

Bedford County Public Schools

Program of Studies



2016-2017

Bedford County Public Schools Mission and Vision Statements

The mission of Bedford County Public Schools is to prepare our students to be productive and responsible citizens in our community and the world.

The vision of Bedford County Public Schools is to be a community dedicated to our students and their future.

The Goals of Bedford County Public Schools

Prepare students to be successful in college and career fields

Enhance community support for student learning

Manage resources responsibly, efficiently, and effectively

Employ highly effective teachers and support staff

Equal educational opportunities shall be available for all students, without regard to sex, race, color, national origin, gender, ethnicity, religion, disability, ancestry, or marital or parental status. Educational programs shall be designed to meet the varying needs of all students. No student, on the basis of sex or gender, shall be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege or advantage or be denied equal access to educational and extracurricular programs and activities. To view a current list of compliance officers and how they can be reached, visit the Bedford County Public Schools website at <http://www.bedford.k12.va.us>.

BEDFORD COUNTY SCHOOL BOARD

Election District

- | | | |
|---|-----------------------------------|--|
| 1 | Mr. Richard Downey | 106 Duma Circle
Goodview, VA 24095 |
| 2 | Mr. Jason Johnson | 6735 White House Road
Moneta, VA 24121 |
| 3 | Dr. John Hicks, Jr. | 3579 Evington Road
Evington, VA 24550 |
| 4 | Mr. Gary P. Hostutler, Chair | 1155 Montview Lane
Forest, VA 24551 |
| 5 | Mrs. Julie Bennington, Vice Chair | 108 Shadwell Drive
Lynchburg, VA 24503 |
| 6 | Mrs. Susan Falls Kirby | 926 Watson Place
Bedford, VA 24523 |
| 7 | Mr. Martin F. Leamy | 2523 Sheep Creek Road
Bedford, VA 24523 |

SCHOOL BOARD ADMINISTRATION

310 South Bridge Street	(540) 586-1045
P. O. Box 748	(540) 586-7703 (FAX)
Bedford, VA. 24523-0748	

Dr. Douglas Schuch, Superintendent
Dr. Cherie Whitehurst, Deputy Superintendent
Mr. Randy Hagler, Chief Financial Officer
Dr. Mac Duis, Chief Operations Officer
Mr. Tim Overstreet, Director of Instruction
Dr. Fred Conner, Assistant Director of Instruction
Mrs. Sara Staton, Director of Special Services
Dr. Tony Francis, Director of Elementary and Secondary Programs
Dr. Ed Hoisington, Director of Technology
Mr. Tim Parker, Director of Human Resources

SCHOOL DIRECTORY

ELEMENTARY SCHOOLS	OFFICE PHONE	SCHOOL ADDRESS
Bedford Elementary School	(540) 586-0275	806 Tiger Trail Bedford, VA 24523
Bedford Primary School	(540) 586-8339	807 College Street Bedford, VA 24523
Big Island Elementary School	(434) 299-5863	1114 Schooldays Road Big Island, VA 24526
Boonsboro Elementary School	(434) 384-2881	1234 Eagle Circle Lynchburg, VA 24503
Forest Elementary School	(434) 525-2681	1 Scholar Lane Forest, VA 24551
Goodview Elementary School	(540) 892-5674	1374 Rivermont Academy Road Goodview, VA 24095
Huddleston Elementary School	(540) 297-5144	1027 Huddleston Drive Huddleston, VA 24104
Moneta Elementary School	(540) 297-4411	12718 Old Moneta Road Moneta, VA 24121
Montvale Elementary School	(540) 947-2241	One Little Patriot Drive Montvale, VA 24122
New London Academy School	(434) 525-2177	12400 E. Lynchburg-Salem Turnpike Forest, VA 24551
Otter River Elementary School	(540) 586-9210	1044 Otter River Drive Goode, VA 24556
Stewartsville Elementary School	(540) 890-2174 (540) 890-1619	1138 Wildcat Road Goodview, VA 24095
Thomas Jefferson Elementary School	(434) 534-6159	1255 Patriot Place Forest, VA 24551
MIDDLE SCHOOLS	OFFICE PHONE	SCHOOL ADDRESS
Bedford Middle School	(540) 586-7735	503 Longwood Avenue Bedford, VA 24523
Forest Middle School	(434) 525-6630	100 Ashwood Drive Forest, VA 24551
Staunton River Middle School	(540) 297-4152 (540) 297-4158	1293 Golden Eagle Drive Moneta, VA 24121
SECONDARY SCHOOLS	OFFICE PHONE	SCHOOL ADDRESS
Alternative Education Center	(540) 586-1270	600 Edmund Street Bedford, VA 24523
Bedford Science & Technology Center	(540) 586-3933	600 Edmund Street Bedford, VA 24523
Jefferson Forest High School	(434) 525-2674 (434) 525-3741	1 Cavalier Circle Forest, VA 24551
Liberty High School	(540) 586-2541	100 Liberty Minutemen Drive Bedford, VA 24523
Staunton River High School	(540) 297-7151	1 Golden Eagle Drive Moneta, VA 24121

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Please be advised that the Board of Education may revise or create policies over the course of the school year. State Laws, State Board of Education Bylaws, Virginia Department of Education, and Bedford County Board of Education Policies and Regulations shall supersede those statements and references contained in this publication.

Introduction

Bedford County Public Schools continues to transform learning for our students by creating personalized learning environments. We seek to inspire student ownership of their learning guided by the Commonwealth of Virginia Standards of Learning and encourage further skills that prepare them to be productive and responsible citizens in our community and the world. We continue to develop ways to personalize learning by increasing rigor, diversity, and technology into the academic program. Personalized Learning, a key instructional strategy for success in the district's Strategic Plan, helps meet students' different learning needs and goals by (1) providing student choice in pathways to academic mastery, (2) by providing student voice which allows students to connect prior experiences to new knowledge, and (3) by working with Bedford families and community to reduce the obstacles to learning by allowing students to learn outside of the classroom, and (4) by allowing students flexibility in acquiring knowledge at their own pace.

Personalized Learning requires students to become active learners in the process. Personalized Learning involves tailoring curriculum, instruction, and learning environments by learners and for learners to support individual academic and career plans aligned with the Commonwealth of Virginia's State Standards and College and Career Readiness Skills. The Program of Studies is a foundation for each student's personalized learning plan. Students, with their families, teachers, and school counselors, will be able to use the information in the Program of Studies to develop and update a personal Academic and Career Plan that will best prepare them for future success.

Preparing for the Future with an Academic and Career Plan

The Academic and Career Plan is to be an evolving document that maximizes student achievement by having the student accomplish goals in middle school and high school that lead to college and career readiness. The Plan is to be student-driven and maintained by school counselors working with teachers and other staff to assist the student in reaching his or her goals in the most logical academic and career path.

A successful Academic and Career Plan starts with the end in mind. The student, parent/guardian, and designated school professionals collaboratively create a plan that begins with goals based upon the student's academic and career interests. The group then maps out a program of study or pathway that will lead to the student's success of reaching the desired goals. As needs of the student emerge and new information becomes available, the group will analyze and adjust the Plan. Elements of the Plan include, but are not limited to:

- Career Goal, Secondary Education Goal, and Postsecondary Education Goal
- A program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests.
- A review and update before the student enters the ninth and eleventh grades.
- The signatures of the student, student's parent/guardian and school official(s) designated by the principal.

The framework upon which each Academic and Career Plan is built is the district's Program of Studies. Specifically, the student is able to use the building blocks and resources described within the Program of Studies to construct and refine his or her plan that will lead to future success. Elements such as diploma options, academic and career pathways, and courses are all described

within the document which serves as a type of “menu” for the student to make choices based on his or her academic and career interests.

A sample Academic and Career Plan template that school counselors will present to students can be found at: http://www.doe.virginia.gov/instruction/graduation/academic_career_plan/acp_template.docx

Graduation Requirements

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

- Standard Diploma (Credit accommodations will allow students with disabilities who previously would have pursued a Modified Standard Diploma to earn this diploma.)
- Advanced Studies Diploma
- Modified Standard Diploma (will only be an option for students with disabilities who entered the ninth grade for the first time beginning in 2012-2013 or before.)
- Credit Accommodations
- Adult High School Diplomas (three options)
- Applied Studies Diploma
- Certificate of Program Completion
- General Education Development Certificates (GED)
- Summer School Graduation
- Transfer Students

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

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

I. STANDARD DIPLOMA

To graduate with a Standard Diploma, a student 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.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must also:

- Earn a board-approved career and technical education credential to graduate with a Standard Diploma; and
- Successfully complete one virtual course, which may be non-credit bearing.

The school counselor can advise on available courses to fulfill the requirements of a Standard Diploma.

Standard Diploma Course Requirements (8 VAC 20-131-50.B)		
Discipline Area	Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits: effective for first-time ninth graders in 2003-2004 and beyond
English	4	2
Mathematics [Note 1]	3	1
Laboratory Science [Notes 2 & 6]	3	1
History & Social Sciences [Notes 3 & 6]	3	1
Health & Physical Education	2	
Foreign Language, Fine Arts or Career & Technical Education [Note 7]	2	
Economics and Personal Finance	1	
Electives [Note 4]	4	
Student Selected Test [Note 5]		1
Total	22	6

NOTE 1

- For students entering the ninth grade for the first time in 2011-2012 and beyond:** 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.

NOTE 2

- For students entering the ninth grade for the first time in 2011-2012 and beyond:** 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.

NOTE 3

- For students entering the ninth grade for the first time in 2011-2012 and beyond:** 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.

NOTE 4

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

NOTE 5

- For students entering the ninth grade for the first time in 2011-2012 and beyond:** 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.

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 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.

NOTE 7

- For students entering the ninth grade for the first time in 2011-2012 and beyond:** 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.

Electives

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

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

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma. As such, the Modified Standard Diploma will no longer be an option for students with disabilities who enter the 9th grade for the first time in 2013-2014 and beyond.

Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits to also include reading, math, and writing

- Additional tests approved by the Board of Education for earning verified credits
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses

While credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the 22 standard credits and six verified credits required to graduate with a Standard Diploma. Credit accommodations can be discussed with the student’s case manager or counselor and are determined by the educational planning team.

II. ADVANCED STUDIES DIPLOMA

- To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard units of credit by passing required courses and electives, and at least nine verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education (Students who entered ninth grade before 2011-2012 must earn at least 24 standard units of credit).

Beginning with students entering ninth grade for the first time in 2013-2014, a student must also:

- successfully complete one virtual course, which may be non-credit bearing.

The school counselor can advise on available courses to fulfill the requirements of a Standard Diploma.

Advanced Studies Diploma Course Requirements (8 VAC 20-131-50.C)		
Discipline Area	Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits - effective with ninth graders in 2000-2001 and beyond
English	4	2
Mathematics [Note 1]	4	2
Laboratory Science [Note 2]	4	2
History & Social Sciences [Note 3]	4	2
Foreign Languages [Note 4]	3	
Health & Physical Education	2	

Fine Arts or Career & Technical Education	1	
Economics and Personal Finance	1	
Electives	3	
Student Selected Test [Note 5]		1
Total	26	9

NOTE 1

- For students entering the ninth grade for the first time in 2011-2012 and beyond:** 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.

NOTE 2

- For students entering the ninth grade for the first time in 2011-2012 and beyond:** 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.

NOTE 3

- For students entering the ninth grade for the first time in 2011-2012 and beyond:** 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.

NOTE 4

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

NOTE 5

- For students entering the ninth grade for the first time in 2011-2012 and beyond:** 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.

Electives

- Fine Arts and Career and Technical Education** – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education.
- Foreign Language**—The Advanced Studies Diploma contains a requirement for either three years of one foreign 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 foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well.

III. MODIFIED STANDARD DIPLOMA (*)

(*) This is only an option for students with disabilities who entered the ninth grade for the first time beginning in 2012-2013 or before. Student must meet eligibility requirements as identified by the Virginia Department of Education.

IV. Adult Diploma Options

1. Adult High School Diploma

[The Adult High School Diploma program](#) enables an adult no longer enrolled in public education to complete the required courses/activities to earn an Adult High School diploma, with the local high school scheduling classes and determining course requirements in accordance with standards established by the state.

2. General Achievement Adult High School Diploma Program

[The General Achievement Adult High School Diploma](#) (GAAHSD) Program is intended to provide a diploma option for high school dropouts and individuals who exit high school without a diploma. This diploma is intended for individuals who are at least 18 years of age and not enrolled in public school or not otherwise meeting the compulsory school attendance requirements set forth in the Code of Virginia.

The requirements for the GAAHSD include prescribed standard units of credit and a passing score on the General Educational Development (GED) test. Standard credits required for the GAAHSD may be earned in a variety of educational setting, including:

- public school
- community college or other institution of higher education
- adult high school program
- correspondence, distance learning, and online courses

The GAAHSD is not meant to be a "first option" for high school students. The GAAHSD is an adult education diploma program; therefore, GAAHSD candidates may not be enrolled in K-12 public school.

Requirements for the General Achievement Adult High School Diploma (GAAHSD)

A. Credit and assessment requirements for graduation with GAAHSD are as follows:

Discipline Area	Standard Units of Credit Required
English	4
Mathematics	3
Science	2
History & Social Sciences	2
Electives	9
TOTAL	20

Assessment required: Achieve a passing score on the GED examination

B. Courses completed to satisfy the requirements in mathematics and science shall include content in courses that incorporate or exceed the content of courses approved by the Board of Education (board) to satisfy any other board-recognized diploma.

C. Courses completed to satisfy the history/social science requirements shall include one unit of credit in Virginia and U.S. History and one unit of credit in Virginia and U.S. Government in courses that incorporate or exceed the content of courses approved by the board to satisfy any other board-recognized diploma.

D. Courses completed to satisfy the electives requirement shall include at least two sequential electives in an area of concentration or specialization, which may include career and technical education and training.

E. Successfully completed an education and training program designated by the Board of Education; earned a Board of Education-approved career and technical education credential such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

F. The required number of standard units of credit may be earned by enrolling in:

1. A public school if the individual meets the age requirements;
2. A community college or other institution of higher education;
3. An adult high school program; or
4. Correspondence, distance learning, and online courses.

G. Diploma candidates shall participate in GED preparation.

3. National External Diploma Program (NEDP)

[The National External Diploma Program](#) (NEDP) is an applied performance assessment system that assesses the high school level skills of adults. The NEDP evaluates the reading, writing, math, and workforce readiness skills of participants in life and work contexts. The program is self-paced, flexible, and has no timed tests. The program is for self-directed adult students who are comfortable working independently. Participation in local and regional external diploma programs is available to adults who are 18 years of age and older who did not complete high school and are not enrolled in school. An adult high school diploma shall be awarded to an adult student who demonstrates through applied performance assessment full mastery of the National External Diploma Program Generalized Competencies.

