graduation  
with NO failing grades or outstanding SOL tests needed for  
graduation



## **A secondary and post-secondary career and technical school**

The Charlottesville-Albemarle Technical Education Center (CATEC) operates with a very special purpose in mind: to provide high school students an opportunity to explore career choices and prepare in program areas that provide portable, transferable skills, for post-secondary training and employment.

**VISION: We are the school of excellence and choice for students, staff, and businesses.**

**MISSION: Our mission is to develop workforce skills and careers.**

**CATEC** focuses on providing portable, transferable skills to all of our students in the areas of:

- 1) Technical Skills;
- 2) Workplace (soft) Skills;
- 3) Literacy Development;
- 4) Innovative Technology Training;
- 5) Entrepreneurship Training.

Businesses and community members who are interested in making connections and developing programs should check out our web-site at [www.catec.org](http://www.catec.org).

### **OVERVIEW CATEC Career Programs**

Students may be admitted to the center if they meet the following criteria:

- Attend Albemarle County or Charlottesville City Schools;
- Attend Fluvanna High School or neighboring high schools (admitted on space available basis);
- Have parental permission;
- Make application through their school guidance counselors and meet requirements for admission;
- Pay tuition if they are adults and space is available in the class.

### **Career Cluster Course Offerings**

- Art, AV, Technology & Communications
- Health Sciences
- Hospitality & Tourism
- Human Services
- Law, Public Safety, Corrections & Security
- Architecture & Construction
- Transportation, Distribution & Logistics

## Application & Selection Process

Students wanting to enroll in CATEC programs must complete an Application for Enrollment available through their home high school counseling department. Students return completed applications to their school counselors who will forward the applications to CATEC.

Since class sizes at CATEC are limited, CATEC will review the applications and select students based upon the following:

- Applicants will be considered for the programs provided they meet any listed prerequisites.
- CATEC will review the following information on applicants: attendance, disciplinary record, grades, grade level, age and personal interview, if applicable. Final selection for each program will then be based upon a variety of factors, including the above information, the number of enrollments from each school, total enrollments from each school division, and maximum class sizes.
- Current CATEC students wishing to return to complete their program, or desire to enter a new program, should obtain a grade level of “C” or higher.
- Juniors & Seniors are given priority in all programs, with Sophomores being accepted on a case by case basis in the following: Building Trades, Masonry, Culinary Arts, Intro to Culinary Arts and Auto Body.

## Program Completer/Certificate/Seal Options

All credit(s) for CATEC programs meet the requirement as a practical arts elective(s). Students who finish any state approved one or two-year sequence of technical courses and earn a high school diploma will constitute a “program completer.”

Program completers receive a **Career and Technical Education Certificate of Completion** (based upon program requirements). Students earn a **Career and Technical Education Seal** if they: (a) achieve a B average in a sequence of courses; or (b) pass an examination that confers certification from a recognized industry, trade, or professional association; or (c) acquire a professional license in the field from the Commonwealth of Virginia. Students will receive a **Certificate of Participation** upon completion of a one-year program or one year of a two-year program (based upon program/certificate requirements), or complete a two-year program and do not earn a high school diploma.

## Verified Credits

Career and technical students may earn two verified credits toward a Standard Diploma by completing a program sequence and passing a recognized certification or licensure examination. One of these may be substituted for a verified credit in either science or history and the other used as a student-selected verified credit.

## Technical Education Organizations for Students

Student participation in SkillsUSA or Health Occupations Student Association (HOSA) is an integral part of instruction in all of CATEC’s programs. These organizations provide opportunities for students to develop personal leadership and communication skills and motivates them to excel in their chosen fields of study.

## Skill Focus

While there are many technical “hard” skills taught in our programs at CATEC, an increased portion of our instruction is geared towards **workplace readiness skills**, known as “soft” skills. These skills are

incorporated into the curriculum for each trade area, and are implemented school-wide in lessons to better prepare students for the workplace environment. In addition to the workplace skills, we incorporate **literacy**, **entrepreneurship** and **technology skills** into the trade areas to better prepare students with portable, transferable skills once they have completed their program of study.

### Summer Internship Program

#### 0027 SUMMER INTERNSHIP PROGRAM – A CATEC PARTNERSHIP

Credits: ½  
Grades: 11, 12 (must be at least 16 years old by June 15<sup>th</sup> )  
Prerequisite: None

The Summer Internship Program allows students to explore a career interest in the Health and Medical Sciences field or the Information Technology field. Students are paired with a mentor for 3 weeks during this unpaid work experience. Students will also receive several hours of employability skills training at CATEC. Students must go through an application process to be considered for an internship, and not all students are guaranteed a placement. The application process will take place during the month of April.

## Core Academics

#### English Courses:

##### English 10 (a.m. only)

**Credits:** 1 English credit **Level:** Academic/Advanced **Prerequisites:** English 9

##### English 11 (a.m. & p.m.)

**Credits:** 1 English credit **Level:** Academic/Advanced **Prerequisites:** English 9, English 10

##### English 12 (a.m. & p.m.)

**Credits:** 1 English credit **Level:** Academic/Advanced **Prerequisites:** English 9, English 10, English 11

**Note:** All English courses meet SOL requirements. Students who take English will receive 1 English credit and 2 elective credits in their technical course. Students must be enrolled for a full year in a technical program in order to enroll in an English class. *Students cannot enroll in English if they are taking any of the following courses: Nurse Aide, Music Industry Technology, Intro to Culinary Arts, Firefighter and EMT.*

#### Exploratory:

Students take English 10 Academic/Advanced and explore possible career options by rotating through different labs (nine weeks per lab, 4 labs per year). Class is open to rising 10th graders  
10th Grade Exploratory (a.m.)

Credits: English 10 Academic/Advanced 1 English Credit  
Trade Exploratory 2 Elective Credits

## Career & Technical Education Programs

### AUDIO, MEDIA AND COMMUNICATIONS

#### 9295 MUSIC INDUSTRY TECHNOLOGY (PM)

Credits: 1 Credit  
Grades: 11, 12  
Prerequisite: Open to Juniors & Seniors with priority going to 12th graders.

Working in conjunction with the Music Resource Center, this one-year program is designed to provide in-depth instruction on music industry elements such as composition, recording systems, mixing and processing techniques, and live sound. Students will also be exposed to musical theory, computer use, and instrument understanding and function. Projects will include recording of instruments and arranging recording tracks on an album, including, but not limited to, the arrangement of multiple microphones, use of synthesizers, applying compression and equalization, and amplifying sound. Students will incorporate advertising and

marketing aspects into these projects and study the possible careers available in the field.

*Future Career Opportunities:* Music Producer, Live-Sound Engineer, Audio Engineer, Radio Program Engineer.

## HEALTH SCIENCES

<b>8334</b>	<b>EMERGENCY MEDICAL TECHNICIAN (AM)</b>	<b>1 Year Program</b>
<b>8706</b>	<b>FIREFIGHTER I (AM)</b>	
Credits:	<u>Emergency Medical Technician</u>	1 Elective Credit
	<u>Firefighter I</u>	1 Elective Credit
Grades:	11, 12	
Prerequisites:	Must be 16 or older by start of school & 11 <sup>th</sup> or 12 <sup>th</sup> grader academically. Cumulative GPA 2.0 recommended. The Virginia Office of Emergency Medical Services has prerequisites for EMS training. For the complete list, contact the instructor.	
Certifications:	EMT Basic, Firefighter I	
Verified Credits:	1-2 (certification, completer)	

EMTs are one of the three public safety divisions (EMS, Fire and Law Enforcement). Their job includes the daily routine of dealing with crisis, trauma, hazardous materials, illness, injuries, and the training to handle mass causality situations, disaster management, and terrorism awareness. The work they do often means the difference between life and death. Although the job can be stressful, EMT's and Paramedics enjoy the challenge and excitement of the job and view it as an opportunity to make a real difference.