V. APPLIED STUDIES DIPLOMA

Students with disabilities receiving special education services who do not meet the requirements for a diploma as set forth in the Standards of Quality and the Standards of Accreditation may be awarded a special diploma. Only students with a current IEP are eligible for this diploma option. Students with disabilities who successfully complete the requirements as set forth in his/her IEP (Individualized Education Program) and who have earned at least 20 units of credit in the following content areas: English (4), Mathematics (3), Social Studies (2), Science (1), Health/PE (2), and Electives (8 – 2 of which must be CTE or transition specific). The 20 units may be a

combination of IEP classes and/or general education classes and with discussion from lead secondary special education teacher.

College for Living Plus

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

VI. CERTIFICATE OF PROGRAM COMPLETION

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

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

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

VII. GENERAL EDUCATION DEVELOPMENT CERTIFICATES (GED)

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

- Students between the ages of 16 and 18 may sign up for the GED program through the Individual Student Alternative Education Program (ISAEP), which is free of charge. Students and a parent must meet with the designated school administrator to enroll in the ISAEP. The student must be at or above a 7.5 grade reading level as determined by a test given at the school and must score at least a 125 on each GED-Ready Test to be eligible for the program. The class meets at the Alternative Education Center at BSTC Monday through Friday for five hours each day. Contact the Supervisor of Alternative Education for complete information.
- Students above age 18 who have not completed enough verified credits to earn a diploma may earn one of the Adult High School diploma options by meeting the requirements listed in section IV above.
- GED classes are offered free of charge to Bedford County adults as well. Adults 18 years old and older should contact the Alternative Education Center (586-3517) for information on the adult GED programs located throughout Bedford.

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

VIII. SUMMER SCHOOL GRADUATION

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

IX. TRANSFER STUDENTS

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

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

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

The academic record of a student transferring into Virginia public schools from other than a Virginia public school shall be evaluated to determine the number of standard units of credit that have been earned, including credit from schools outside the United States, and the number of verified units of credit needed to graduate in accordance with subsection G of this section. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when the student has been given credit by the previous school attended.

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

Students entering a Virginia public high school for the first time after the tenth grade shall earn as many credits as possible toward the graduation requirements prescribed in 8 VAC 20-131-50. However, schools may substitute courses required in other states in the same content area if the student is unable to meet the specific content requirements of 8 VAC 20-131-50 without taking a

heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he otherwise would have graduated.

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

DIPLOMA SEALS

The **Bedford County Advanced Studies Seal** goes on diplomas of students who meet the requirements for the Advanced Studies Diploma. High Schools may choose to order diplomas with Advanced Studies printed on the diploma in lieu of a seal. Students who demonstrate academic excellence and/or outstanding achievement may be eligible for one or more of the following awards:

The Governor's Seal

Students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP) or dual enrollment courses shall receive the Governor's Seal on the diploma.

The State Board of Education Seal

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

The Board of Education's Career and Technical Education Seal

The Board of Education's Career and Technical Education Seal will be awarded to students who earn a Standard Diploma or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

Board of Education's Seal of Advanced Mathematics and Technology

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

Board of Education's Seal for Excellence in Civics Education

The Board of Education's Seal for Excellence in Civics Education will be awarded to students who earn a Standard Diploma or Advanced Studies Diploma and (i) complete Virginia and United States History and Virginia and United States Government courses with a grade of "B: or higher; and, (ii) have good attendance and no disciplinary infractions as determined by local school board policies and, (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy the requirements of clause (iii) of this subdivision include: (a) volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c) participating in JROTC; (d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or (e) participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.

Seal of Biliteracy

The Board of Education's Seal of Biliteracy certifies attainment of a high level of proficiency by a graduating high school student in one or more languages in addition to English, and certifies that the graduate meets of the following criteria:

1. The Board of Education's Seal of Biliteracy will be awarded to students who earn either a Board of Education-approved diploma and (i) pass all required End-of-Course Assessments in English reading and writing at the proficient or higher level; and (ii) be proficient at the intermediate-mid level or higher in one or more languages other than English, as demonstrated through an assessment from a list to be approved by the Superintendent of Public Instruction.
2. For purposes of this seal, "foreign language" means a language other than English, and includes American Sign Language.

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

ASSESSMENT

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

Specific grading procedures are outlined in Policy and Regulation IK of the BCPS Policy Manual.

Students in grades 3-12 earn a place on the A Honor Roll or the A/B Honor Roll by meeting the following criteria based on nine weeks grades:

- A Honor Roll: A student earns an A only in each course for which a grade is assigned.
- A/B Honor Roll: A student earns an A or B only in each course for which a grade is assigned.

Students who have been suspended from school during the grading period are not eligible for Honor Roll recognition, regardless of academic grades. Attendance and handwriting are not considered in awarding Honor Roll.

High school students may be issued **Academic Letters** as a special recognition of achievement by earning a 3.5 grade point average in the previous year. These awards are organized and administered by the local school.

Membership in the **National Honor Society** is based on four criteria: scholarship, leadership, service, and character. To fulfill the scholarship requirement, students must have a cumulative scholarship average of 3.5 at the end of the sophomore year. Qualified students are selected by a faculty council that reviews the qualifications indicated above and makes nomination recommendations. Please refer to the high school's student handbook or contact the principal for more details.

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

TESTING PROGRAMS

The Standards of Learning Tests

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

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

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

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

The Virginia Grade Level Alternative (VGLA) Reading assessment is an alternative assessment for the Standards of Learning (SOL) Reading tests in grades 3-8. The VGLA Reading assessment is available only to Limited English Proficient (LEP) students in grades 3-8 who meet the eligibility criteria. LEP students are required to demonstrate individual achievement of grade-level reading content standards as presented in the SOL test blueprint.

The Virginia Substitute Evaluation Program (VSEP) is an alternative method of assessing students who by the nature of their disability are unable to participate in the Standards of Learning (SOL) assessments even with testing accommodations. The difference between the SOL tests and the VSEP is the method of assessment. Students participating in the VSEP are expected to provide evidence of achievement through a Course Work Completion (CWC) based on the same standards as students taking the SOL tests. The VSEP assessment is available for end of course tests in any area. The Virginia Department of Education will grant special permission for a small number of eligible students with disabilities in grades 3-8 who are unable to access SOL Mathematics and/or Reading assessments to submit a CWC to demonstrate knowledge of Mathematics and/or Reading content. Typically students eligible to submit CWCs have experienced a new disability, rapid deterioration of sensory functions, or a unique disability that prevents the student from accessing the SOL assessment even with allowed testing accommodations.

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

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

SOL Assessment Administration Dates:

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

Spring: Students enrolled in grades 3 - 8, and certain credit bearing high school courses will be administered SOL tests in spring. Writing components of the English SOL tests for grades 5, 7, 8 and 11 are administered in early spring, and the remaining SOL tests are given before the end of the school year. The Virginia Department of Education allows divisions to choose a 4-week testing

window in the spring for grades 3 - 8. School Divisions are allowed to set their own testing window for End-of-Course (EOC) tests.

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

Students may retake high school end-of-course tests as often as the school division’s testing schedule will permit. Students who score between 375 – 399 on a high school end-of-course SOL test are eligible for an expedited retake. Expedited retakes may be allowed for elementary and middle students who score in the 375-399 range as directed by the Virginia Department of Education. This means that the student would be able to retake the test before the next scheduled test administration within the state designated time.

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

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

SOL Requirements for Transfer Students to a Virginia School

Standard Diploma Verified Credit Requirements		
Beginning = First 20 hours of instruction		During = After the first 20 hours of instruction
Students transferring into a Virginia public school	Must Earn	Ninth Graders in 2003-04 and beyond
During 9 th Grade Beginning of 10 th Grade	6 Verified Credits English Mathematics Science History and Social Science Student Selected	2 1 1 1 1
During 10 th Grade Beginning of 11 th Grade	4 Verified Credits English Mathematics Science History and Social Science Student Selected	1 1 1 1
During 11 th Grade Beginning of 12 th Grade	2 Verified Credits English Student Selected	1 1

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

Beginning = within first 20 hours of instruction per course

During = after the first 20 hours of instruction per course

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

Remediation Recovery

Remediation recovery is a voluntary program that schools may implement to encourage successful remediation of students who are not successful on SOL tests in grades K-8 and end of

course. Remediation recovery programs are limited to reading and math in grades K-8 and End of Course.

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

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

Locally Awarded Verified Credits

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

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

HOMEWORK

Homework is provided by the teacher to help students practice what has been learned during the instructional time and is assigned at the discretion of the teacher. It is an important tool in developing independent thought, self-direction, self-discipline, good work habits and time management skills. Individual needs of the student are considered when assigning homework. Homework reinforces skills, provides for enrichment, and provides independent practice. Assignments should take about 20-30 minutes per subject per night. Additional time requirements may be necessary in some classes especially in block scheduling situations. Teachers check the homework and provide feedback to the student within a reasonable period of time. Students are responsible for homework assignments. Parents will be notified when their child consistently disregards homework assignments. Ultimately the student is responsible for the academic consequences of not completing homework assignments. Students are strongly encouraged to utilize an assignment book such as the school agenda. BCPS policy and regulation IK outline more specific guidelines for homework.

CREDITS

The basic unit of credit for course structure and issuing credit is based on the equivalent of a year's work. Specific course descriptions are published in this Program of Studies and are available for students planning class schedules. All courses identified as year courses have final grades recorded

on the student's cumulative record. The final grade determines whether a unit of credit is granted. Student attendance shall not be the sole reason why a student fails a class.

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

High School Courses Taken At the Middle School Level

Certain high school credit-bearing courses may be taken in middle school. These courses include Algebra I, Pre-AP Geometry, Pre-AP Algebra II, Earth Science, World History I, and foreign language. Some students elect not to include these courses in the calculation of their high school grade point average (GPA). A notification form alerting parents of this option is provided by the middle school during the eighth grade and from the high school during the student's senior year. If high school courses taken in middle school are added to the high school transcript, the final grade for the course is used to calculate the GPA and the student is eligible to receive a high school credit for the course. If a high school course is taken in the middle school and later dropped from the high school transcript, any corresponding passing score on an associated SOL test will also not count towards graduation requirements.

Grade Classification

High School Grade Classification

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

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

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

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

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

Graduation Ceremony and Class Rank

For graduation ceremony purposes, students receiving standard or advanced studies diplomas with a 3.75 to 3.99 GPA will be recognized as Honor Graduates. Students receiving standard or advanced studies diplomas with a GPA of 4.0 and above will be recognized as High Honor Graduates. The GPA for Honor and High Honor Graduates will be determined based on the student's entire course history. Beginning with the class of 2011, the practice of determining a Valedictorian and Salutatorian for graduation purposes was discontinued. Graduation ceremonies

will be conducted by students selected from High Honors group as determined by High Honors and Honors students. For the purposes of the graduation ceremony, grade point averages will be figured at the end of the first semester*. An official class ranking, based on a student's entire course history, will appear on the final senior transcript.

*For this calculation, completed courses will carry a 1.0 point weight. Courses that seniors are currently enrolled in ("in progress courses") will carry a 0.5 point weight.

Grading and Exams

School Board policy and regulation IK and IKC govern grading and exam practices. These policies may be changed by the School Board, and any revisions would supersede the summary printed in this document.

Report cards will be issued at nine week intervals on the 5th day following the last day of the previous nine weeks period. Final report cards will be mailed to students. All students will be issued an interim after the end of the fourth week of the grading period. Students who are performing below a C or who receive an I (Incomplete) will receive a second interim after the end of the seventh week.

Nine-week grades for all courses will be calculated using the following scale. Quarter grades within a half-point will be rounded up to the nearest whole number when averaged.

A	90-100	Highly Proficient
B	80-89	Above Proficient
C	70-79	Proficient
D	60-69	Below Proficient
F	Below 60	Insufficient Evidence of Proficiency
I		Incomplete work

A semester grade will be determined by averaging the two nine-week grades and the exam grade, which may not count for more than 10%. When determining a semester or final average, any nine-week average below 40 will be converted to a 40 for averaging purposes. The exam grade will not be used to determine the semester or final grade for students who are exempt from exams according to Policy IKC and choose not to take the final exam. The final grade will be determined by averaging the two semester grades together.

Cumulative Grade Point Average (GPA)

For the purpose of determining a student’s cumulative grade point average (GPA), each final course grade will be assigned the corresponding point value or the weighted grade point value, if appropriate, and averaged.

A	4.0
B	3.0
C	2.0
D	1.0
F	0

Weighted Grades:

Grades for Advance Placement courses, Governor’s School courses, and selected dual enrollment college courses will have the following weighted point values for the purpose of final grade point averaging. College courses in English, math, science, and history/social sciences fulfilling graduation requirements and taken on college campuses will be weighted on this scale.

A	5.0
B	4.0
C	3.0
D	2.0
F	0

Grades for Pre-Advanced Placement courses will have the following weighted point values for the purpose of final grade point averaging. Elective area college courses (courses not fulfilling graduation requirements) taken on college campuses will be weighted on this scale.

A	4.5
B	3.5
C	2.5
D	1.5
F	0

Final Exams

Any student who meets one of the following criteria shall be exempt from the final examination or culminating activity in a class:

1. A senior student who has an A cumulative course average
2. A student enrolled in an Advanced Placement (AP) class who takes the AP exam
3. A student who has successfully completed a sequence of Career and Technical Education (CTE) courses and passes a corresponding credentialing assessment
4. A student enrolled in a course containing an End of Course SOL test who passes the test

Withdrawing and Adding Courses

Students shall be counseled about their choices for classes and the limitations on adding and withdrawing courses during the spring course enrollment period. Principals must approve any course changes once the academic year begins. Students will be permitted to make course changes prior to the *21st day* of school with principal approval. Any courses dropped after the drop/add period will receive a "Withdrawn-Passing" or "Withdrawn-Failing" status on the student transcript.

RELATED PROGRAMS AND SERVICES

ADVANCED PLACEMENT PROGRAM and DUAL ENROLLMENT COURSES

Advanced Placement and Dual Enrollment courses (*) are considered to be advanced level courses designed to prepare students for the rigor of college level curriculum and expectations. Courses that may lead to college credit (AP, Dual Enrollment) have weighted grades. Most dual enrollment courses at the high school are taken through Central Virginia Community College (CVCC) and will transfer as college credit at CVCC and many other colleges. Depending on the college/university, the credit may only transfer as elective credit instead of fulfilling general education requirements. Colleges and universities give credit or placement for qualifying AP exam grades, not AP course grades. Depending on the college/university, credit or placement may be given for scores of three or higher. Tuition costs for dual enrollment courses will be charged to students taking these courses, with consideration of full or partial tuition waivers based on demonstrated need.

*Dual-enrollment courses may follow the grading policy (i.e. grading scale and grading requirements) of the college from which college credit will be received if it differs from the grading policy of Bedford County Public Schools

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

The school division offers AP courses in many curriculum areas, and the course offerings may vary among the three high schools, depending on the enrollment of the students and the availability of an appropriately endorsed teacher for the course. These include AP Biology, AP Chemistry, AP Physics, AP Environmental Science, AP Computer Science, AP English 11 Language, AP English 12 Literature, AP United States History, AP United States Government and Politics, AP European History, AP Psychology, AP Economics, AP Music Theory, AP Statistics, AP Calculus, AP Spanish

Literature, AP French and AP Spanish Language. Please contact the school counselor for information on test options and passing score requirements.

The school division offers dual enrollment courses at the base high schools which may vary among the three high schools, depending on the enrollment of the students and the availability of an appropriately endorsed teacher for the course. Fees are assessed for tuition in these classes. With prior approval of the principal, students may also receive college credit by successfully completing dual enrollment course(s) at the college. Students must meet the requirements of the college for admission in the courses. **Bedford Science and Technology Center (BSTC)** offers dual enrollment courses in selected career and technical fields. Additionally, selected BSTC programs have articulation agreements with post-secondary technical schools. Students should refer to their counseling department for further information about these offerings. Selected intensive Career and Technical programs at CVCC are available for student enrollment in areas such as Heating, Ventilation, and Air Conditioning (HVAC), Machine Tool, Welding, and Health/Medicine, and Energy Technology. Fees are assessed for tuition in these classes.

Based on an agreement between Bedford County Public Schools and Central Virginia Community College, there are both 1 year general education certificate and 2 year associates degree programs available to high school students. Students may have the opportunity to earn these certificates or degrees by completing an approved sequence of dual enrollment courses while in high school. Students should see their school counselors for more information about these opportunities.

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

Students in BCPS high schools are eligible to apply for admission to the **Central Virginia Governor's School for Science and Technology** (Lynchburg), the **Governor's Health Sciences Academy** (Bedford Science and Technology Center), the **Roanoke Valley Governor's School for Science and Technology** (Roanoke) and **XLR8- Lynchburg Regional Governor's STEM Academy** (CVCC Lynchburg Campus). These four schools, established by the Governor of Virginia, create advanced educational opportunities for students with aptitude and interest in science, mathematics, health care, or STEM (Science, Technology Engineering and Math) related careers. Students generally attend the Governor's schools for half a day to complete mathematics and science, or career technical classes. The students return to their home high schools for their remaining coursework. College credit may be earned in selected math and science courses, with fees assessed for dual enrollment courses. Prior to applying for the Governor's schools, students are encouraged to take the PSAT/NMSQT and the Stanford 10. Students are selected through an application process. Interested students should contact their school counselor for application information and requirements.

Rising juniors may elect to apply for admission to the **Early College** program at Central Virginia Community College- Bedford Campus. Successful completion of this 2 year program results in students earning a high school advanced studies diploma and an associate's degree from CVCC. Students earn community college credit for their courses, many of which may transfer to other colleges and universities upon graduation. CVCC tuition is paid by families. Students are selected through an application process. Interested students should contact their school counselor for application information and requirements.

Another regional opportunity is **XLR8- Lynchburg Regional Governor's STEM Academy**. This program offers 2 curriculum tracks for a limited number of BCPS students—Mechatronics (Engineering) and Healthcare Technology. The program is located on the campus of Central Virginia Community College and involves enrollment in a half-day, dual enrollment program during

students' junior and senior years. At least part of the tuition is charged to families. Students are selected through an application process. Interested students should contact their school counselor for application information and requirements.

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

ALTERNATIVE EDUCATION

Alternative education is designed to serve students who are at least one year behind their peers, who are at-risk of not earning a high school diploma, and/or whose needs are not met in the traditional secondary education program of studies. Students may enter a **GED program** by meeting the requirements for the **ISAEP (see page 15)**.

The **Alternative Education Center (AEC)** is for students who are not meeting success in the traditional school setting. The center provides an environment that encourages students to develop personal and academic skills that will promote their success. Online course delivery will be used to provide instruction to students in a blended format.

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

BEDFORD SCIENCE AND TECHNOLOGY CENTER (BSTC)

Bedford Science and Technology Center offers high school students Career and Technical courses not offered at the three base high schools. All courses/programs offered at the center provide an opportunity for the student to gain a state/national license or industry certification. Through a combination of articulation agreements and dual enrollment options, students have the opportunity to receive post-graduate curriculum credit for content mastered in their career tech programs which will reduce costs and time associated with post-secondary programs.

Successful completion of BSTC programs enables students to meet career/technical competencies for entry-level employment. An increasing number of students who complete programs are continuing their education and/or training in a related field after graduation. The center is also offering the opportunity for students to complete core academic requirements on site in the Edge Lab during zero periods (before and after school). These opportunities will assist students in completing their Academic and Career Plans and should be discussed with a school counselor.

Some programs require students to complete applications and/or participate in interviews and aptitude screenings. It is imperative that students indicate an interest in a BSTC program at

registration so that counselors can submit names and/or applications to BSTC. Students are encouraged to indicate their interest in BSTC courses/programs early in the registration process due to their popularity and class size limitations.

VIRTUAL LEARNING

Bedford County Public Schools is aligning itself with this 21st Century Learner preparation that utilizes personalized learning to enhance student achievement and to provide strategies to support accelerated and struggling students on an individual level.

Recognizing technology is a tool that can be used to personalize learning, Bedford County Public Schools continues to offer virtual learning models that may provide students another personalized learning environment. Through the provider Edgenuity, we offer state-approved courses in synchronous and asynchronous environments where there is a blend of classroom and online instruction. Before and after school Edge Labs (based on school availability), Summer Session, and alternative education programs are conducted in a personalized environment, where possible. Additionally, we offer the required Economics and Personal Finance class in our high schools through a blended model. Speak to a school counselor to seek additional opportunities to enroll in a virtual learning opportunity.

As stated in Virginia's vision for the Virtual School Program, "Research increasingly suggests that online learning can be as effective and, in some cases, more effective than traditional classroom learning". This finding, coupled with the increasing availability of newer technologies, has led to a dramatic growth in virtual school programs in recent years. Virtual programs offer increased opportunities, flexibility, and convenience. Along with their tremendous potential to meet the unique needs of students and families, virtual programs must reflect the same characteristics of any effective program. In other words, effective online programs require highly qualified teachers, rigorous and appropriate standards-based curricula, meaningful assessments, engaging resources, adequate support, and effective administration."

ENGLISH AS A SECOND LANGUAGE

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

ENRICHMENT AND ACCELERATED PROGRAMS

Various opportunities are offered for students who are interested in pursuing interests beyond day-to-day classroom instruction. **Examples of these opportunities are:**

- o Band Day
- o Daughters of the American Revolution (DAR) Contest
- o Geography Bee
- o Local and Regional Spelling Bees
- o Math Contests
- o National History Day
- o Odyssey of the Mind

- o PTA Reflections Contest
- o Science Fair Projects
- o Young Authors Contest
- o VEX Robotics
- o 21st Century Community Learning Centers before and after school academic/enrichment programs

During the summer, enrichment opportunities in areas such as drama, computer, physics, and art are available to qualified middle school students through regional programs sponsored by the Department of Education.

Advanced instructional opportunities are offered to all students who demonstrate exceptional capabilities. Advanced activities are primarily offered through the Gifted Education Program; however, students who demonstrate exceptional capabilities may be accelerated through the instructional sequence in science and mathematics. Advanced classes are also offered at each middle school for students who are exceptionally strong in core academic areas and who wish to pursue a more rigorous academic program.

FAMILY LIFE EDUCATION

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

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

GIFTED EDUCATION PROGRAM

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

SCHOOL COUNSELING SERVICES

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

School counseling services consist of three types: (1) academic counseling, which assists students and their parents in making the appropriate curricula and program choices which best fits their interests and aptitudes; (2) career counseling, which assists students and their parents in acquiring information about various careers and post-secondary educational opportunities, establishing goals, and developing an Academic and Career Plan (ACP) to achieve these goals; and (3) personal/social counseling, which provides assistance to students on an individual or group basis on such topics as the understanding of themselves and others concerning various developmental issues, effective

problem solving, and preparation for becoming well-adjusted adult citizens of the community following graduation from high school.

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

HOMEBOUND INSTRUCTION

Bedford County Public Schools provides homebound instruction for a limited period of time for students who are unable to attend school for various reasons. These guidelines comply with The Virginia Department of Education regulations established in the Standards for Accrediting Public Schools in Virginia, the Code of Virginia (§VAC 20-131-18), and Bedford County School Board Policy IGBG. Request for homebound services forms are available from the school social worker in each attendance zone. Contact the school social worker for more information regarding homebound services.

HEALTH SERVICES

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

INTERSCHOLASTIC SPORTS AND ACTIVITIES

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

LIBRARY MEDIA SERVICES

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

PROGRAMS FOR STUDENTS WITH DISABILITIES

Special education is an essential part of the total program of public education in our community, sharing with elementary, middle, secondary, and technical education the responsibility for providing instruction, training, and necessary supportive services for all eligible children and youth of Bedford County. The educational interests of children with various types of exceptionality can best be served when they are accepted as an integral part of the total school program. Bedford County's commitment to this philosophy is long standing.

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

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

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma.

Credit accommodations for students with disabilities may include:

- Alternative courses to meet the standard credit requirements
- Modifications to the requirements for locally awarded verified credits to also include reading, math, and writing
- Additional tests approved by the Board of Education for earning verified credits
- Adjusted cut scores on tests for earning verified credits
- Allowance of work-based learning experiences through career and technical education (CTE) courses

While credit accommodations provide alternate pathways and flexibility, students receiving accommodations must earn the 22 standard credits and six verified credits required to graduate with a Standard Diploma. In contrast, only 20 standard credits and 0 verified credits are required for the Modified Standard Diploma. Credit accommodations can be discussed with the student's case manager or counselor and are a determination of the educational planning team.

Special education, as is true for all education, is based on the fundamental concept of the dignity and worth of the human personality. The school division's commitment is to provide an appropriate program for all children in need of special education.

SCHOOL CONSULTATION TEAM/CHILD STUDY

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

The purpose of the team is to meet when children are referred and share information about individual students experiencing educational difficulty. The SCT will develop a plan of intervention designed specifically around targeted areas of concern and these interventions may include support from school psychological services or school social work services. The levels of intervention may be discussed in relation to a tiered model, with increasing levels of individualization and intensity as

the tier of intervention increases. These intervention plans are designed to help each child meet the demands of the general curriculum and achieve satisfactory educational performance. The SCT will be responsible for ensuring that data collected through the Response to Intervention (RtI) model is incorporated into planning and decision making with intervention plans. If a student is suspected of having an educational disability, the SCT makes a referral for a comprehensive special education evaluation.

TRANSPORTATION

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

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

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

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

NON-RESIDENT TUITION

Non-residents must pay a tuition fee that is established each year.

VOLUNTEER SERVICES

Bedford County Public Schools supports and encourages the active participation of parents and members of the community in the schools. Utilization of volunteers' services is encouraged in each school as a means of involving the community in the educational program. The principal at each school organizes such services. The administration at each school shall direct and approve the activities of parents, volunteers, and other resources within the school.

ELEMENTARY SCHOOL CURRICULUM

The curriculum allows for children to progress sequentially in acquiring important skills including writing, reading, spelling, math, social studies, science, art, music, health, and physical activity. Each elementary school offers a basic program of studies along with curricular experiences needed for students to become life-long learners. The curriculum in the four core discipline areas is based on current Standards of Learning for Virginia Public Schools integrated into the total instructional program.

Primary level children may have homework. Homework is assigned to help children practice what has been learned at school that day. Homework may reinforce skills, provide for enrichment or provide for independent practice. To avoid excessive homework, elementary teachers instructing the same students shall communicate with each other to reach the guideline that those in grades 1-3 have no more than one hour of homework and those in grades 4 and 5 have no more than one and one-half hours of homework. In grades 6-12, each subject assignment should not require more than 20-30 minutes per night for an average student; it is understood that a variance in completion time may result from students' skill levels. Individual needs of the student are considered when making homework assignments. Teachers check the homework and provide feedback to the students within a reasonable period of time. Parents will be notified when their child consistently disregards homework assignments. Homework shall not count for more than ten percent of a student's nine-weeks grade.

The Bedford County School Board supports the use of educational practices that research and experience have shown to be most effective for the primary school years. Early childhood educators may refer to these practices as being "developmentally appropriate." *Standards of Quality*, the state's guidelines for public schools, emphasizes the importance of using developmentally appropriate practices through the third grade.

There are at least the equivalent of 180 days of instruction each school year and at least five and one-half hours of instruction per day excluding lunchtime and recess. It is expected that students will be instructed in reading/language arts for at least one and one-half hours daily and in math for at least one hour daily.

In grades K-3, communication (reading, writing, spelling, listening, and speaking) and mathematics are the "core" of the program. The K-3 curriculum stresses critical thinking, active learning and problem solving activities in an interdisciplinary fashion. A full-day kindergarten program helps students get an early start toward becoming proficient in listening, speaking, reading and writing skills which are stressed in all the academic disciplines. Classroom instruction includes direct teaching and learning through projects, learning centers, and activities that reflect current interests of children to develop skills needed for future learning. When appropriate, care is taken to integrate children with social, academic or physical special needs into the classroom. Elementary students may have more than one teacher based on academic subject.

Classroom groups vary in size and composition depending on children's needs and the organization of the individual school's program. Persistent difficulties of individual children are handled in small groups with more intensive help. The composition of these groups is flexible and temporary.

STANDARDS OF LEARNING

The following information includes a brief summary of goals and strands associated with the four core areas of instruction (mathematics, science, English, History/Social Science). Each elementary school will provide information in newsletters and weekly folders concerning specific Standards of Learning that are being taught.