Firefighters are one of the three public safety divisions (EMS, Fire & Law Enforcement). Firefighter I introduces students to the exciting career field of Firefighting. Students will learn both the theoretical concepts and practical application of fire suppression, fire science management, fire prevention techniques, arson investigation, and the mitigation of hazardous material accidents. Firefighting is a physically demanding profession and students will be introduced to this aspect through a physical training program. Local fire departments will work with the students in this indoctrination program, which will require field trips after school hours.

All activities will be conducted with great care and supervised closely by qualified personnel. These policies are designed to ensure adequate levels of safety while allowing for flexibility to utilize independent judgment based on the level of training. Any student who jeopardizes the safety of others will be removed from the program. Dress must be appropriate for the environment and training requirements.

<b>8328</b>	<b>DENTAL ASSISTANT (AM, PM)</b>	<b>1 Year Program</b>
Credits:	2-3 Elective Credits*	
	*2 elective credits taken in conjunction with a CATEC English class.	
Grades:	11, 12	
Suggested Prerequisite:	C or better in a lab science	
Certifications:	Radiation Hygiene and Safety and Infection Control.	
Verified Credits:	1-2 (certification, completer)	

This one-year program prepares students to perform all the tasks of a Dental Assistant. These tasks include exposing, processing, and mounting x-rays, preparing materials for various procedures, including impressions, placing topical anesthetics, and making diagnostic study models for alginate impressions. Dental Assistant students also study maintenance of patient records, sterilization and disinfectant of instruments and equipment, preparation of patients for dental treatment, arrangement of dental instruments, materials, and medications on chair side trays, use of oral evaluation system, and oral hygiene instructions for patients. This program will give students a foundation to pursue an Infection Control and Radiation Health and Safety Certificate or a Dental Hygienist post-secondary degree through a two or four-year college.

<b>8305</b>	<b>PHARMACY TECHNICIAN (PM)</b>	<b>1 Year Program</b>
Credits:	2-3 Elective Credits*	
	*2 elective credits taken in conjunction with a CATEC English class.	
Grades:	11, 12	
Suggested Prerequisite:	C or better in a lab science	
Certifications:	Virginia Pharmacy Technician – State Licensure	
Verified Credits:	1-2 (certification, completer)	

This one-year program will prepare students to perform all the tasks of a Pharmacy Technician. These tasks include assisting the licensed pharmacist with serving patients, and ordering, stocking, and packaging prescription and over-the-counter medications. Students will study Pharmacology to learn about the top 200 drugs, what they are and how they work. Pharmacy Tech students also study safety procedures, medication and inventory control, maintaining records, preparing labels, and processing insurance claims. This program can prepare you to successfully complete the Certified Pharmacy Technician (CPhT) examination.

<b>8357/8358/8359</b>	<b>NURSE AIDE (AM, PM)</b>	<b>1 Year Program</b>
Credits:	2-3 Elective Credits*	
Grades:	11, 12	
Prerequisites:	Ability to work and socially interact with people in a public environment.	
Certifications:	Nurse Aide Exam – State Licensure	
Verified Credits:	1-2 (certification, completer)	

This program is fast-paced and begins with a discussion of nursing theory and the study of science. Once students have the theory completed they learn to care for others in the lab and clinical setting. In the clinical setting students will learn to care for patients independently and as a part of a team environment. Students will learn how their knowledge base, work ethics, documentation, and critical thinking skills assist in the proper care and management of another person. Students will leave the program prepared to work in nursing homes, hospitals and home environments. Upon successful completion of this one-year program students will sit for the State Board Exam for Nurse Aide. Once students pass this exam, they will be Certified Nurse Aides for the state of Virginia.

## HOSPITALITY AND TOURISM

<b>8250</b>	<b>INTRO TO CULINARY ARTS (AM)</b>	<b>1 Year Program</b>
Credits:	<u>Intro to Culinary Arts</u> : 3 Elective Credits	
Grades:	10, 11, 12	
Prerequisites:	None	
College Credits:	N/A	

This one-year program is designed to introduce students to career options in the food service industry as well as to provide instruction in culinary techniques. This entry-level course provides an overview of the culinary industry and career options through work-study placement. Class time is used for teaching new concepts, reinforcing important skills, and assisting Culinary Arts II students with catering activities. Students who are successful in this class may have the option to take Culinary Arts I the following year.

<b>8521</b>	<b>CULINARY ARTS I (AM/PM)</b>	<b>2 Year Program</b>
<b>8522</b>	<b>CULINARY ARTS II (AM)</b>	
Credits:	<u>Culinary Arts I</u> : 2-3 Elective Credits* <u>Culinary Arts II</u> : 2-3 Elective Credits* *2 elective credits taken in conjunction with a CATEC English class	
Grades:	10, 11, 12	
Prerequisites:	Ability to perform measurements, follow written directions and have strong reading ability	
Certifications:	Commercial Foods Assessment (NOCTI), ServeSafe	
Verified Credits:	1-2 (certification, completer)	
College Credits:	N/A	

Culinary Arts, a two-year program builds the proper foundation and perfects the skills needed to succeed in the food service industry. Be part of a team that emphasizes passion, attitude, character and team work in a disciplined and creative environment. Our emphasis on learning is academic, hands-on, and community based. Culinary Arts prepares students to enter employment in food service occupations. Instruction focuses on sanitation, nutrition, food preparation, catering, purchasing, and inventory control in addition to food presentation and service. Students plan menus, prepare food, and use a variety of kitchen equipment such as ovens, grills, broilers, slicers, grinders, and blenders.

## HUMAN SERVICES

<b>8740</b>	<b>BARBERING I (AM/PM)</b>	<b>2 Year Program</b>
<b>8741</b>	<b>BARBERING II (AM)</b>	
Credits:	<u>Barbering I</u> 2 – 3 Elective Credits* <u>Barbering II</u> 2 – 3 Elective Credits* *2 elective credits taken in conjunction with a CATEC English class	
Grades:	11, 12	
Suggested		
Prerequisite:	C or better in a lab science	
Certifications:	State Board of Barbering License	

Students in this two-year program are prepared to take the Virginia Barber examination in order to become licensed practitioners. Students gain daily practical experience working on other students and manikins. During the second year, students have the opportunity to provide services to patrons in a clinical setting. Students also have the opportunity to do internships in local Barbershops. Barbering students study: professional ethics, safety and health, hair analysis, hair and scalp diseases/disorders, hair cutting and shaping, anatomy and physiology, chemical restructuring, coloring and lightening.

<b>8527</b>	<b>COSMETOLOGY I (AM/PM)</b>	<b>2 Year Program</b>
<b>8528</b>	<b>COSMETOLOGY II (AM)</b>	
Credits:	<u>Cosmetology I</u> : 2-3 Elective Credits* <u>Cosmetology II</u> : 2-3 Elective Credits* *2 elective credits taken in conjunction with a CATEC English class	
Grades:	11, 12	
Suggested		
Prerequisite:	C or better in a lab science	
Certifications:	State Board of Cosmetology License	
Verified Credits:	1-2 (certification, completer)	
College Credits:	NA	

Students in this two-year program are eligible to take their State Board examination after successfully completing the two-year course. Students will gain theory and practical knowledge through instruction and lab participation. First-year students will participate in a job shadowing program and second-year students during their second semester will participate in an internship two days a week. Cosmetology students study:



Electrical Code. All aspects of residential construction, from project planning, purchasing material, to code compliance are taught. You will also build a house. Emphasis will be placed on proper employability skills and attitude throughout both years of the course.