English

The Standards of Learning for English identify academic content for essential components of the English curriculum at different grade levels. Specific content strands in grades K-3 include Oral Language, Reading, and Writing. Specific content strands in grades 4-12 include Communication: Speaking, Listening, and Media Literacy, Reading, Writing, and Research. Therefore, as a result of English instruction, students will be able to

- Read and participate in society as literate citizens
- Become active and involved listeners
- Develop a full command of the English language
- Become familiar with exemplary authors and literary works
- Read selections which encompass all literary types and exemplify universal themes
- Explore and articulate complex issues and ideas encountered in public and personal life
- Read and evaluate media sources
- Make full and effective use of the written language in future educational, occupational, and personal endeavors

History and Social Science

The Standards of Learning for History and Social Science identify academic content for essential components of the history/social science curriculum at different grade levels. Specific content strands include History; Geography; Civics; Economics. Therefore, as a result of History and Social Science instruction, students will be able to

- Develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective.
- Understand the basic values, principles, and operation of American constitutional democracy.
- Become informed and responsible citizens.
- Develop skills in debate, discussion, and writing.
- Continue education in history and the social sciences.

Mathematics

The Standards of Learning for Mathematics identify academic content for essential components of the mathematics curriculum at different grade levels. Specific content strands include Number and Number Sense; Computation and Estimation; Measurement; Geometry; Probability and Statistics; and Patterns, Functions, and Algebra. Therefore, as a result of mathematics instruction, students will be able to

- Gain a fundamental understanding of the mathematics strands
- Use a variety of methods and tools to compute
- Become mathematical problem solvers
- Communicate mathematically
- Make mathematical connections

Science

The Standards of Learning for Science identify academic content for essential components of the science curriculum at different grade levels. Specific content strands include Scientific Investigation; Reasoning and Logic; Force, Motion and Energy; Matter; Life Processes; Interrelationships in Earth/Space Systems; Earth Patterns, Cycles, and Change; Resources. Therefore, as a result of science instruction, students will be able to

- Develop and use an experimental design in scientific inquiry
- Use the language of science to communicate understanding
- Investigate phenomena using technology
- Apply scientific concepts, skills, and processes to everyday experiences
- Experience the richness and excitement of scientific discovery of the natural world through the historical and collaborative quest for knowledge and understanding
- Make informed decisions regarding contemporary issues
- Develop scientific dispositions and habits of mind
- Explore science-related careers and interests

Physical Education/Health

Physical activity is planned daily so that children can develop muscle skills, learn about outdoor environments, and express themselves freely. Each school provides students with a daily recess during the regular school year. The physical education program de-emphasizes competition and

offers activities to enhance aerobic conditioning. The purpose of the physical education program in the elementary school is to

- Improve students' physical fitness
- Help students develop respect for their own minds and bodies
- Make students aware of the importance of nutrition in developing a healthy body
- Promote healthy attitudes toward exercise that will improve cardiovascular health and address unhealthy body mass measures

A state sanctioned physical fitness testing program is administered beginning in grade four. The physical fitness test results provide each student with a personal fitness profile, educators with critical information for planning effective fitness programs, and serve as a school-community communication tool. Students are tested in four areas: abdominal strength, aerobic capacity, upper body strength, and flexibility.

A variety of health and safety projects are designed to help children learn many personalized facts about health and safety; to integrate their learning into their daily habits; to plan and to dictate and/or write their plans; to draw and write about these activities; to read silently and aloud; and to enjoy learning because it is related to their lives. Establishing personal safety habits is an important goal of this curriculum. Students will learn about

- Disease Prevention and Control
- Mental Health
- Nutrition
- Personal Growth and Personal Health
- Safety and First Aid

Computer Technology

Instruction in the use of computer technology helps to provide the knowledge needed for students to function in a technological world. Technology is incorporated as an instructional tool to prepare students to function in a global economy and the 21st century. The school system has developed a technology curriculum that supports technology learning objectives and academic content. Age-appropriate instruction in Internet safety is provided by classroom teachers in all grades, K-12, to teach students how to protect themselves while online. This includes, but is not limited to, learning that people on the Internet are not always who they say they are; understanding that online and wireless communications can undermine privacy; what information is safe to share; learning to recognize cyber-bullying; and the proper steps to take if the student ever feels scared, uncomfortable, or confused by something viewed online. Keyboarding instruction is introduced at the kindergarten level as part of the number and letter recognition process. Specific keyboarding exercises begin in grade three to teach proper fingering techniques. Computer technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills is a shared responsibility of the teaching staff. Minimum skills that students should acquire by the end of grade five include:

- Students will demonstrate a basic understanding of computer theory including bits, bytes,

and binary logic.

- Students will develop basic technology skills (vocabulary, keyboarding, selective use, and peripheral device operation).
- Students will process, store, retrieve, and transmit electronic information.
- Students will communicate through application software.
- Students will understand, recognize, and respect the intellectual property of others while complying with fair-use laws and copyright regulations.

Music

The goal of music education is to empower students to experience music as a source of personal enrichment, as a vehicle for the constructive expression of human emotions, and as a unique intellectual discipline. Elementary students will develop an intellectual understanding and appreciation of music through experiences in singing, moving, listening, and playing instruments. Within each level of music instruction, Music Standards of Learning are organized by four related strands: Perform, Create, Investigate, and Connect. As a result of music instruction, students will be able to:

- Learn to participate in music as a musician through singing, playing instruments, and moving to music
- Learn to use the notational tools of music to express their ideas, thoughts, and feelings through original composition
- Explore individual approaches to vocal or instrumental improvisation
- Identify the style and distinctive characteristics of music
- Investigate the vocal timbres that are unique to children, adolescents, and adults
- Make artistic judgments about music
- Explore the elements of music in seeking to understand the interrelationships and commonality among the arts

Visual Arts

Throughout a student's visual arts education, specific content strands or topics are included. These strands are visual communication and production, cultural context and art history, judgment and criticism, and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the visual arts can be realized. The content of the Visual Arts Standards of Learning is intended to support the following goals that will enable students to:

- Select and use art media, subject matter, and symbols for expression and communication
- Know the elements of art and the principles of design and how they are used in the visual arts
- Solve visual arts problems with originality, flexibility, fluency, and imagination
- Understand the relationship of the visual arts to history, culture, and other fields of knowledge
- Use materials, methods, information, and technology in a safe and ethical manner
- Perceive, reflect upon, and evaluate the characteristics, purposes, and merits of their work and the work of others
- Identify, analyze, and apply criteria for making visual aesthetic judgments
- Develop an aesthetic awareness and personal philosophy regarding nature, meaning, and value in the visual arts

ASSESSMENT

Students are assessed according to goals set by the school board and goals established by the State Board of Education in the *Standards of Learning*.

Grading

Information about students’ classroom progress is conveyed to parents through a formal reporting system. This consists of report cards sent home each nine weeks, which describe the student’s progress in their studies as well as their behavior and attitudes in school. These reports may be supplemented by a checklist, a narrative, or a combination of both. Partial assessments will be communicated to parents during each nine-week period by either sending work and/or school folders home on a regular basis. Interim reports will be sent to every student at the fourth week of the nine weeks and again at the seventh week for students who have less than proficient grades. Specific grading policies are explained in the School Board policy and regulation IK.

Parents/guardians may access their child’s attendance and grades at any time using the student information system, Parent Portal. This is a web-based application that can be accessed through an Internet connection. To receive a user ID and password, parents must present photo identification in the school office. Parents of kindergarten and first grade students can access attendance information but not grades via Parent Portal.

Virginia Standards of Learning (SOL) Assessments

Students in grades three through six will participate in the Virginia Standards of Learning (SOL) Assessments in English, mathematics, history and social science, and science. The SOL assessments are designed to test the extent to which students have learned the content and skills specified in the Virginia Standards of Learning. The Virginia Standards of Learning represent rigorous content and provide students with a solid foundation upon which to build learning.

Grade Level	Virginia SOL tests required			
Grade 3	English: Reading	Mathematics		

Grade 4	English: Reading	Mathematics	Virginia Studies	
Grade 5	English: Reading	Mathematics		Science
Grade 6	English: Reading	Mathematics		

Other Assessment

Second graders will take a standardized achievement and ability test to provide an academic profile of strengths and weaknesses relative to national norms. Other tests will be administered for gifted screening as requested. Teachers will use a variety of informal, teacher-made, and individually administered tests to monitor the progress of students and help them design appropriate instruction.

STUDENT PROMOTION and RETENTION

The recommendation to retain a student in grades K-8 will be made annually based on the student’s overall achievement of the standards established for each grade level. The following criteria will facilitate the retention determination:

1. Averages and/or student progress in the core subject areas as recorded on the report card which verify insufficient progress.
2. Insufficient mastery of the Standards of Learning on the present grade level.

A committee will meet to review the factors relevant to the retention decision. The committee will be chaired by the principal and may include the classroom teacher(s), guidance counselor, specialists, and parent or guardian. The committee will make a recommendation based on the following factors:

- Report card verifies insufficient progress and/or failing grades in one or more the core areas-- English, mathematics, science, and history/social science.
- Report card indicates that the student is working one year or more below his/her current grade level in reading and/or math.
- The student has a failing score on one or more of the Standards of Learning tests.
- Standardized test data indicates that the student is achieving in the bottom quartile in math or reading.

- Remediation (during school, after school, summer school) has failed to bring about sufficient results.
- Excessive absences and tardiness have adversely affected achievement.
- The student's achievement is not commensurate with his/her ability.
- The student's social/emotional functioning and maturity are developmentally inappropriate.
- The student has previous retentions.

When retention is a possibility, the following procedures will be followed.

- During the first semester, the teacher will notify the parent(s) in a documented face-to-face conference if the student is having extreme academic difficulties that may lead to retention.
- Following the end of the first semester, the teacher shall compile a list of students who may be retained. The teacher and principal will discuss each case.
- Parents shall be notified before the end of the third nine-week period in writing if there is a possibility of retention.
- The retention committee shall meet to review the factors listed for each student. The committee shall make a recommendation. Written documentation of this meeting shall be given to the parent and placed in the student's cumulative record. Every attempt should be made to include the parents in the committee discussion.
- The principal shall have the authority to make the final decision.

RELATED PROGRAMS AND SERVICES

CHARACTER EDUCATION PROGRAM

The 1999 Virginia General Assembly passed a law requiring all school boards to establish character education programs. The basic character traits may include trustworthiness, respect, responsibility, (including hard work and economic self-reliance), fairness (including consequences of bad behavior and principles of non-discrimination), caring, and citizenship (including patriotism, the Pledge of Allegiance, and respect for the American flag), each of which incorporates various characteristics such as honesty, tolerance, and accountability.

Programs that help students develop strong character include **Health and Family Life SOLs**, structured programs such as **Lions-Quest** "Skills for Growing" which is used in the elementary guidance program with emphasis on promoting a healthy lifestyle and **GREAT** (Gang Resistance Education and Training) in 6th Grade. The GREAT Program consists of thirteen (13) 30-45 minute lessons that cover topics such as drug abuse prevention, bullying prevention, goal setting, empathy for others, anger management, and avoiding negative peer pressure. Trained School Resource Officers teach the lessons to help sixth grade students develop skills needed to address the problems that young people face in today's society. The program focuses on strategies to prevent violence and substance abuse. BCPS uses available funds and grants to implement other instructional, counseling, parent outreach, and community involvement programs.

ENGLISH LANGUAGE LEARNERS

When students are learning English as a second language, an individualized level of support may be needed. Services for English Language Learners are provided to students who qualify based on certain testing measures.

ENRICHMENT AND ACCELERATED PROGRAMS

Various opportunities are offered for students who are interested in pursuing interests beyond day-to-day classroom instruction. These opportunities may include (based on student needs and interests):

- VSBA Art Contest
- Odyssey of the Mind Creative Problem Solving
- Regional Spelling Bee
- Science Fair Projects
- Young Authors
- Geography Bee
- Daughters of American Revolution Essay Contest
- PTA Reflections Contest
- Continental Math League
- Stock Market Game
- Junior First Lego League

During the summer, enrichment opportunities in areas such as drama, computer, physics, and art are available to elementary-age students through regional programs sponsored by the Department of Education.

FAMILY LIFE EDUCATION

Family Life Education emphasizes self-awareness, family relationships, friendship, decision-making, and healthy lifestyles. The curriculum has been developed by a community involvement team and meets the state objectives for Family Life Education. Family Life is integrated into the overall instructional program.

Family Life Standards of Learning and the curriculum are available for review at each school. After reviewing the curriculum, parents may sign an "opt-out" statement if they do not want their child to be taught all or part of the curriculum. "Opt-out" forms are sent home each school year prior to the delivery of family life instruction.

GIFTED EDUCATION

The program for students who are academically gifted provides services in compliance with the *Virginia Regulations for Gifted Programs*. Students are identified in the area of general intellectual ability. The school division supports appropriately differentiated instructional services for students at

all grade levels. Students are whole-group tested in the second grade; however, students may be referred for gifted testing in K-12th grades. They may be referred by teachers, counselors, parents or themselves.

In the primary grades, classroom teachers are responsible for providing special learning experiences to enhance the development of children who have extended curricular instructional needs. Children may be able to participate in pullout programs run by the resource teachers for gifted education. Specialized services usually include an extended academic program and a program to stimulate creativity in thinking and problem solving. In upper elementary grades the classroom teacher and a resource teacher may work together to provide instruction that is tailored to the child's interests and abilities. While curriculum adaptations are usually integrated within the regular instructional program, in some schools students may also work with a specially trained teacher in a resource room. Each identified student in need of extended differentiation shall have a gifted educational plan addressing the unique curricular needs of that student. The curriculum needs of accelerated students may be met with differentiated instruction or a selection of online coursework.

In addition to educational programs during the regular school year, some colleges and universities also have programs during the year or in the summer. Although a fee is charged for these programs, financial assistance in the form of scholarships is often available. Information about these programs is available from the school principal.

HEALTH SERVICES

School health services are provided by a school nurse or trained clinic back up staff. Screening programs are conducted by schools to identify students who may need attention by a physician and/or dentist. Students in grades K, 3, 5, 7, and 10 are screened for hearing and vision annually within the first sixty days of school. Students in grades 5, 7, and 10 are also screened for scoliosis. If you do not want your child screened, contact the school nurse. All children entering Bedford County Public Schools for the first time through grade three are screened in fine and gross motor development, speech, voice and language, and vision and hearing. The school nurse and speech language pathologist, in cooperation with teachers, are the staff primarily responsible for appraising and identifying the health needs of the children and assisting parents in finding further treatment. Students with communicable or contagious concerns may need to be excluded from school until further medical assessment or diagnosis is provided.

LIBRARY MEDIA PROGRAM

The library media center is a focal point of the elementary school for students and staff. Children come to the center individually and with their classes to read and borrow books, listen to stories, and use reference materials, learning kits, computers, and audiovisual materials.

Media specialists and teachers work together to help children learn how to independently use the resources and materials in the library media center. Students learn how to locate and use reference

books, use the computer, and select books for class assignments and for leisure reading. Parents should encourage children to use the many resources in the library media center.

PRESCHOOL EDUCATION

The benefits of a quality preschool program can last a lifetime. Bedford County Public Schools offer several programs for preschool age children:

Early Childhood Special Education (ECSE)

Bedford County Public Schools operate quality special education programs for two through five-year-old children with delays or disabilities. Educational services are provided in the child's home, in daycare or preschool settings or at one of the five early childhood special education classrooms operated by Bedford County Public Schools. In addition to educational services we provide vision and hearing services, occupational and physical therapy, speech therapy and psychological services. Screening, evaluation and intervention services for eligible children are provided free of charge. Information on these services can be obtained through the Office of Special Services.

Head Start

Bedford County Public Schools works cooperatively with Lynchburg Community Action Group (LYN CAG) to provide educational experiences for economically disadvantaged children and their families. The Head Start program offers quality preschool services as well as health, nutrition and social services. Head Start programs are located in several elementary schools in Bedford County. Information may be obtained by contacting LYN CAG at (434) 846-2778.

Virginia Preschool Initiative (VIP)

Bedford County Public Schools offers preschool services for at-risk four year olds and their families in several elementary schools. The program includes quality preschool education, parental involvement, comprehensive child health services, comprehensive social services, and transportation. Eligibility criteria consider a variety of factors such as family income and parental education. The goal of the program is to reduce the effects of risk factors that can lead to early academic failure.

READING SUPPORT

Reading specialists are part of each elementary staff to provide and coordinate reading support to qualifying students. Much of the funding for this program is provided through Title I, a federally funded program that accelerates the progress of eligible elementary level children who are having difficulty in reading. The supplemental program is in place in schools that qualify for Title I programs based on federal guidelines. Students may receive instructional assistance individually or in small groups. An instructor may work with the child/children in the regular classroom or in a reading center, depending on which is most appropriate for the child.

The Title I program provides services under four program component areas: (1) instructional (2) staff development (3) parental involvement, and (4) evaluation. Parent involvement, as mentioned, is an important focus of the Title I program. Various activities are designed to make it easier for parents to help their children as readers. These activities are coordinated by the reading teachers in the individual schools. Each school has a number of activities during the year to involve parents.

REMEDIATION

Students in grades K-3 will be identified for remediation based on the PALS screening, classroom assessments, and/or classroom performance. Every effort will be made to identify students at an early age who might be unsuccessful on the third grade Standards of Learning tests.

Students in grades 2-8 will be identified for remediation based on results of standardized tests, classroom assessments, and/or classroom performance. Remediation may be offered during the school day and/or before or after school.

In general, students who fall in the bottom national quartile of standardized tests, qualify for remediation on the PALS Assessment, consistently perform below grade level, or have failed one or more of the components of the SOL tests will be identified for the program. The remedial programs and criteria for student selection will be established at each school based on available resources.

SCHOOL COUNSELING PROGRAM

Bedford County Public Schools seeks to provide students with an education that is developmental, integrative and relevant. All students are encouraged to develop competencies in the academic/educational, personal/social and career development domains. Proficiency in all of these domains is viewed as necessary to permit students to reach their maximum potential and to be able to live successfully in our complex and ever changing world.

The elementary counseling program within Bedford County Public Schools is considered an integral part of the child's total educational process. The program focuses on the developmental needs of students and is preventive as well as remedial in nature. Emphasis is placed on the early identification of children's problems, so that steps might be taken before problems become severe.

The goal of the elementary counseling program is to increase the opportunities for students to acquire the knowledge and skills essential for academic competency and responsible social behavior both within and outside the school environment. Elementary counseling services will adequately prepare students to enter the middle school both academically and socially. Objectives are set forth in the academic development, career development and personal/social development domains as defined in the Standards for School Counseling Programs in Virginia Public Schools. Services provided by the elementary counselors are complementary and supportive of the efforts of parents, teachers, administrators as well as other school support personnel.

The counselor may conduct individual or group counseling sessions on various developmental issues or concerns throughout the school year. **Parental permission will be obtained prior to the**

scheduling of regular counseling sessions, and parents may elect to opt-out students from the personal/social school counseling programs offered during the school year.

Classes for parents are offered in various elementary schools during the school year. Sample topics include: Effective Parenting Skills, Encouraging Your Child, and Improvement of Study Skills. Announcements are made in school newsletters prior to the beginning of each class.

SCHOOL CONSULTATION TEAM

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

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

SERVICES FOR STUDENTS WITH SPECIAL NEEDS

Special education is an essential part of the total program of public education in our community sharing with elementary, secondary, and technical education the responsibility for providing instruction, training, and the necessary supportive services for all children. The educational interests of children with various types of exceptionality can best be served when they are included as an integral part of the total school program.

Students' ages range from 2 through 21 and services are provided in all areas of disabling conditions. As the law mandates, the education of students with disabilities in the "least restrictive environment" appropriate is emphasized, according to the student's needs.

Special education, as is true for all education, is based on the fundamental concept of the dignity and worth of the human personality. The school division's commitment is to provide an appropriate program for all children in need of special education.

Students with medical needs may qualify for accommodations under Section 504 of the Americans with Disabilities Act. When medical needs have a negative impact on student learning, school staff and parents should work together to make necessary adjustments.

TRANSPORTATION

Transportation safety is addressed in the school curriculum, including demonstration and practice of safety procedures. School buses are operated for the safe transportation of students traveling to and from school and school activities. Parents, guardians or other designated persons must be at the bus stop for K-3 students to get off the bus. Riding the school bus is a privilege, which may be revoked when the general conduct of the student is detrimental to the safety and comfort of others on the bus.

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

Students are expected to:

- Exhibit appropriate bus-stop behavior.
- Demonstrate proper bus-boarding practices.
- Show awareness of safety procedures for leaving the bus.
- Display knowledge of bus safety rules.
- Demonstrate responsibility for personal safety during emergency exit drills, which are practiced at least twice per year. (The first drill occurs during the first thirty instructional days.)

For specific rules and regulations concerning pupil transportation, refer to the Bedford County Public Schools' *Code of Student Conduct*. This publication is distributed to parents at the beginning of the school year.

VOLUNTEER SERVICES

Bedford County Public Schools supports and encourages the active participation of parents and members of the community in the schools. Utilization of volunteers' services is encouraged in each school as a means of involving the community in the educational program. The administration of each school shall direct the activities of parents, volunteers, and other resources within the school. Principals will screen volunteers using the online sex offender registry. Volunteers will be asked to read and sign an agreement regarding the confidentiality of student information. If volunteers use BCPS technology, they will be asked to read and sign an Acceptable Technology Use agreement.

MIDDLE SCHOOL CURRICULUM

CORE CURRICULUM

Each middle school offers a minimum of five and one-half hours of instruction each day exclusive of the lunch period. With the aid of instructional materials and available technology, students are exposed to many educational experiences. Extended day instructional activities are periodically offered after school hours. The middle school program goals are:

- To provide every student with the opportunity to achieve optimum mastery of skills related to the Standards of Learning.
- To provide a supportive environment for the student's physical and social development.
- To offer a curriculum sensitive to needs of the individual.
- To provide every student with experiences designed to develop decision-making and problem-solving skills.
- To provide an appropriate program in the least restrictive environment for all students with educational disabilities.

The middle school program includes the following courses; however, not all courses are offered in all three middle schools:

Math (page 46)

- 3110 Math 6
- 3109 Advanced Math 6
- 3111 Pre-Algebra (*grade 7*)
- 3112 Algebra Concepts (*grade 8*)
- 3130 Algebra I
- 3154 Pre-AP Geometry

Science (page 47)

- 4115 Life Science (grade 6)
- 4125 Physical Science (grade 7)
- 4200 *Earth Science Part 1 (*first course in a 2-course sequence for qualifying students)*
- 4210 Earth Science (grade 8)

English (page 48)

- 1109 English 6 (combined Rdg/Wri)
- 1102 English 6 (Reading)
- 1103 English 6 (Writing)
- 1111 Advanced English 6 (combined Rdg/Wri)
- 1110 English 7 (combined Rdg/Wri)
- 1112 Advanced English 7 (combined Rdg/Wri)
- 1120 English 8
- 1121 Advanced English 8

History and Social Science (page 49)

- 2354 US History Part II (grade 6)
- 2357 Civics and Economics (grade 7)
- 2341 World History I (grade 8)

Foreign Language (page 50)

- 5510 Spanish I
- 5110 French I
- 5310 Latin I
- 5210 German I

Health and PE (page 50)

- 7111 PE 6
- 7112 Health 6
- 7120 PE 7
- 7122 Health 7
- 7210 PE 8
- 7220 Health 8
- 7110 Health and PE Grade 6
- 7121 Health and PE Grade 7
- 7200 Health and PE Grade 8

Elective/Exploratory Classes (page 51)

- 4801/02 Exploratory
- 9103 Art 6
- 9105 Art 7
- 9115 Art 8
- MS4900 Character and Careers
- 8002-9 Intro to Agriscience
- 8004-18 Agriscience and Technology
- 8004-36 Agriscience and Technology
- 3901 Personal Finance
- 1310 Communications
- MS6626 Computer 6

6150-9 Keyboarding
6609-9 Computer Solutions
6609-18 Computer Solutions
MS8426 Tech Ed 6
8481-9 Intro to Technology
8482-18 Intro to Technology
8464-18 Inventions and Innovations
8261 Family and Consumer Science I
8262 Family and Consumer Science II
MS 1171 Creative Writing
1220 Yearbook
MS 1200 Journalism
7100 Drama (grade 6/7)
7101 Drama (grade 8)
1515 Mythology
1167 Poetry
9230 Band 6
9231 Band 7
9233 Band 8
9550 Concert Band
9660 Symphonic Band
9771 Instrumental Drums
9208 General Music (grade 6 or 7)
9269 Choir (grade 6 or 7)
9280 Chorus 8
2216 World Cultures
MS4700 Science Exploration
7113 PE Enrichment (grade 6)
7123 PE Enrichment (grade 7)

Support Classes (page 55)

1008 Reading Enrichment
1009 Math Enrichment
1006 Study Skills
MS0110 Connections

Individualized Education Program (IEP) (page 55)

1126 Life Skills English 6
1127 Life Skills English 7
1128 Life Skills English 8
2306 Life Skills Social Studies 6
2307 Life Skills Social Studies 7
2308 Life Skills Social Studies 8
3116 Life Skills Math 6
3117 Life Skills Math 7
3118 Life Skills Math 8
4116 Life Skills Science 6
4117 Life Skills Science 7
4118 Life Skills Science 8
7860 Resources 6
7861 Resources 7
7862 Resources 8
MS1181 Developmental Reading 6
MS1182 Developmental Reading 7
MS1183 Developmental Reading 8
MS7896 Life Skills 6
MS7897 Life Skills 7
MS7898 Life Skills 8
MS7700 Adapted PE
MS8209 Individual Development (Social Skills)

MATHEMATICS

Students today require more rigorous mathematical knowledge and skills to pursue higher education, to compete in a technologically sophisticated workforce, and to be informed citizens. The middle school mathematics program is intended to support the following five goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Students who successfully complete Algebra I, Pre-AP Geometry, or higher may count those courses toward the math requirements of a high school diploma.

Math 6

The emphasis of grade sixth mathematics is a transition from whole number arithmetic in the elementary grades to foundations of algebra. The curriculum emphasizes rational numbers. Students will use ratios to compare data sets, recognize decimals, fractions, and percents as ratios, solve single-step and multistep problems, and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Students will solve problems involving area, perimeter, and surface area, work with π (pi), and focus on the relationships among the properties of quadrilaterals. In addition, students will focus on applications of probability and statistics. **Students enrolled in this course will take the sixth grade Standards of Learning assessment.**

Advanced Math 6

This course will integrate the grade 6 and 7 Standards of Learning. The rigorous curriculum places more emphasis on algebraic foundations at an accelerated pace. Upon successful completion, students may be prepared to study Algebra I. **Students enrolled in this course will take the sixth grade Standards of Learning assessment.**

Pre-Algebra (Grade 7)

Topics in this course include proportional reasoning, integer computation, solving multi-step linear equations, and recognizing different representations for relationships. Students will apply the properties of real numbers in solving equations and inequalities. Data analysis techniques will be used to make inferences, conjectures, and predictions. Emphasis will also be placed on making generalizations and how these relate to algebraic expressions, equations, and inequalities. Upon successful completion, students should be prepared to study Algebra I. **Students enrolled in this course will take the seventh grade Standards of Learning assessment.**

Algebra Concepts (Grade 8)

This course contains content that reinforces and extends concepts and skills learned in Pre-Algebra. It prepares students for more abstract concepts and provides additional instruction and time to acquire the concepts and skills necessary for a more solid foundation in Algebra I. Computation with rational numbers and proportional reasoning are explored more deeply along with solving multi-step equations and inequalities. Students are also introduced to transformational geometry. **Students enrolled in this course will take the eighth grade Standards of Learning Assessment.**

Algebra I (End of Course SOL Test)

The course begins with a review of the four basic operations on rational numbers. The order in which to simplify mathematical expressions and the basic properties of real numbers are emphasized. Symbols of equality and inequality are taught, and ways to solve equations and inequalities are developed. Students will learn how to graph linear equations and inequalities on a number line and in a coordinate plane. Students will solve problems using algebraic expressions. **The Algebra I SOL end-of-course test is given during this course.** Students who successfully complete the course and pass the SOL test will earn a high school math credit and a math verified credit. This course may be offered in two parts: *Algebra Part 1 and Algebra Part 2.* Qualifying IEP students may receive two mathematics credits for these courses. General education

students may take this 2-year sequence, but will receive only one mathematics credit at the completion of the second course.

Credit: 1 unit, 4.0 grading scale

Pre-AP Geometry (End of Course SOL Test)

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

Credit: 1 unit, 4.5 weighted grading scale

SCIENCE

The science program emphasizes the development of scientific values, questioning, searching for data and their meaning, a respect for logic and consideration of consequences. Middle school students learn through all senses as they explore concepts by observing, communicating, comparing, organizing, and drawing conclusions. The students explore three main disciplines: life science (grade 6), physical science (grade 7), and general science or Earth science (grade 8).

Life Science (grade 6)

The study of Life Science emphasizes the understanding of change, cycles, patterns and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the relationships among organisms, populations, communities and ecosystems; and changes as a result of the transmission of genetic information from generation to generation. Students will develop inquiry skills that include organization and mathematical analysis of data, manipulating variables in experimentation, and identifying sources of experimental error. In addition to content related to Life Science SOLs, students will receive instruction in the following areas: Ecosystems - Watershed, Natural Processes, and Human Interaction; Earth and Space Systems – Water's Role in Natural and Man-made Environments & Environmental Public Policy. Students may prepare and present a project in the school science fair.