<b>9171</b>	<b>GREEN ENERGY DESIGN (PM)</b>	<b>Fall Semester</b>
<b>9172</b>	<b>GREEN ENERGY TECHNOLOGY (PM)</b>	<b>Spring Semester</b>
Credits:	Green Energy Design – 1 or 1 1/2 Elective Credits Each Year*	
	Green Energy Technology - 1 or 1 1/2 Elective Credits Each Year*	
	*1 elective credit if taken in conjunction with a CATEC English class. Must be enrolled in both classes to take English.	
Grades:	10,11, 12	
Prerequisites:	none	

**Green Energy Design** - Students will work on design software that incorporates many “green” practices allowing them to better understand sustainable construction. Students will use what they design for hands-on construction projects many of which will be connected with the student-built house at CATEC. They will also focus on the understanding of energy systems in residential homes with Energy Auditing programs, learning about the basics of home energy upgrades and residential weatherization practices.

**Green Energy Technology** - Students will get a broad overview of Alternative and Renewable Energy methods in the areas of solar energy, wind, biodiesel, hydroelectricity, and hydrogen fuel cells. Students will work with renewable energy modules to combine science, technology, engineering and mathematic principles with hands-on student projects using wind energy, solar power and fuel cells, among other resources. Students will be able to apply their understanding of these principles into areas such as the construction, architecture and automotive industries.

*Future Career Opportunities: Engineers, Architects, Builders, Energy Auditors, Technicians*

<b>8512</b>	<b>MASONRY I AM or PM</b>
<b>8513</b>	<b>MASONRY II (AM)</b>
Credits:	<u>Masonry I:</u> 2-3 Elective Credits*
	<u>Masonry II:</u> 2-3 Elective Credits*
	*2 elective credits taken in conjunction with a CATEC English class.
Grades:	10,11, 12
Prerequisites:	Students with allergies (dust etc.) should consult a physician prior to enrollment.
Certifications:	Construction Assessment (NCCER)
Verified Credits:	1-2 (certification, completer)
College Credits:	One-year of credit toward the CATEC Apprenticeship Program (upon successful completion of 2 years of course work and passing the certification exam) Upon successful completion of the 2 year program (C or better), student earn 6 credits towards the PVCC Career Studies Certificate in Building Trades.

Students this two-year program will work with brick, concrete, glass block, tiles, terra cotta, and stone. Work can be as simple as laying a wall, or as complex as building a fireplace. The work is very physical, involving the use of hand tools, power tools, and other materials. Brick and block are laid by hand, requiring the skill of a craftsman. Students will learn to read blueprints, understand building codes, and be knowledgeable of industry safety requirements and guidelines for handling hazardous materials.



# **CAREER CLUSTERS PLAN OF STUDY**



# Commonwealth of Virginia Plan of Study

Student Name: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Date: \_\_\_\_\_

Cluster: Architecture & Construction Pathway: Design/Pre-Construction

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a>	SAMPLE – Occupations Relating to This Pathway: <a href="http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml">http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml</a> <a href="http://www.careerclusters.org">http://www.careerclusters.org</a> <a href="http://www.cteresource.org/cpg/">http://www.cteresource.org/cpg/</a>
<b>Graduation Requirements:</b> <a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a>								
<b>MIDDLE</b>	7	English 7	Math 7 or Algebra I	Life Science	US History II	Introduction to Technology	<b>NOTE: Use state course titles</b> Inventions and Innovations	<ul style="list-style-type: none"> <li>- Architect</li> <li>- Architectural Drafter</li> <li>- Building Code Inspector</li> <li>- Building Code Official</li> <li>- Building Designer</li> <li>- Civil Engineer</li> <li>- Code Official</li> <li>- Cost Estimator</li> <li>- Drafter</li> <li>- Electrical Engineer</li> <li>- Electrical Engineering Technician</li> <li>- Electronic Engineer</li> <li>- Electronic Engineering Technician</li> <li>- Environmental Designer</li> <li>- Environmental Engineer</li> <li>- Environmental Engineering Technician</li> <li>- Fire Prevention/Protection Engineer</li> <li>- Industrial Engineer</li> <li>- Interior Designer</li> <li>- Landscape Architect</li> <li>- Materials Engineer</li> <li>- Mechanical Drafter</li> <li>- Mechanical Engineer</li> <li>- Regional and Urban Planner/Designer</li> <li>- Safety Director</li> <li>- Specification Writer</li> <li>- Structural Engineer</li> <li>- Surveying/Mapping Technician</li> <li>- Surveyor</li> </ul>
	8	English 8	Math 8, or Algebra I-Honors, or Geometry-Honors	Physical Science	Civics & Economics		Technological Systems	
<b>Career Assessment:</b> Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (Virginia's Career Planning System or other assessment product).								
<b>SECONDARY</b>	9	English 9	Algebra I or higher level math course	Biology	World History I	Economics & Personal Finance	Technical Drawing and Design	
	10	English 10	Geometry or higher level math course	Earth Science or Chemistry	World History II	Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):	Architectural Drawing and Design	
	11	English 11	Algebra, Functions, & Data Analysis or higher level math course	Chemistry or Physics	US/VA History	Art	Materials and Processes Technology	
	12	English 12	Algebra II or Algebra III/Trigonometry or higher level Math course	Physics or advanced science course	US/VA Government	Photography	Construction Technology	
<b>High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>								
<b>List related certifications/credentials approved by VDOE and offered locally:</b> <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a> (Go to Certification – License Section)  Basic Principles of Construction: Residential Construction Academy Examination				<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input checked="" type="checkbox"/> TSA  <b>Work-Based Learning:</b> <input type="checkbox"/> Career Research <input type="checkbox"/> Cooperative Education <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input checked="" type="checkbox"/> Student Apprenticeship				
<b>Postsecondary:</b> Placement Assessments such as COMPASS & SAT II				College Entrance Exams such as ACT & SAT				
<b>POSTSECONDARY</b>	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b> Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)							
	<b>Pathway</b>	<b>Associate Degree, College Certificate, or Apprenticeship</b>			<b>Bachelors Degree</b>		<b>Postgraduate Degree</b>	
	Design/Pre-Construction	Construction Technology AAS			(Determined locally)		(Determined locally – optional)	



# Commonwealth of Virginia Plan of Study

Student Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Date: \_\_\_\_\_

Cluster: **Arts, Audio/Video Technology, & Communications** Pathway: **Audio/Video Technology and Film**