Physical Science (grade 7)

In physical science, students will continue to build on skills of systematic investigation with a focus on variables and repeated trials. Validating conclusions using evidence and data becomes important at this level. Physical science stresses the understanding of the nature and structure of matter and the characteristics of energy. Major areas covered include the organization and use of the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism, and work, force, and motion. In addition to content related to Physical Science SOLs, students will receive instruction in the following areas: Force, Motion, Energy, and Matter – Energy, Matter, Water, & Earth's Atmosphere; Earth and Space Systems – Energy, Solar Energy and Natural Resources, Earth's Atmosphere, & Solar Systems. Students may prepare and present a project in the school science fair. **The Standards of Learning (SOL) test for General Science is given during this course.**

Earth Science (End of Course SOL Test)

Earth Science is the study of the Earth's composition, structure, processes, and history. It is also the study of the Earth's atmosphere, fresh water, oceans, and the environment in space. The historical contributions in the development of scientific thought about the Earth and space are emphasized. Students will study the interpretation of maps, charts, tables, and profiles. Students will collect, analyze, and report data. Major topics include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe. **The Standards of Learning (SOL) test for Earth Science is given during this course.** Students who successfully complete the course and pass the SOL test can receive a high school science credit and a verified credit. This course may be offered in two parts: *Earth Science Part 1 and Earth Science Part 2. Qualifying IEP students may receive two science credits for these courses. General education students may take this 2-year sequence, but will receive only one science credit at the completion of the second course.*

Credits: 1 unit, 4.0 grading scale

ENGLISH

The goals of language arts education are to teach students to read and to prepare students to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the workplace, and in postsecondary education.

English 6

Students will present personal opinions and understand different viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. Students will begin the study of word origins with prefixes and suffixes and will continue vocabulary development through the use of *Vocabulary Workshop*. A variety of fiction and nonfiction works will be read for appreciation and comprehension. Students will plan, draft, revise and edit narrative, descriptive, expository, and persuasive writing with attention to composition and style, as well as sentence formation, usage, and mechanics. Students will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Advanced English 6

The goal of the Advanced Language Arts program is to better equip advanced students with the critical and creative thinking, problem solving, communication, reading and writing skills that are essential in high school advanced placement courses, college courses, and career choices. Students at the middle grades level will begin to prepare for their success in Advanced Placement* English Language and Literature courses offered in high school using *The Laying the Foundation* series. Students will cover the same Standards of Learning objectives as in language arts for grade 6, but at an accelerated pace and in greater depth. Reading material is often one to two grade levels above the reading level for this grade. There are extensive reading and writing assignments, and independent work will be required. Students will be instructed through the entire writing process, from developing and organizing an essay from a prompt to scoring that essay with rubrics. Skill-focused dialectical journals are modeled as a tool for developing student thinking and writing about what they have read.

English 7

Students will become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative, persuasive, expository, and technical skills. Students will continue to study the structure of words and language to refine their composition skills, with special attention to work choice, organization, style, and grammar. Vocabulary development will continue through a study of Latin and Greek roots, *Vocabulary Workshop* and using strategies for vocabulary in context. Available technology will be used when appropriate.

Advanced English 7

The goal of the Advanced Language Arts program is to equip advanced students with the critical and creative thinking, problem solving, communication, reading and writing skills that are essential in high school advanced placement courses, college courses, and career choices. Students at the middle grades level will begin to prepare for their success in Advanced Placement* English Language and Literature courses offered in high school using *The Laying the Foundation* series. Students will learn the same Standards of Learning objectives as for English 7, but at an accelerated pace and in greater depth. Reading material may be one to two grade levels above the reading level for this grade; the focus of reading will be on analyzing and annotating texts, linking literary devices to meaning, and understanding the levels of reading. Students will learn vocabulary through an extensive study of root words along with a study of words from the Vocabulary Workshop series. Students will strengthen their writing abilities- both formal and informal- through in-class and independent writing opportunities. Students will be required to participate in at least one writing contest during the year.

English 8

Students will continue to develop their skills in reading comprehension. A variety of literature will be read with an emphasis on describing themes and main ideas, interpreting cause-effect relationships, and drawing conclusions. There will be an emphasis on writing in a variety of forms including narrative, expository, persuasive, descriptive, and informational. Students will continue to develop vocabulary with attention to connotations and application of the *Vocabulary Workshop* program. Students will learn and apply interviewing techniques.

Advanced English 8

The goal of the Advanced Language Arts program is to better equip advanced students with critical and creative thinking, problem solving, communication, reading and writing skills that are essential in high school advanced placement courses, college courses, and career choices. Students at the middle grades level will begin to prepare for their success in Advanced Placement* English Language and Literature courses offered in high school using *The Laying the Foundation* series. Students will cover the same Standards of Learning objectives as for language arts 8, but at an accelerated pace and in greater depth. Reading material is often one to two grade levels above the reading level for this grade. There are extensive reading and writing assignments, and independent work will be required. At this level, students using the *Laying the Foundation* curriculum will find examples of literary devices in a text, link those devices to meaning, and compose an essay that includes textual evidence and analytical commentary.

HISTORY AND SOCIAL SCIENCE

The study of history and the social sciences is vital in a democratic society. All students need to know and understand our national and international heritage in order to become informed participants in shaping our nation's future. Students will study *three* main areas: United States History II:1865 to Present (grade 6), Civics and Economics (grade 7), and World History I (grade 8).

United States History II (1865 to Present)

Students will continue to use skills of historical and geographical analysis as they examine American history from the Civil War era to the present. Political, economic, and social challenges facing the *newly nation* reunited *nation* after the Civil War will be examined chronologically as students develop an understanding of how the American experience shaped the world's political and economic landscape.

Civics and Economics

Civics and Economics examines the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students will investigate the process by which decisions are made in the

American market economy and explain the government's role in it. Participation in the civic life of a diverse democratic society is emphasized.

World History I (End of Course SOL Test)

Students explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization. Geographic influences on history will be explored. Students will use maps, texts, artifacts, stories, pictures and a variety of resources to develop a historical understanding of trends in humankind from prehistory to 1500 A.D. **The Standards of Learning (SOL) test is given during the course.** Students who successfully complete the course and pass the SOL test can receive a high school science credit and a verified credit.

Credit: 1 unit, 4.0 grading scale

FOREIGN LANGUAGE (not all courses are offered at each school)

The foreign language program includes instruction in both the classical and modern languages. The study of foreign language fosters insight into common human traits in an evolving world community. In the eighth grade, students may take the first year of a foreign language, and choices may include Spanish, German, Latin, and French. Students who successfully complete the first year of a foreign language will be allowed to count this experience in the sequence of courses required toward meeting the requirements of the Advanced Studies Diploma. Because this class earns high school credit, the grade for these classes will be averaged in the high school grade point average (GPA).

French I

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

German I

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

Latin I

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

Spanish I

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

HEALTH/PHYSICAL EDUCATION

Instruction in health is designed to help students acquire knowledge and skills essential for healthful living as well as for personal fitness and good nutrition. At each grade in middle school the focus is upon five major

topics: disease prevention and control; mental health; nutrition; personal growth and personal health (including substance abuse); and safety and first aid. The purpose of the PE program in the middle school is to improve students' physical fitness and help them develop respect for their own minds and bodies. The program is also designed to aid in acquiring skills which students may use throughout their lifetime, such as sports activities which emphasize movement, coordination, balance and flexibility. The Family Life curriculum is included in the middle school health program.

ELECTIVES/EXPLORATORY CLASSES (not all courses are offered at each school)

These courses offer students the opportunity to learn about specific topics, especially as academic areas relate to career fields. Many courses will focus on Science, Technology, Engineering, and Math (STEM) fields. There may be opportunity for topics to be studied through computer based application and online coursework.

ART

Participation in art experiences helps students develop an appreciation for art and exposes them to a variety of artistic activities, such as drawing, painting, printmaking, collage, sculpture, construction, crafts, and mass communication media. Art instruction is frequently designed to correlate with the content of other subject areas.

CAREER AND TECHNICAL EDUCATION

Computer/Technology skills are essential components of every student's preparedness for college and career readiness upon graduation from high school. In a context of the exploration model used at the middle school level, students have the opportunity to investigate their technology and career related interests as they develop skills that are built on and expanded through high school Career and Technical course offerings. Career and Technical courses prepare students to function in a 21st century global economy.

Technology Education 6

This course provides students with higher-order thinking skill development through practical problem solving experiences. Learners discover and explore personal interests, aptitudes and abilities using various technologies.

Introduction to Technology (9 & 18 Week Courses)

Grade Level(s): 7-8

Students first study the basic elements of all technology, including materials, processes, energy, information, and people. They explore up to six systems of technology, including biotechnology, energy, construction, transportation, communication, and production/manufacturing. Finally, they relate the impact of technology on society, environment, and culture to future consequences and decisions.

Inventions and Innovations (18 - Week Course)

Grade Level: 8

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.

Introduction to AgriScience (9 - Week Course)

Grade Level: 7

Students develop an awareness of the relationships between agriculture and science. Major concepts covered in the course include awareness of agriculture, the world of work, agribusiness careers, human relations, and scientific principles applied in agriculture.

Agriscience and Technology (18 & 36 - Week Courses)

Grade Level: 8

Through laboratory activities, students apply scientific principles to the field of agriculture, including plants, animals, and ecology/conservation. The course introduces students to biotechnology as it relates to agriculture.

Computer 6

Students explore how computers may be used to help solve real world problems. Students are also introduced to touch keyboarding and a few basic software programs commonly used to manage and present information.

Computer Solutions (9 & 18 - Week Courses)

Grade Level(s): 6-8

Students are introduced to the world of business using the computer as a problem-solving tool. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Basic Internet safety and computer maintenance issues are important components of this course.

Keyboarding (9 - Week Course)

Grade Level: 6 and 7

This course is designed for middle school students to develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce personal, educational, and professional documents.

Family and Consumer Sciences (9 & 18 Week Courses)

Grade Level(s): 6-8

These courses provide a foundation for managing individual, family, career, and community roles and responsibilities. Students focus on their individual roles in the community as well as how the community influences individual development. In addition, students enhance their knowledge of nutrition and wellness practices and learn how to maximize consumer and family resources. The courses also help students with the application textile, fashion, and apparel concepts to their daily lives. It also provides background on the stages of early childhood development as related to childcare. Time is provided for exploring careers in the Family and Consumer Sciences career cluster and developing job-search skills. Students increase their leadership abilities and explore how volunteerism aids communities. Mathematics, science, language, social sciences, and technology are integrated throughout the courses.

Personal Finance

The purpose of this class is to help students understand opportunity cost and expose them to the "economic way of thinking" through hypothetical scenarios and activities. Students will learn sensible money management skills and the importance of the decision-making process.

LITERACY ELECTIVES

Creative Writing

Creative Writing focuses on helping students become proficient writers in all aspects of life. Students engage in a variety of writing forms such as letter, essay, poetry, and short story. Discussion and analysis of current events, newspaper stories, and interviewing/interviewee techniques are also covered. The writing process, concentrating on revision, is one of the primary focuses of this class.

Drama

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

Journalism

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

Mythology

Students should be interested in learning how the Greeks and Romans explained both the world around them and human behavior through mythology. Students will read a variety of myths, epics, and tragedies. The course will be activities-based covering ancient Greek and Roman times. Study will revolve around the various types of myths from all cultures. Students will also be provided opportunities for writing their own myth.

Poetry

This course involves reading, interpreting, and writing poetry. Students will hone their skills and learn to write high quality poetry that others will appreciate. Through various assignments and essays, each student will learn to determine and understand the meanings of poems, recognize and utilize the devices used in writing poetry, write different types of poetry, and become a skilled, knowledgeable poet.

Yearbook

Students will be taken step-by step through the art of designing a school yearbook. The basics of yearbook layout, design, copy writing, and photography will be addressed throughout the year. In addition to learning the correct terminology and basic guidelines students will put their learning to practice by conducting interviews, attending events, and being responsible for meeting all production deadlines.

MUSIC

The music program offers instruction in choral and instrumental music. Student talents are recognized and nurtured throughout the program. Instruction includes music theory, history, and performance skills. Opportunities to participate in concerts and festivals are provided. Choral and instrumental band instruction is available beginning in grade six.

Beginning Band (grade 6)

Beginning Band is an introductory course open to all 6th grade students interested in learning a concert band instrument. The fundamental skills necessary to play a chosen instrument will be taught using the Standards of Learning for Instrumental Music and the National Standards for Music Education. Instruction for students will focus on rhythmic and pitch accuracy as well as tone quality. The beginning band will perform concerts at their director's discretion. Students are required to provide their own instrument, book, and essential equipment needed for performance and rehearsal.

Intermediate Band (grade 7)

Students must have completed one year of instruction in Beginning Band 6 or completed private lessons and successfully auditioned with the school band director in order to enroll in Intermediate Band 7. Intermediate Band continues to focus on the development of the basic techniques needed for performance in a concert band setting. More advanced concepts such as articulation, dynamics, and phrasing will be emphasized and refined. Students will also understand the role of instruments in music rehearsal and performance settings. Intonation and balance within sections and overall ensemble will be introduced. The 7th grade band will

perform in concerts and assessments throughout the school year. The students are encouraged to audition for and participate in the All-District Virginia Band and Orchestra Director's Association (VBODA) event. Students are required to provide their own instrument, book, and essential equipment needed for performance.

Advanced Band (grade 8)

Students must have completed two years of instruction in order to enroll in Advanced Band 8. Advanced band uses the skills learned in 6th and 7th grade as a foundation to introduce students to standard band literature. Students at this level rehearse regularly with a focus on developing their technical and expressive skills based on the Virginia SOLs for Instrumental Music. At this level, members have the opportunity to participate in a wide variety of ensembles, such as concert, symphonic and high school jazz ensemble, indoor percussion ensemble and marching band. The 8th grade band will also perform in concerts and assessments throughout the school year as well as travel to perform in the community. Students are strongly encouraged to audition and participate in the Virginia Band and Orchestra Director's Association (VBODA) All-District Band event. Students are required to provide their own instrument, book, and essential equipment needed for performance. Other advanced band options include concert and symphonic bands and instrumental drums.

General Music (grades 6/7)

The student will investigate musical sounds, forms, styles, and genres through listening, discussing, writing, and performing. The students will investigate the role of music in society, as well as, identify career pathways in music. Technology is incorporated for music composition and exploration. The student will identify the influence of daily music experience in one's personal life.