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a>	<b>SAMPLE – Occupations Relating to This Pathway:</b> <a href="http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml">http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml</a> <a href="http://www.careerclusters.org">http://www.careerclusters.org</a> <a href="http://www.cteresource.org/cpg/">http://www.cteresource.org/cpg/</a>	
<b>Graduation Requirements: <a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a></b>									
<b>MIDDLE</b>	7	English 7	Math 7 or Algebra I	Life Science	US History II	Introduction to Technology	Inventions and Innovations	<ul style="list-style-type: none"> <li>➤ -Audio Systems Technician</li> <li>➤ Audio-Video Designer and Engineer</li> <li>➤ Audio-Video System Service Technician</li> <li>➤ Technical Computer Support Technician: Film, Video, and DVD</li> <li>➤ Videographer: Special Effects and Animation</li> <li>➤ Video Systems Technician</li> <li>➤ Animator</li> <li>➤ Film editor</li> </ul>	
	8	English 8	Math 8, or Algebra I-Honors, or Geometry-Honors	Physical Science	Civics & Economics		Technological Systems		
<b>Career Assessment:</b> Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (Virginia's Career Planning System or other assessment product).									
<b>SECONDARY</b>	9	English 9	Algebra I or higher level math course	Biology	World History I	Economics and Personal Finance Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):	Technology Foundations 8402 and Communication Systems 8418		
	10	English 10	Geometry or higher level math course	Earth Science or Chemistry	World History II		Video and Media Technology 8497		
	11	English 11	Algebra, Functions, & Data Analysis or higher level math course	Chemistry or Physics	US/VA History	Art Photography Film Study KTR Yearbook Humanities Technical Theater	Digital Visualization 8459 or Design, Multimedia, and Web Technologies 6630		
	12	English 12	Algebra II or Algebra III/Trigonometry or higher level Math course	Physics or advanced science course	US/VA Government		Design, Multimedia, and Web Technologies, Advanced 6631		
<b>High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>									
<b>List related certifications/credentials approved by VDOE and offered locally:</b> <a href="http://www.cteresource.org/apg">http://www.cteresource.org/apg</a> (Go to Certification - License Section.) Adobe Certified Associate (Adobe Systems, Inc.) Apple Pro Certification Program (Apple, Inc.) Brainbench Web Administration Certifications (Brainbench) Brainbench Web Design and Development Certifications (Brainbench) Certified Internet Webmaster Associate (ProSoft Learning)						<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input checked="" type="checkbox"/> TSA			
						<b>Work-Based Learning:</b> <input type="checkbox"/> Career Research <input type="checkbox"/> Cooperative Education <input type="checkbox"/> Internship <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Student Apprenticeship			
<b>Postsecondary:</b> Placement Assessments such as COMPASS & SAT II						College Entrance Exams such as ACT & SAT			
<b>POSTSECONDARY</b>	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b> Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)								
	<b>Pathway</b>		<b>Associate Degree, College Certificate, or Apprenticeship</b>			<b>Bachelors Degree</b>		<b>Postgraduate Degree</b>	
	Audio/Video Technology and Film		Media Advertising Arts – AAS Graphic Arts – AAS			(Determined Locally)		(Determined Locally – Optional)	



# Commonwealth of Virginia Sample Plan of Study

Student Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Date: \_\_\_\_\_

Cluster: **Health Science**

Pathway: **Biotechnology Research and Development**

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/Language Arts	Mathematics	Science	Social Studies/ Science	Recommended Electives <i>Use state course titles</i>	Recommended Career and Technical Courses Source: Administrative Planning Guide <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a>	SAMPLE – Occupations Relating to This Pathway: <a href="http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml">http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml</a> <a href="http://www.careerclusters.org">http://www.careerclusters.org</a> <a href="http://www.cteresource.org/cpg/">http://www.cteresource.org/cpg/</a>	
<b>Graduation Requirements:</b> <a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a> <a href="#">2012-2013 Program of Study Gr6 12.doc</a>									
MIDDLE	7	English 7	Math 7 or Algebra I	Life Science	US History II	Health and Physical Education	Exploratory Health and Medical Sciences 8370	Laboratory Technician Quality Assurance/Control Technician Laboratory Assistant Nuclear Medicine Technologist Cell Biologist Research Assistant Research Scientist Biochemist	
	8	English 8	Math 8, or Algebra I-Honors, or Geometry-Honors	Physical Science	Civics & Economics	Computer Applications	Foreign Language		
<b>Career Assessment:</b> Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (Virginia's Career Planning System or other assessment product).									
SECONDARY	9	English 9	Algebra I or higher level math course	Biology	World History I	Economics and Personal Finance Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):  Computer Science	Medical Terminology 8383		
	10	English 10	Geometry or higher level math course	Earth Science or Chemistry	World History II		Introduction to Health and Medical Sciences 8302		
	11	English 11	Algebra, Functions, & Data Analysis or higher level math course	Chemistry or Physics	US/VA History		Biotechnology Foundations 8344		
	12	English 12	Algebra II or Algebra III/Trigonometry or higher level Math course	Physics or Biology II: Human Biology or advanced science course	US/VA Government		Biomedical Technician 8347		
<b>High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>									
<b>List related certifications/credentials approved by VDOE and offered locally:</b> <a href="http://www.cteresource.org/apg">http://www.cteresource.org/apg</a> (Go to Certification - License Section.)  Virginia Workplace Readiness Assessment and IC <sup>3</sup> Certification (Certiport)						<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input checked="" type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA  <b>Work-Based Learning:</b> <input type="checkbox"/> Career Research <input type="checkbox"/> Cooperative Education <input type="checkbox"/> Internship <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Student Apprenticeship			
POSTSECONDARY	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b> Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)								
	Pathway	Associate Degree, College Certificate, or Apprenticeship			Bachelor's Degree		Postgraduate Degree		
	Biotechnology Research and Development	Medical Lab Technology - Certificate Biotechnology - AAS							



# Commonwealth of Virginia Sample Plan of Study

Student Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Date: \_\_\_\_\_

Cluster: Health Science

Pathway: Support Services

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/Language Arts	Mathematics	Science	Social Studies/ Science	Recommended Electives <i>Use state course titles</i>	Recommended Career and Technical Courses Source: Administrative Planning Guide <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a>	SAMPLE – Occupations Relating to This Pathway: <a href="http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml">http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml</a> <a href="http://www.careerclusters.org">http://www.careerclusters.org</a> <a href="http://www.cteresource.org/cpg/">http://www.cteresource.org/cpg/</a>	
<b>Graduation Requirements:</b> <a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a> <a href="#">2012-2013 Program of Study Gr6 12.doc</a>									
MIDDLE	7	English 7	Math 7 or Algebra I	Life Science	US History II	Health and Physical Education	Exploratory Health and Medical Sciences (8370)	<ul style="list-style-type: none"> <li>• Biomedical /Clinical Technician</li> <li>• Central Service Manager</li> <li>• Facilities manager</li> <li>• Materials Manager</li> <li>• Ward Secretary</li> <li>• Environmental Services Manager</li> </ul>	
	8	English 8	Math 8, or Algebra I-Honors, or Geometry-Honors	Physical Science	Civics & Economics	Keyboarding (6150, 6151, or 6152)	Computer Information Systems (6612)		
<b>Career Assessment:</b> Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (Virginia's Career Planning System or other assessment product).									
SECONDARY	9	English 9	Algebra I or higher level math course	Biology	World History I	Economics & Personal Finance Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):  Psychology	Introduction to Health and Medical Sciences (8302)		
	10	English 10	Geometry or higher level math course	Earth Science or Chemistry	World History II		Medical Terminology (8383)		
	11	English 11	Algebra, Functions, & Data Analysis or higher level math course	Chemistry or Physics	US/VA History		Leadership Development I & II (9096 & 9097) or Entrepreneurship Education (9093)		
	12	English 12	Algebra II or Algebra III/Trigonometry or higher level Math course	Physics or Biology II: Human Biology, or DE Environmental Science or other advanced science course	US/VA Government		Advanced Computer Information Systems (6613)		
<b>High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>									
<b>List related certifications/credentials approved by VDOE and offered locally:</b> <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a>  Virginia Workplace Readiness Skills (NOCTI) plus one of the IC3 assessments.						<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input checked="" type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA			
						<b>Work-Based Learning:</b> <input type="checkbox"/> Career Research <input type="checkbox"/> Cooperative Education <input checked="" type="checkbox"/> Internship <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Student Apprenticeship			
POSTSECONDARY	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b> Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)								
	Pathway	Associate Degree, College Certificate, or Apprenticeship			Bachelor's Degree		Postgraduate Degree		
	Support Services	Health & Med. Admin Services – Certificate Medical Laboratory - AAS Health Information Technology – AAS							



# Commonwealth of Virginia Plan of Study

Student Name: \_\_\_  
School: \_\_\_  
Date: \_\_\_

**Cluster: Information Technology    Pathway: Web and Digital Communications**

*This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a>	SAMPLE – Occupations Relating to This Pathway: <a href="http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml">http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml</a> <a href="http://www.careerclusters.org">http://www.careerclusters.org</a> <a href="http://www.cteresource.org/cpg/">http://www.cteresource.org/cpg/</a>	
<b>Graduation Requirements: <a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a></b>									
<b>MIDDLE</b>	7	English 7	Math 7 or Algebra I	Life Science	US History II		<b>NOTE: Use state course titles</b> Keyboarding	<ul style="list-style-type: none"> <li>- Animator</li> <li>- Digital Media Designer</li> <li>- Graphic Designer</li> <li>- Instructional Technologist</li> <li>- Media Specialist</li> <li>- Multimedia Author</li> <li>- Multimedia Developer</li> <li>- Multimedia Specialist</li> <li>- Producer</li> <li>- Production Assistant</li> <li>- Streaming Media Specialist</li> <li>- Virtual Reality Specialist</li> <li>- Web Administrator</li> <li>- Web Architect/Designer</li> <li>- Web Designer</li> <li>- Web Developer</li> <li>- Web Producer</li> <li>- Webmaster</li> </ul>	
	8	English 8	Math 8, or Algebra I-Honors, or Geometry-Honors	Physical Science	Civics & Economics		Digital Input Technologies Computer Applications		
<b>Career Assessment:</b> Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (Virginia's Career Planning System or other assessment product).									
<b>SECONDARY</b>	9	English 9	Algebra I or higher level math course	Biology	World History I	Economics & Personal Finance	IT Fundamentals		
	10	English 10	Geometry or higher level math course	Earth Science or Chemistry	World History II	Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):	Computer Information Systems		
	11	English 11	Algebra, Functions, & Data Analysis or higher level math course	Chemistry or Physics	US/VA History	Art Media Assistant Technical Theater Computer Science Commercial Photography Mechanical Drawing (CAD)	Design Multi-Media & Web Technologies		
	12	English 12	Algebra II or Algebra III/Trigonometry or higher level Math course	Physics or advanced science course	US/VA Government		Advanced Design Multi-Media & Web Technologies		
<b>High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>									
<b>List related certifications/credentials approved by VDOE and offered locally:</b> <a href="http://www.cteresource.org/apg">http://www.cteresource.org/apg</a> (Go to Certification – License Section) Adobe Certified Expert (ACE) Certified Internet Webmaster Associate Brainbench Web Design and Development Certifications Macromedia Certified Professional Web Design Examination (Cisco Systems)						<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input type="checkbox"/> DECA <input checked="" type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA			
						<b>Work-Based Learning:</b> <input type="checkbox"/> Career Research <input checked="" type="checkbox"/> Cooperative Education <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Student Apprenticeship			
<b>Postsecondary:</b> Placement Assessments such as COMPASS & SAT II					College Entrance Exams such as ACT & SAT				
<b>POSTSECONDARY</b>	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b> Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)								
	<b>Pathway</b>		<b>Associate Degree, College Certificate, or Apprenticeship</b>			<b>Bachelors Degree</b>		<b>Postgraduate Degree</b>	
	Web and Digital Communications		Information Systems Technology AAS (NRCC)			Information Science & Systems BS (Radford University)			



# Commonwealth of Virginia Plan of Study

Student Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Date: \_\_\_\_\_

Cluster: Marketing Pathway: Marketing Communications

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a>	<b>SAMPLE – Occupations Relating to This Pathway:</b> <a href="http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml">http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml</a> <a href="http://www.careerclusters.org">http://www.careerclusters.org</a> <a href="http://www.cteresource.org/cpg/">http://www.cteresource.org/cpg/</a>	
<b>Graduation Requirements: <a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a></b>									
<b>MIDDLE</b>	7	English 7	Math 7 or Algebra I	Life Science	US History II		Keyboarding 6150 Make It Your Business 8109/12/13/14	Account Executive Account Supervisor Administrative Support Representative Advertising Manager Analyst Art/Graphics Director Circulation Manager Contract Administrator Co-op Manager Copywriter Creative Director Customer Service Representative Interactive Media specialist Marketing Associate Media buyer/Planner Promotions Manager Public Information Director Public Relations Manager Research Assistant Research Specialist Sales Promotion Manager Sales Representative Trade Show Manager	
	8	English 8	Math 8, or Algebra I-Honors, or Geometry-Honors	Physical Science	Civics & Economics	ART I/Art Foundations- 9120	Principles of Business and Marketing 8115/8116		
<b>Career Assessment:</b> Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (Virginia's Career Planning System or other assessment product).									
<b>SECONDARY</b>	9	English 9	Algebra I or higher level math course	Biology	World History I	Economics and Personal Finance	Entrepreneurship 9093/9094		
	10	English 10	Geometry or higher level math course	Earth Science or Chemistry	World History II	Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):	Introduction to Marketing 8110/8111		
	11	English 11	Algebra, Functions, & Data Analysis or higher level math course	Chemistry or Physics	US/VA History		Marketing 8120		
	12	English 12	Algebra II or Algebra III/Trigonometry or higher level Math course	Physics or advanced science course	US/VA Government	Creative Writing- 1171 KTR Yearbook Psychology I- 2900 Design, Multimedia, And Web Technologies- 6630 Photography I- 9193 Internet Marketing – 8125	Marketing, Advanced 8130 Marketing Management 8132		
<b>High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>									
<b>List related certifications/credentials approved by VDOE and offered locally:</b> <a href="http://www.cteresource.org/apg">http://www.cteresource.org/apg</a> (Go to Certification - License Section.) Fundamental Marketing Concepts (ASK Institute) National Professional Certification in Customer Service (National Retail Federation) Foundation) Sales Certification (National Retail Federation) Virginia Workplace Readiness Assessment (NOCTI) and IC3 Certification (Certiport) Retail Trades Assessment (NOCTI)						<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input checked="" type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA			
						<b>Work-Based Learning:</b> <input checked="" type="checkbox"/> Career Research <input checked="" type="checkbox"/> Cooperative Education <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Job Shadowing <input checked="" type="checkbox"/> Service Learning Project <input type="checkbox"/> Student Apprenticeship			