Choir (grade 6/7)

This course is offered to help students become well-rounded singers/musicians. The course includes material designed to introduce and develop the following musical skills: proper vocal technique, sight-singing (music reading) skills, knowledge of musical terms and symbols and performance. Various types of music are introduced which will help to broaden the students' appreciation of various styles of music and cultures. Performances are scheduled throughout the year to give the students opportunities to express themselves artistically as well as to put into practical use the areas of study focused upon within the class. All areas of study are in keeping with the Virginia Standards of Learning and the National Standards for Music Education.

Chorus 8

This course is offered to help students increase the knowledge and skill which were introduced in the 7th Grade Chorus class. The areas of study for the 8th Grade Chorus will be the same of the 7th Grade Chorus (vocal technique, sight-singing skills, knowledge of musical terms and symbols, performance). However, the 8th grade students are expected to sharpen their skills at a more advanced level than are the 7th grade students. All areas of study are in keeping with the Virginia Standards of Learning and the National Standards for Music Education.

PHYSICAL EDUCATION (PE) ELECTIVES

These classes may include 9 week courses such as dance, cardio training, or strength and conditioning. Students will be taught how to integrate the skills learned in the class into lifelong fitness routines.

OTHER ELECTIVES

Character and Careers

Character and Career is a nine week course offered as part of the related arts program. This course reinforces Civics and English SOLs. Throughout the course, students find real world applications as well as connections to other subjects. During the 9 week course students cover three mini units: bullying, pillars of character and career interests.

Science Exploration

Grade Level(s): 8

This elective course focuses on the topics related to Science, Technology, Engineering, and Math (STEM). Students complete projects in a scientific area of focus, learning steps in the scientific process, career applications of scientific principles, and current topics of scientific concern.

World Cultures

Students will explore the history, the geography, the economy, the culture and the language of selected countries. The countries will include China, Japan, Mexico, Canada, Germany, and several countries in the Middle East.

SUPPORT/ENRICHMENT CLASSES

English and Math Enrichment

Students will be scheduled in these classes when there is a need for additional instruction and skill development in English and/or math.

Connections

This course allows students the opportunity to receive additional support and enrichment to accelerate learning when needed. Efforts will be made to give small group and individualized learning opportunities to meet student needs. The course will support the belief that all children can do high-quality work with appropriate support, academically and socially. Academic success occurs more readily when students' essential adolescent needs are met, and they feel safe, connected, responsible, and engaged in learning. In this class, students will get to know each other while doing meaningful work, which they will share and on which they will reflect. Open-ended questioning will be encouraged to build critical thinking skills. In addition, students will have the opportunity to provide input and make some choices with regard to the work assigned. The goal is to achieve a careful balance of teacher-directed lessons with both independent and group work. Though the work is rigorous, students are fully supported as they participate in acquiring the skills and completing the assigned projects. The specific content addressed will vary by instructor; however, all content will reinforce and/or enrich student learning in the core content areas.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Resource 6, 7, 8 (Formerly Fundamental Skills, 7860, 7861, 7862)

Grade level(s): 6-8

The instructional program on the middle school level includes mastery of specific goals, the improvement of educational achievement in the regular education environment, and the reinforcement of skills required for the promotion of personal/social adjustment through total educational achievement. The special education teacher will maintain communication with regular education teachers and offer assistance to regular education teachers as requested. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP) or 504 plan.

Developmental Reading 6, 7, 8 (MS1181, MS1182, MS1183)

Grade Level(s): 6-8

Prerequisite: Eligibility through special education placement

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

Life Skills English 6, 7, 8 (1126, 1127, 1128)

Grade Level(s): 6-8

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

Adaptive Physical Education 6, 7, 8 (MS7700)

Grade Level(s): 6-8

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

Life Skills Social Studies 6, 7, 8 (7866, 7865, 7867, 7868)

Grade Level(s): 6-8

Prerequisite: Eligibility through special education placement. Aligned Standards of Learning will be utilized. This course seeks to develop social competence through practical experiences with social studies. Activities are designed to develop traits of good citizenship, teach the student how to relate to others, and give him/her an opportunity to become socially and vocationally proficient. The activities are designed to develop the student's maximum competence in basic knowledge of history, government and community. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Life Skills 6, 7, 8 (7896, 7897, 7898)

Grade Level(s): 6-8

Prerequisite: Eligibility through special education placement
At the middle school level the curriculum is designed to incorporate functional skills, to promote generalization and transfer of those skills and to foster the growth of appropriate social skills. Activities are provided to stress prevocational, vocational goals and objectives. Experiences leading to increasing abilities in independent living are included in this course of study. Screening using formal assessment and the Brigance Inventories determines the manner in which each student's program is individualized. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Life Skills Mathematics 6, 7, 8 (3116, 3117, 3118)

Grade Level(s): 6-8

Prerequisite: Eligibility through special education placement. Aligned Standards of Learning will be utilized. Life Skills Mathematics is a course designed for students who lack adequate computational skills necessary to be successful in regular mathematics. The curriculum for this class focuses on raising students' overall competencies in the areas of mathematics found to be deficient as determined by various assessment instruments used for identification. Daily uses of math are emphasized to increase abilities for students to pursue living independently. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Life Skills Science 6, 7, 8 (4116, 4117, 4118)

Grade Level(s): 6-8

Prerequisite: Eligibility through special education placement. Aligned Standards of Learning will be utilized. The skills contained in these areas develop in the student maximum social competence through direct experiences with the immediate environment, everyday science, health and safety, grooming and personal appearance, manners and courtesy, and citizenship. The important objectives of social living instruction which underlie every activity help to develop traits of good citizenship, to teach a relationship to others, and to give him/her an opportunity to become socially and vocationally proficient. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

HIGH SCHOOL CURRICULUM

CURRICULUM

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

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

INSTRUCTION

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

The following pages describe Bedford County Public Schools' high school course offerings. All courses are not necessarily offered in all schools. Course selection patterns may affect course offerings. **Please check with the principal or school counselor for a current list of course offerings for a specific school. A student registered for a class with an enrollment too small or large is notified by the school counselor and given the opportunity to make another selection.**

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

Students shall be counseled about their choices for classes and the limitations on adding and withdrawing courses during the course enrollment period. Principals must approve any course changes once the academic year begins. Regulations for the timeline for altering schedules and withdrawing from courses are found in School Board Regulation IK.



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



In the following listing of courses, this logo indicates that the course is only offered in a blended, or primarily online, format.


Agriculture (page 64)

- 8006 Foundations of Agriculture, Food, and Natural Resources
- 8008 Introduction to Animal Systems
- 8010 Agricultural Production Technology
- 8012 Agricultural Production Management
- 8016 Introduction to Power, Structural, and Technical Systems
- 8019 Agriculture Fabrication and Emerging Technologies
- DE8019 Agriculture Fabrication and Emerging Technologies
- 8022 Agricultural Business Fundamentals
- 8024 Agricultural Business Operations
- 8034 Horticulture Sciences
- 8041 Fisheries and Wildlife Management
- 8082 Small Engine Repair
- 8088 Veterinary Science

Art (page 66)

- 9120 Art I
- 9130 Art II
- 9140 Art III
- 9145 Art IV
- 9147 Art V
- 9150 3-D Art I
- 9155 3-D Art II
- 9197 3-D Art III
- 9198 3-D Art IV
- 9180 Computer Art Graphics
- 9149 AP Studio Art

Business & Information Technology (page 67)

- 6115 Principles of Business
- 6120 Econ. and Personal Finance 
- 6131 Business Law
- 6320 Accounting
- 6321 Advanced Accounting
- 6612 Computer Information Systems
- 6630 Design, Multimedia, and Web Tech.
- 6631 Advanced Design, Multimedia, and Web Technologies
- 6641 Pre-AP Computer Science
- 3185 AP Computer Science A
- TBA AP Computer Science Principles
- 8622 Computer Systems Technology I
- 8623 Computer Systems Technology II
- 6650/51 Computer Networking Software Operations I/II

English (page 69)



- 1130 English 9
- 1133 Pre-AP English 9
- 1140 English 10
- 1142 Pre-AP English 10
- 1150 English 11
- 1151 Advanced English 11
- 1152 AP English Language and Composition (11)
- 1160 English 12
- 1161 Advanced English 12
- 1195 AP English Literature and Composition (12)
- 1162 College Eng. and Composition I /II
- 1177 Advanced Composition
- 1166 Short Story
- 1191 Mythology
- 1200 Journalism I
- 1210 Journalism II
- 1211 Journalism III

- 1212 Journalism IV
- 1219 Media Arts
- 1300 Public Speaking
- 1430 Theatrical Production I
- 1440 Theatrical Production II
- 1450 Theatrical Production III
- 1460 Theatrical Production IV
- 1435 Technical Theater Stage Craft
- 1171 Creative Writing
- 0116 Reader's Workshop
- 0110 SOL Support

Family & Consumer Sci. (page 73)

- 8219 Independent Living
- 8225 Family Relations
- 8227 Life Planning
- 8229 Nutrition & Wellness
- 8248 Introduction to Fashion, Design, and Marketing
- 8285 Early Childhood Education
- DE8285 Early Childhood Education
- 9062 Teachers for Tomorrow Internship

Foreign Language (page 75)

- 5010 Arabic I  (Virt.VA)
- 5011 Arabic II  (Virt.VA)
- 5810 Chinese I (Virt.VA)
- 5820 Chinese II (Virt.VA)
- 5110 French I
- 5120 French II
- 5130 French III
- 5160 Pre AP French IV
- 5170 AP French Language and Culture
- 5210 German I
- 5220 German II
- 5230 German III
- 5240 German IV
- 5250 German V
- 5310 Latin I
- 5320 Latin II
- 5330 Latin III
- 5340 Latin IV
- 5350 Latin V
- 5510 Spanish I
- 5520 Spanish II
- 5530 Spanish III
- 5531 Pre-AP Spanish III
- 5541 Pre-AP Spanish IV
- 5570 AP Spanish Language and Culture
- 5580 AP Spanish Literature and Culture

Health & Medical Sciences (page 79)

- 8302 Intro to Health/Medical Sciences
- 8344 Biotechnology Foundations and Health and Medical Sciences
- 8383 Medical Terminology
- 8360/62 Nurse Aide A/B
- 8357/58 Practical Nursing I/II
- 8333/34 Emergency Medical Tech. Basic A/B
- DE8333/34 Emergency Medical Tech. Basic A/B
- 8409 Forensic Technology

Health and Physical Educ. (page 81)

- 7300 Health and PE 9
- 7405 Health and PE 10
- 7015 Driver Education

7640	Advanced Physical Education
7641	Strength and Conditioning
7642	Strength and Conditioning II
9840	Introduction to Athletic Training
9841	Athletic Training II
TBA	Personal Fitness I
TBA	Personal Fitness II

History and Social Science (page 82)

2210	World Geography
2342	World History II
2343	Pre-AP World History II
2360	Virginia and United States History (may be in 2 pts)
2319	AP United States History
2399	AP European History
2440	Virginia and United States Government (may be in 2 pts)
2445	AP United States Government and Politics
2420	Practical Law
2435	African American History
2500	Sociology
2802/03	AP Micro/Macro-economics
2902	AP Psychology
2996	Comparative World Religion and Philosophy
2997	Peace Studies
0110	SOL Support

Individualized Education Program (IEP) (page 85)

7896	Fundamental Skills 9
7897	Fundamental Skills 10
7898	Fundamental Skills 11
7899	Fundamental Skills 12
1135	Language Arts Skills 9
1146	Language Arts Skills 10
1157	Language Arts Skills 11
1168	Language Arts Skills 12
1181	Developmental Reading I
1182	Developmental Reading II
1183	Developmental Reading III
1184	Developmental Reading IV
8000	Functional Reading I
8001	Functional Reading II
8002	Functional Reading III
8003	Functional Reading IV
0209	Life Skills English 9
0210	Life Skills English 10
0211	Life Skills English 11
0212	Life Skills English 12
7700	Adaptive Physical Education 9
7701	Adaptive Physical Education 10
7702	Adaptive Physical Education 11
7703	Adaptive Physical Education 12
7866	Life Skills Citizenship 9
7865	Life Skills Citizenship 10
7867	Life Skills Citizenship 11
7868	Life Skills Citizenship 12
7869	Life Skills School and Community 9
7872	Life Skills School and Community 10
7870	Life Skills School and Community 11
7871	Life Skills School and Community 12
7800	Resource
7900	Personal Life Skills 9
7901	Personal Life Skills 10
7902	Personal Life Skills 11
7903	Personal Life Skills 12
8222	Functional Skills 9

- 8221 Functional Skills 10
- 8224 Functional Skills 11
- 8226 Functional Skills 12
- 2705 Social Studies Skills 9
- 2706 Social Studies Skills 10
- 2707 Social Studies Skills 11
- 2708 Social Studies Skills 12
- 3122 Mathematics Skills 9
- 3123 Mathematics Skills 10
- 3124 Mathematics Skills 11
- 3125 Mathematics Skills 12
- 3009 Life Skills Mathematics 9
- 3010 Life Skills Mathematics 10
- 3011 Life Skills Mathematics 11
- 3012 Life Skills Mathematics 12
- 4126 Life Skills Science 9
- 4127 Life Skills Science 10
- 4128 Life Skills Science 11
- 4129 Life Skills Science 12
- 4134 Science Skills 9
- 4135 Science Skills 10
- 4136 Science Skills 11
- 4137 Science Skills 12

Marketing (page 88)

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

Mathematics (page 89)

- 3130 Algebra I
- 3131/3132 Algebra Part 1/Algebra Part 2
- 3143 Geometry (may be in 2 pts)
- 3154 Pre-AP Geometry
- 3134 Algebra, Functions, & Data Analysis
- 3135 Algebra II
- 3139 Pre-AP Algebra II
- 3161 Applied Algebra and Trigonometry
- 3162 Pre-AP Math Analysis/Pre-Calculus
- 3198 College Pre-Calculus I & II
- 3177 AP Calculus A/B
- 3179 AP Calculus B/C
- 3192 AP Statistics
- 3211 College Linear Algebra
- 3120 Personal Living & Finance
- 0110 SOL Support

Military Science (page 92)

- 7913 Military Science I
- 7916 Military Science II
- 7918 Military Science III
- 7919 Military Science IV

Music (page 92)

- 9234 Concert Band
- 9237 Symphonic Band
- 9238 Advanced Symphonic Band
- 9285 General Chorus
- 9289 Advanced Chorus

- 9292 Chamber Ensemble
- 9223 AP Music Theory
- 9321 Beginning/Intermediate Dance
- 9323 Advanced Dance
- 9325 Dance Company

Science (page 94)

- 4210 Earth Science (may be in 2 pts)
- 4310 Biology (may be in 2 pts)
- 4270 AP Environmental Science
- 4330 Pre-AP Biology
- 4340 AP Biology
- 4410 Chemistry
- 4430 Pre-AP Chemistry
- 4470 AP Chemistry
- 4510 Physics
- 4573 AP Physics 1
- 4574 AP Physics 2
- 4571 AP Physics C
- 4260 Earth Science II – Astronomy
- 4621 Introduction to Anatomy
- 4320 Biology II – Ecology
- 0110 SOL Support