# Commonwealth of Virginia Plan of Study

Student Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Date: \_\_\_\_\_

Cluster: **Marketing** Pathway: **Merchandising**

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a>	SAMPLE – Occupations Relating to This Pathway: <a href="http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml">http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml</a> <a href="http://www.careerclusters.org">http://www.careerclusters.org</a> <a href="http://www.cteresource.org/cpg/">http://www.cteresource.org/cpg/</a>	
<b>Graduation Requirements: <a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a></b>									
<b>MIDDLE</b>	7	English 7	Math 7 or Algebra I	Life Science	US History II		<b>NOTE: Use state course titles</b>	<ul style="list-style-type: none"> <li>- Administrative Support Representative</li> <li>- Customer Service Representative</li> <li>- Department Manager</li> <li>- Merchandise Buyer</li> <li>- Merchandising Manager</li> <li>- Operations Manager</li> <li>- Receiving Clerk</li> <li>- Retail Marketing Coordinator</li> <li>- Sales Associate</li> <li>- Sales Manager</li> <li>- Stock Clerk</li> <li>- Store Manager</li> <li>- Visual Merchandise Manager</li> </ul>	
	8	English 8	Math 8, or Algebra I-Honors, or Geometry-Honors	Physical Science	Civics & Economics		Make It Your Business		
<b>Career Assessment:</b> Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (Virginia's Career Planning System or other assessment product).									
<b>SECONDARY</b>	9	English 9	Algebra I or higher level math course	Biology	World History I	Economics and Personal Finance			
	10	English 10	Geometry or higher level math course	Earth Science or Chemistry	World History II	Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):	Introduction to Marketing or Principles of Business and Marketing		
	11	English 11	Algebra, Functions, & Data Analysis or higher level math course	Chemistry or Physics	US/VA History		Marketing		
	12	English 12	Algebra II or Algebra III/Trigonometry or higher level Math course	Physics or advanced science course	US/VA Government	Intro to Fashion Design & Marketing Psychology	Advanced Marketing		
<b>High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>									
<b>List related certifications/credentials approved by VDOE and offered locally:</b> <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a> (Go to Certification - License Section.) Fundamental Marketing Concepts (ASK Institute) National Professional Certification in Customer Service (NRF) Sales Certification Service (NRF) (Must pass National Professional Certification in Customer Service before attempting Sales Certification) After 8130: Retail Trades Assessment (NOCTI)						<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input checked="" type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA			
						<b>Work-Based Learning:</b> <input checked="" type="checkbox"/> Career Research <input checked="" type="checkbox"/> Cooperative Education <input type="checkbox"/> Internship <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Job Shadowing <input checked="" type="checkbox"/> Service Learning Project <input type="checkbox"/> Student Apprenticeship			
<b>Postsecondary:</b> Placement Assessments such as COMPASS & SAT II						College Entrance Exams such as ACT & SAT			
<b>POSTSECONDARY</b>	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b> Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)								
	<b>Pathway</b>		<b>Associate Degree, College Certificate, or Apprenticeship</b>		<b>Bachelors Degree</b>		<b>Postgraduate Degree</b>		
	Merchandising		Marketing AAS		(Determined locally)		(Determined locally – optional)		



# Commonwealth of Virginia Plan of Study

Student Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Date: \_\_\_\_\_

**Cluster: Hospitality & Tourism      Pathway: Recreation, Amusements, & Attractions**

*This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a>	SAMPLE – Occupations Relating to This Pathway: <a href="http://www.doe.virginia.gov/instruction/career_clusters/sample_plans_study/index.shtml">http://www.doe.virginia.gov/instruction/career_clusters/sample_plans_study/index.shtml</a> <a href="http://www.careerclusters.org">http://www.careerclusters.org</a> <a href="http://www.cteresource.org/cpg/">http://www.cteresource.org/cpg/</a>
<b>Graduation Requirements: <a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a></b>								
<b>MIDDLE</b>	7	English 7	Math 7 or Algebra I	Life Science	US History II		Keyboarding 6150 Make It Your Business 8109/12/13/14	Club Personnel Family Centers Manager Facilities Manager Fair/Festivals Event Planner Supervisor Manager Promotional Developer Gaming and Casino Manager Supervisor Maintenance Personnel Security and Safety Personnel Historical/Cultural. Architectural Guide Ranger Museums/Zoos/Aquariums Personnel Parks and Gardens Ranger Resort Trainer and Instructor Sports Promoter Theme Parks/Amusement Parks Ticket Vendor Event Planner Promotional Developer Membership Developer
	8	English 8	Math 8, or Algebra I-Honors, or Geometry-Honors	Physical Science	Civics & Economics	Art I/Art Foundations- 9120	Principles of Business and Marketing 8115/8116	
<b>SECONDARY</b>	9	English 9	Algebra I or higher level math course	Biology	World History I	Economics and Personal Finance Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):  Sports Medicine Art Intro to Theater Technical Theater Probability and Statistics Psychology Creative Writing- 1171 Personal Living & Finance- 3120 Design, Multimedia, And Web Technologies- 6630 Nutrition & Wellness- 8229 Photography I- 9193 Internet Marketing - 8125	Entrepreneurship 9093/9094	Sports, Entertainment, and Recreation Marketing 8175
	10	English 10	Geometry or higher level math course	Earth Science or Chemistry	World History II		Introduction to Marketing 8110/8111	
	11	English 11	Algebra, Functions, & Data Analysis or higher level math course	Chemistry or Physics	US/VA History			
	12	English 12	Algebra II or Algebra III/Trigonometry or higher level Math course	Physics or advanced science course	US/VA Government		Sports, Entertainment, and Recreation Marketing 8177	
<b>High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>								
<b>List related certifications/credentials approved by VDOE and offered locally:</b> <a href="http://www.cteresource.org/apg">http://www.cteresource.org/apg</a> (Go to Certification - License Section.) Fundamental Marketing Concepts (ASK Institute) National Professional Certification in Customer Service (National Retail Federation) Foundation) Sales Certification (National Retail Federation) Virginia Workplace Readiness Assessment (NOCTI) and IC3 Certification (Certiport)						<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input checked="" type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA		
<b>Postsecondary:</b> Placement Assessments such as COMPASS & SAT II						<b>College Entrance Exams</b> such as ACT & SAT		
<b>POSTSECONDARY</b>	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b> Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)							
	<b>Pathway</b>		<b>Associate Degree, College Certificate, or Apprenticeship</b>		<b>Bachelors Degree</b>		<b>Postgraduate Degree</b>	
	Recreation, Amusements & Attractions		Marketing AAS		(Determined Locally)		(Determined Locally – Optional)	



# Commonwealth of Virginia Plan of Study

Student Name: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Date: \_\_\_\_\_

Cluster: **Hospitality & Tourism** Pathway: Restaurants and Food / Beverage Services

*This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a>	SAMPLE – Occupations Relating to This Pathway: <a href="http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml">http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml</a> <a href="http://www.careerclusters.org">http://www.careerclusters.org</a> <a href="http://www.cteresource.org/cpg/">http://www.cteresource.org/cpg/</a>	
<b>Graduation Requirements: <a href="http://www.doe.virginia.gov/instruction/graduation/index.shtml">http://www.doe.virginia.gov/instruction/graduation/index.shtml</a></b>									
<b>MIDDLE</b>	7	English 7	Math 7 or Algebra I	Life Science	US History II		<b>NOTE: Use state course titles</b> FACS II 8260, 8261, 8262, 8263	<ul style="list-style-type: none"> <li>Food &amp; Beverage Manager</li> <li>Catering &amp; Banquets Manager</li> <li>Maitre' d</li> <li>Restaurant Owner</li> <li>Baker</li> </ul>	
	8	English 8	Math 8, or Algebra I-Honors, or Geometry-Honors	Physical Science	Civics & Economics		FACS III 8241, 8242, 8243, 8244, 8245 Independent Living 8219/8214		
<b>Career Assessment:</b> Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (Virginia's Career Planning System or other assessment product).									
<b>SECONDARY</b>	9	English 9	Algebra I or higher level math course	Biology	World History I	Economics and Personal Finance Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE):	Exploring Entrepreneurship 9093 Nutrition and Wellness 8229/822		
	10	English 10	Geometry or higher level math course	Earth Science or Chemistry	World History II	Probability and Statistics	Introduction to Hospitality, Tourism, and Recreation 8259/8258		
	11	English 11	Algebra, Functions, & Data Analysis or higher level math course	Chemistry or Physics	US/VA History		Hospitality, Tourism, and Recreation I 8202		
	12	English 12	Algebra II or Algebra III/Trigonometry or higher level Math course	Physics or advanced science course	US/VA Government		Hospitality, Tourism, and Recreation II 8203		
<b>High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>									
<b>List related certifications/credentials approved by VDOE and offered locally:</b> <a href="http://www.cteresource.org/apg/">http://www.cteresource.org/apg/</a> (Go to Certification - License Section.)  (NOCTI) Hospitality Management – Food and Beverage Option , (AH & LA) START Certification (Hospitality Skills) and Virginia Workplace Readiness Assessment and IC3 Certification (Certiport)						<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input checked="" type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input type="checkbox"/> TSA			
						<b>Work-Based Learning:</b> <input type="checkbox"/> Career Research <input checked="" type="checkbox"/> Cooperative Education <input checked="" type="checkbox"/> Internship <input type="checkbox"/> Mentorship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project <input type="checkbox"/> Student Apprenticeship			
<b>Postsecondary:</b> Placement Assessments such as COMPASS & SAT II						College Entrance Exams such as ACT & SAT			
<b>POSTSECONDARY</b>	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b> Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)								
	<b>Pathway</b>		<b>Associate Degree, College Certificate, or Apprenticeship</b>			<b>Bachelors Degree</b>		<b>Postgraduate Degree</b>	
	Restaurants and Food and Beverage Services		Culinary Arts - CERT Culinary Arts - AAS			(Determined Locally)		(Determined Locally – Optional)	

# **APPENDIX**

**CHARLOTTESVILLE HIGH SCHOOL  
Senior Off-Campus Lunch Privilege Application**

The **Senior Off-Campus Lunch Privilege** is issued by the principal and is revocable at any time for any violation of school rules. The Senior Off-Campus Lunch Privilege is also a non-negotiable contract upon which the student, parent/guardian, and administration agree to all of its parts. Students who would like to apply for a Senior Off-Campus Lunch Privilege must meet the following additional criteria:

- 1) Provide emergency contact and driver's license information
- 2) Be passing and attend all classes at all scheduled times
- 3) Have met the requirements to be a "bona fide" senior as described on page 49 of the student handbook
- 4) Have no incomplete grades
- 5) Have no unexcused absences
- 6) Have not served ISBI or OSS during the school year
- 7) Have a signed parent/guardian and student agreement
- 8) **Must sign out when they leave for lunch and sign back in when they return from lunch**

### STEP 1 – Complete Demographic Information

Student Name \_\_\_\_\_  
 Driver's License # \_\_\_\_\_  
 In Case of Emergency Contact \_\_\_\_\_  
 Emergency Contact Phone Number \_\_\_\_\_

### STEP 2 – Permission / Agreement

The student named below will be allowed to use the Senior Off-Campus Lunch Privilege during the 2010-2011 school year, provided that all conditions are continuously met. The student listed below recognizes and understand all expectations and responsibilities, limitations, and restrictions related to the Senior Off-Campus Lunch Privilege. The student listed below recognizes and understands that Senior Off-Campus Lunch Privilege eligibility must be continuously maintained. The student listed below recognizes and understands that Charlottesville High School may add limitations, restrictions, and requirements to the conditions of the Senior Off-Campus Lunch Privilege at any time.

\_\_\_\_\_ Student Name (Printed)  
 \_\_\_\_\_  
 \_\_\_\_\_ Date \_\_\_\_\_ Student Signature

I, \_\_\_\_\_ (printed name), parent or legal guardian of the student listed above, recognize and understand all of the restrictions, limitations, and details about my student's Senior Off-Campus Lunch Privilege, including that my student may ride with another student when going off campus. I have investigated the accessibility of lunch establishments, insurance coverage, and other potential problem areas that may occur as a result of this release and I take full responsibility for all of these areas. I release Charlottesville High School from any and all liability in relation to incidents that may occur as a result of my student having a Senior Off-Campus Lunch Privilege.

\_\_\_\_\_  
 Parent Signature

### STEP 3 – Verification and Permission

- All SOLs needed for graduation have been passed  
 Health/PE requirements have been satisfied.
- Student is on track for graduation

Counselor's Signature \_\_\_\_\_

Meet with your counselor, review this form, and request to have your schedule changed to "Senior Off Campus Lunch" course #01112. Privilege is extended to students when a new schedule is printed. A phone call home to verify parent authorization will be made.

# GOVERNOR'S EARLY COLLEGE SCHOLARS AGREEMENT

*The responsibilities of each party are outlined herein and the corresponding signature assures acceptance of responsibility of each party.*

## **The student agrees to:**

- Earn an Advanced Studies Diploma with a Governor's Seal. To receive a Governor's Seal, students must:  
Complete the requirements for the Advanced Studies Diploma;  
Earn a "B" average or higher; and  
Successfully complete at least one Advanced Placement course (AP), International Baccalaureate (IB), or one college-level course for credit (students who entered 9<sup>th</sup> grade for the first time in 2003, 2004, or 2005). For students who entered 9<sup>th</sup> grade for the first time in 2006, students must complete college-level course work that will earn at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses.
- Earn at least 15 transferable college credits while enrolled in high school. College credits toward completion of this Agreement will be considered earned by:  
Completing dual enrollment/dual credit courses and earning a "C" or better in the courses  
Completing advanced placement courses, i.e., AP, IB, or Cambridge **and**  
    Scoring a "3" or higher on the AP examinations **or**  
    Scoring a "4" or higher on any form of the IB examinations **or**  
    Scoring an "E" or better on the Cambridge examinations  
Earning college credits by passing College Level Examination Program (CLEP) examinations  
Completing college-level courses and documenting credit awarded
- Apply and be accepted to a college or university.

\_\_\_\_\_  
Student Name (Printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## **The parent/guardian agrees to:**

- Support and monitor student's academic work and progress in school, particularly as it relates to fulfillment of the requirements for the Governor's *Early College Scholars* Agreement.

I understand that the actual number of transferable college credits awarded depends on the criteria of the admitting college or university.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## **The high school agrees to:**

- Provide the student opportunities to access college-level courses and/or advanced placement courses needed to fulfill this agreement.
- Provide the counseling services needed to fulfill the requirements of the Governor's *Early College Scholars* Agreement, including assisting students in developing a program of study.
- Provide the Virginia Department of Education with data regarding participation and completion of the Governor's *Early College Scholars* program.

\_\_\_\_\_  
High School Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
High School Counselor Signature

\_\_\_\_\_  
Date

<b>Student Name:</b>		<b>Charlottesville City Schools</b> <b>Academic and Career Plan</b> (This template is designed as a sample for use by school divisions and can be modified to fit the needs of local education agencies as needed.)	<b>Initiation Date:</b>		
<b>Student ID#:</b>			<b>Review Dates:</b>	Before 9 <sup>th</sup>	Before 11 <sup>th</sup>
<b>School:</b>			<b>Anticipated Graduation Date:</b>		
<b>Career Goal:</b>					

### Secondary and Postsecondary Career Pathways

CAREER CLUSTERS IN VIRGINIA:

- [Agriculture, Food & Natural Resources Cluster Information](#)
- [Architectural & Construction Cluster Information](#)
- [Arts, AV Technology & Communication Cluster Information](#)
- [Business, Management & Administration Cluster Information](#)
- [Education & Training Cluster Information](#)
- [Finance Cluster Information](#)
- [Government & Public Administration Cluster Information](#)
- [Health Science Cluster Information](#)

- [Hospitality & Tourism Cluster Information](#)
- [Human Services Cluster Information](#)
- [Information Technology Cluster Information](#)
- [Law and Public Safety, Corrections, & Security Cluster Information](#)
- [Manufacturing Cluster Information](#)
- [Marketing, Sales & Service Cluster Information](#)
- [Science, Technology, Engineering & Mathematics Cluster Information](#)
- [Transportation, Distribution & Logistics Cluster Information](#)

Secondary Education	Diploma Type							Diploma Recognition						
Goal:		Standard		Advanced		Standard Technical		Advanced Technical		Other		<a href="#">Early College Scholars</a>		<a href="#">Commonwealth Scholars</a>
Post Secondary Goal:		4-Year College/University				2-Year Community College/Technical Program				Diploma Seal(s) Earned:				
		Selected Military Branch:				Other:								
Test Data:		PSAT		SAT		ACT		ASVAB		Other:				
Career Assessment:	<a href="#">Career Assessment Information</a>							Industry Certification _____ Date _____						

**Program of Study**

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Health and Physical Education	Other Required Courses	Recommended Electives Recommended Career and Technical Courses
<b>MIDDLE</b>	7						<b>NOTE: Use state course titles</b>	
	8							
<b>SECONDARY</b>	9	English ____						
	10	English ____						
	11	English ____						
	12	English ____						
<b>Optional School Based and Non-School Based Activities</b>								
Extracurricular Activities (Clubs, Organizations, Offices Held): _____ Other: _____ Career and Technical Student Organizations: _____ Other: _____ Work-Based Learning Experience: _____ Other: _____ Community Service Hours: _____								

POSTSECONDARY	Colleges/Universities of Interest			
	Name of College	Early Decision/Application Deadline	Date Transcript Sent	Comments

Parent/Guardian Signature: \_\_\_\_\_

Date Initiated: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

In addition to an analysis of formal academic and career assessments, the following questions might assist you as you explore academic and career options for students.

<b>GRADES 7 AND 8</b>	
<b>SAMPLE QUESTIONS</b>	<b>NOTES</b>
<p><b><u>Personal Interests and Talents:</u></b></p> <ul style="list-style-type: none"> <li>• What activities do you enjoy most?</li> <li>• What talents do you have?</li> <li>• What do you do well?</li> <li>• What school subjects do you like? Dislike?</li> </ul>	
<p><b><u>Academic and Career Preparation:</u></b></p> <ul style="list-style-type: none"> <li>• Do you plan to attend college?</li> <li>• What are your favorite courses in school?</li> <li>• How do those courses relate to a career?</li> <li>• Tell me how the classes you are taking now may help you in choosing a career or college major?</li> </ul>	
<p><b><u>College and Career Preparation:</u></b></p> <ul style="list-style-type: none"> <li>• What is a career or occupation of a family member or loved one?</li> <li>• How does what they do every day affect your decision on college or a career?</li> <li>• Have you spoken to them about your goals for the future?</li> <li>• Explain that conversation and how they will support you in your efforts to reach those goals?</li> <li>• Have you looked at the Career Clusters for Career and Technical Education? What careers interest you and why?</li> </ul>	

GRADES 7 AND 8

SAMPLE QUESTIONS

NOTES

**Personal Reflection:**

- Name someone you feel is successful at what they do. What makes them successful at that career?
- Explain how those attributes may assist you in reaching your goals.

GRADES 9 AND 10

SAMPLE QUESTIONS

NOTES

**Personal Interest and Talents:**

- Have your college or career plans changed? If so, how?
- What are your plans to participate in school clubs/organizations?
- What do you do outside of school that may help you in your chosen career?
- Update your information on clubs, organizations, sports, and/or community service.

**Academic and Career Preparation:**

- What are your favorite courses?
- What courses will help you attain your career goal?
- What skills must one possess to be successful in their chosen profession?
- What are the benefits of the PSAT testing?
- Are you aware of the Early College Scholars program?
- Are you aware of the Commonwealth College Collaborative Courses (CCCC)?
- Are you aware of the opportunity to take Advanced Placement courses online through Virtual Virginia?
- Are you aware there are dual enrollment and IB opportunities in career and technical education?
- How can dual enrollment and AP courses benefit you and save you money as you plan for college?
- What are diploma seals and how can they benefit you?

GRADES 9 AND 10

SAMPLE QUESTIONS

NOTES

**College and Career Preparation:**

- Which colleges interest you? In-State? Out-of-State?
- Explain how your parent(s) or guardian(s) support or influence your decision for college or career plans.
- What are your plans to participate in College and Career Night and what information will you specifically seek from the event?
- Are you aware of the industry certifications that are available through career and technical education courses?
- Are you aware that these industry certifications plus the completion of a career and technical education program can be used for a student-selected verified credit and/or substituted for a science and/or history/social sciences verified credit?

**Personal Reflection:**

- What are your leadership qualities?
- What defines a leader?
- What attributes must a leader have to be successful?
- What are some opportunities for leadership in school?

**GRADES 11 AND 12**

SAMPLE QUESTIONS	NOTES
<p><b><u>Personal Interest and Talents:</u></b></p> <ul style="list-style-type: none"> <li>• Have your college or career plans changed? If so, how?</li> <li>• Update your information on clubs, organizations, sports, and/or community service.</li> </ul>	
<p><b><u>Academic and Career Preparation:</u></b></p> <ul style="list-style-type: none"> <li>• Are you aware of how dual enrollment and AP courses can save you money and earn you credits towards college?</li> <li>• Are you aware there are dual enrollment and IB opportunities in career and technical education?</li> <li>• Are you aware that you may be eligible for assistance in paying for Advanced Placement and International Baccalaureate exams through the Advanced Placement Test Fee Payment Program?</li> <li>• Are you aware of the opportunity to take Advanced Placement courses online through Virtual Virginia?</li> <li>• When do you plan to take the SAT/ACT or SATII?</li> <li>• Are you aware of diploma seals? What diploma seals are you eligible to receive?</li> <li>• Are you on track to receive an Early College Scholars Certificate?</li> </ul>	
<p><b><u>College and Career Preparation:</u></b></p> <ul style="list-style-type: none"> <li>• What colleges/universities do you plan to visit this year?</li> <li>• Are you aware of the benefits of community college?</li> <li>• How can you and your parents/guardians obtain information about financial aid and college expense?</li> </ul>	

**GRADES 11 AND 12**

<b>SAMPLE QUESTIONS</b>	<b>NOTES</b>
<ul style="list-style-type: none"><li>• What are your plans to participate in College and Career Night and what information will you specifically seek from the event?</li><li>• What is your plan for submitting applications to colleges? What are the deadlines?</li><li>• Are you aware that the Virginia Department of Education offers scholarships for which you may be eligible (Robert C. Byrd and Granville P. Meade scholarships)?</li><li>• What other scholarships are you aware of and what steps are you taking to apply for those scholarships?</li><li>• Are you aware that an industry certification and completion of a career and technical education program may help you in advanced placement in a community college career and technical education program?</li><li>• Do you have a résumé?</li></ul>	
<p><b><u>Personal Reflection:</u></b></p> <ul style="list-style-type: none"><li>• Explain specific qualities that you have to be successful in college or your choice of a career?</li><li>• Define success for you in the next five years.</li></ul>	



**Charlottesville City Schools**

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Grades 5-6

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Grades 7-8

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Grades 9-12

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