Technology Education (page 97)

- 8433 Materials & Processes Tech.
- 8423 Geospatial Technology
- 8425 Manufacturing Technology
- 8431 Construction Technology
- 8435 Technical Drawing and Design
- 8436 Engineering Drawing and Design
- 8437 Architectural Drawing and Design
- 8438 Advanced Drawing and Design
- 8450 Engineering Exploration
- 8451 Engineering Analysis and Applications
- 8452 Engineering Concepts and Processes

Trade and Industrial (page 99)

- 8506 Automotive Technology I
- 8507 Automotive Technology II
- 8590 Building Management I
- 8591 Building Management II
- 8601 Building Construction I
- 8602 Building Construction II
- 8676 Collision Repair Auto Body Tech I
- 8677 Collision Repair Auto Body Tech II
- 8528 Cosmetology I
- 8529 Cosmetology II
- 8533 Electricity and Cabling I
- 8534 Electricity and Cabling II
- 8905 5th and 6th Period Work Release
- 8906 6th Period Work Release
- 9030 Work Study

Internships/Work Experience (page 101)

- 9826 Building and Grounds Internship
- 9827 General Internship
- 9828 Career Internship
- 9829 Science Internship
- 1600 Library Internship
- 9097 Leadership Through Career Exploration
- 9831 Teacher/Officer Volunteer

AGRICULTURE

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

Grade Level(s): 9-10

Credit: 1 unit

This course is designed to develop competencies in each of the career pathways as they pertain to agricultural education, including the areas of Virginia's agriculture industry; the global scope of agriculture; scientific research concepts in plant, animal, and food science; principles of leadership and opportunities within student organizations; agribusiness and Supervised Agricultural Experience program opportunities; agricultural skills and safety in power, structural, and technical systems; and natural resources and environmental systems. Though this course is highly recommended locally as a foundational Agricultural course, the Virginia Department of Education does not include it as a prerequisite for Agriculture courses offered in Bedford County Schools. This course does not count toward a Career and Technical Education concentration sequence.

Introduction to Animal Systems (8008)

Grade Level(s): 10-11

Credit: 1 unit

Students develop competencies in each of the major areas of the Animal Systems career pathway including animal nutrition, reproduction, breeding, care, and management. Students learn agricultural mechanics applicable to animal systems. As with all agriculture courses, students will be exposed to principles of leadership and opportunities within student organizations along with Supervised Agricultural Experience opportunities.

Agricultural Production Technology (8010)

Grade Level(s): 11-12

Credit: 1 unit

This course emphasizes one or more areas of plant science, animal science, soil science, agricultural business management, and agricultural mechanization, based upon the student's employment objective. Local school divisions should select one of the following livestock enterprises: beef cattle, dairy cattle, swine, horses, or sheep. The competencies for the selected livestock enterprise are considered essential for the course. Supervised occupational experience programs and leadership training are important parts of the course. When only single periods are provided, greater emphasis is placed on individualized instruction and supervised occupational experience programs.

Agricultural Production Management (8012)

Grade Level(s): 11-12

Credit: 1 unit

Course includes instruction in agricultural mechanics, with emphasis placed on the application of mechanical skills to farm power and machinery, soil and water management, supervised farming programs, and leadership training. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia.

Intro to Power, Structural and Technical Systems (8016)

Grade Level(s): 10-11

Credit: 1 unit

Throughout this introductory level Agricultural Power course, students will receive instruction in the areas of basic engine principles, power trains, hydraulics, and electrical systems. The course will also address the areas of building structures, metal fabrication, and precision agricultural management.

Agricultural Fabrication and Emerging Technologies (8019) *OPTIONAL DUAL ENROLLMENT*

Grade Level(s): 11-12

weighting dependent on dual enrollment status Credit: 1 unit/3 college

Students will receive instruction providing career training in the areas of agricultural fabrication and emerging technologies. The course content will focus on hot and cold metal fabrication and will also include studies of emerging technologies utilized within the field of agriculture. **This course meets the requirements for CVCC course WEL 120-Introduction to Welding**

Agricultural Business Fundamentals (8022)

DUAL ENROLLMENT

Grade Level(s): 11-12 5.0 Weighted Grading Scale Credit: 1 high school and 3 college (Bus. Mgt. 100)
 With optional Cooperative Education Component Credit: 2 units/396 OJT hours

Students develop the necessary knowledge, skills, habits, and attitudes for employment in off-farm agricultural businesses. Where training centers are available, cooperative arrangements with local agricultural businesses provide occupational experiences for students. When training centers are not available, simulated experiences may be provided. Leadership training is provided through the FFA. A student may exercise the option of receiving an additional high school unit of credit if he is employed at a bona fide agriculture related business within two weeks of the beginning of the school year and with teacher approval. The student must complete 396 paid hours and satisfactorily meet requirements identified in an individual training plan.

Agricultural Business Operations (8024)

Grade Level(s): 11-12 Credit: 1 unit
 With optional Cooperative Education Component Credit: 2 units/396 OJT hours

Wherever possible, students participate in cooperative on-the-job training programs with local agricultural businesses. The curriculum emphasizes off-farm agricultural occupations, business procedures, merchandising, marketing, and agricultural business management. Instruction is provided in agricultural product knowledge, agricultural mechanics, plant science, and leadership development. A student may exercise the option of receiving an additional high school unit of credit if he is employed at a bona fide agriculture related business within two weeks of the beginning of the school year and with teacher approval. The student must complete 396 paid hours and satisfactorily meet requirements identified in an individual training plan.

Horticulture Sciences (8034)

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

Through laboratory activities, students apply scientific principles to the field of horticulture, including the areas of floriculture, landscape design, greenhouse operation, nursery plant production, and turf management. They practice safety, develop leadership traits, use plant-growing media, and identify, propagate, and grow horticultural plants in the greenhouse and land laboratory.

Fisheries and Wildlife Management (8041)

Grade Level(s): 11-12 Credit: 1 unit

The Fisheries and Wildlife Management course offers instruction in identification and management of wildlife and aquatics and of their habitats. Content addressing the issues related to endangered species and organizations that protect fisheries and wildlife is also included.

Small Engine Repair (8082)

Grade Levels(s): 10-12 Credit: 1 unit

This course offers an intensive study of the operation, maintenance, and repair of small gasoline and diesel engines. Instructional topics include principles of operation of gasoline and diesel engines, tune-up and maintenance procedures, and disassembly, overhaul, and reassembly. Instruction may also include the operation of two-cycle and four-cycle engines commonly found on lawn mowers, garden tractors, snow blowers, rotary tillers, chainsaws, and other equipment. The course emphasizes leadership activities and opportunities to participate in FFA functions.

Veterinary Science (8088)

Grade Level(s): 11-12 Credit: 1 unit

This course provides students with the employability and technical skills needed to succeed in postsecondary education and a career in veterinary medicine or in a related occupation. Course content will include the integration of academics and career skills and instruction in the use of tools, equipment, and facilities for veterinary medicine. Business management, leadership and FFA activities are included in the course. Students

enrolled in the course should have a strong background in math and science and knowledge of small animal care.

ART

Art I (9120)

Grade Level(s): 9-12

Credit: 1 unit

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

Art II (9130)

Grade Level(s): 10-12

Credit: 1 unit

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

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

Grade Level(s): 11-12

Credit: 1 unit

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

3-D Art I (9150)

Grade Level(s): 9-12

Credit: 1 unit

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

3-D Art II, III, IV (9155, 9197, 9198)

Grade Level(s): 10-12

Credit: 1 unit

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

Advanced Placement Studio Art (9149)

Grade Level: 12

5.0 Weighted Grading Scale

Credit: 1 unit

AP Studio Art is designed for students who are seriously interested in the practical experience of art. AP Studio is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios: 2-D Design, 3-D Design, and Drawing – corresponding to common college foundation courses. Students will choose one of these portfolios to work in.

Each AP Studio Portfolio contains three sections: Breadth, Concentration, and Quality. The Breadth section (range of approaches) will contain a variety of works that demonstrate understanding of Drawing, 2-D Design, or 3-D Design issues. The Concentration section (sustained investigation) will contain works describing an in-depth exploration of a particular Drawing, 2-D Design, or 3-D Design concern. The Quality section will contain works that represent the student's best understanding of Concept, Composition, and Execution, as these evaluating criteria relate to Drawing, 2-D Design, or 3-D Design.

Computer Art Graphics (9180)

Grade Level(s): 10-12

Credit: 1 unit

This course teaches the basics of digital photography, picture composition, and use of camera settings and editing techniques. Students use digital tools as the medium for artistic expression. Students will develop basic skills in the use of computer art programs and devices and create unique, expressive works of art.

BUSINESS and INFORMATION TECHNOLOGY

Principles of Business (6115)

Grade Level(s): 9-12

Credit: 1 unit

Principles of Business is a single-period introductory course offered on an elective basis. The course is designed to help students understand the activities of business and how business affects their lives. An opportunity is provided for students to gain knowledge of the national and international business system as a part of the total economic environment; to become skillful in selecting and using goods and services available from business, industry, and government; and to develop competencies in managing personal and business affairs.

Economics and Personal Finance (6120)

Grade Level(s): 10-12

Credit: 1 unit



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

Business Law (6131)

Grade Level(s): 11-12

Credit: 1 unit

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

Accounting (6320)

Grade Level(s): 10-12

Credit: 1 unit

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

Advanced Accounting (6321)

Grade Level(s): 11-12

Credit: 1 unit

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

Computer Information Systems (6612)

Grade Level(s): 9-12

Credit: 1 unit

Students apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, and emerging technologies. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia.

Design, Multimedia, and Web Technologies (6630)

Grade Level: 9-12

Credit: 1 unit

Students develop proficiency in using desktop publishing software to create a variety of printed and electronic publications. While incorporating journalistic principles in design and layout of publication, students work with sophisticated hardware and software to develop web sites and multimedia presentations. Legal and ethical issues are also explored. It is recommended that students have basic skills in the use of word processors and creation of spreadsheets prior to enrollment in this course.

Advanced Design, Multimedia, and Web Technologies (6631)

Grade Level(s): 10-12

Credit: 1 unit

Students develop advanced skills for creating desktop-published, interactive multimedia, and Web-site projects. Students work with sophisticated hardware and software, applying skills to real-world projects.

Pre-AP Computer Science (6641)

Grade Level(s): 10-11

4.5 Weighted Grading Scale

Credit: 1 unit

Students will use object-oriented programming to develop applications for Windows, database, multimedia, games, mobile, and/or Web environments. Students will have the opportunity to explore and create applications related to the information technology and game design industries. This course intended to provide the foundation necessary for successful completion of Advanced Placement Computer Science.

Advanced Placement Computer Science A (3185)

Grade Level: 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

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

Advanced Placement Computer Science Principles (TBA)

Grade Level: 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. You will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. Students are expected to take the advanced placement examination for college credit.

Computer Systems Technology I and II (8622, 8623)

Grade Level(s): 10-12

Credit: 2 high school

Location: BSTC

*2 36-week classes may be taken over 1 or 2 years

Students enter the world of computer technology and gain practical experience in assembling a computer system, installing an operating system, troubleshooting computers and peripherals, and using system tools and diagnostic software. They develop skills in computer networking and resource sharing. In addition,

students explore the relationships between internal and external computer components. Emphasis is placed on customer service skills and career exploration.

Building on the foundation of Computer Systems Technology I, the second year advanced course provides students with training in procedures for optimizing and troubleshooting concepts for computer systems and subsystems. Students explore wireless technologies (e.g., Bluetooth, Wi-Fi) and create and configure a network. Emphasis is placed on technical proficiency, skill-building, and workplace readiness. The course prepares students for postsecondary education and training and a successful career in information technology. Upon successful completion of both courses, students may qualify to take an industry recognized certification exam from CompTIA or Microsoft.

Computer Networking Software Operations I and II (6650, 6651)

Grade Level(s): 10-12

Credit: 2 units

Location: BSTC

*2 36-week courses to be taken in the same year

Computer Network Software Operations is designed to teach many aspects of computer support and network administration. Students learn networking concepts, from usage to components, and set up peer-to-peer network systems and client server networks. Students configure network cards and connect them to networks. Students learn how to install network and workstation operating systems, set up and manage accounts, load software, and set up and implement security plans. Time is spent discussing responsibilities of computer professionals, training end users, evaluating new technology, developing system policies, troubleshooting workstations, managing network services and protocols, and effectively using e-mail and business communications. Students learn communications protocols, troubleshooting techniques for systems and client server networks, Web site management, and other advanced networking topics. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia.

ENGLISH

English 9 (1130)

Grade Level(s): 9

Credit: 1 unit



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

Pre-AP English 9 (1133)

Grade Level: 9

4.5 Weighted Grading Scale

Credit: 1 unit



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

English 10 (1140)

Grade Level(s): 10

Credit: 1 unit



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

Pre-AP English 10 (1142)

Grade Level: 10

4.5 Weighted Grading Scale



Credit: 1 unit

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

English 11 (1150)

SOL TEST

Grade Level(s): 11



Credit: 1 unit

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

Advanced English 11 (1151)

SOL TEST

Grade: 11



Credit: 1 unit

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

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

Grade Level: 11

5.0 Weighted Grading Scale



Credit: 1 unit

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

English 12 (1160)

Grade Level(s): 12

Credit: 1 unit



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

Advanced English 12 (1161)

Grade: 12

4.5 Weighted Grading Scale

Credit: 1 unit



This course is designed to be taught in a similar fashion to College English Composition, and may be offered concurrently. This course develops writing ability for study, work, and other areas of life based on experience, observation, research, and reading of selected literature. College English guides students in learning writing as a process; understanding audience and purpose, exploring ideas and information, composing, revising, and editing. The course supports writing by integrating composing, revising, and editing. The composing process is supported by thinking, reading, listening, and speaking. Elements of fiction and nonfiction literature will also be components of the course.

Advanced Placement English Literature and Composition 12 (1195)

Grade Level: 12

5.0 Weighted Grading Scale

Credit: 1 unit



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

College English Composition I & II (1162)

DUAL ENROLLMENT

Grade Level: 12

5.0 Weighted Grading Scale

Credit: 1 high school and 6 college

Prerequisites: CVCC requires students to pass the CVCC placement test before admission to the class.



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

Advanced Composition (1177)

Grade Level(s): 11-12

Credit: 1 unit

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

**Short Story (1166)**

Grade Level(s): 9-12

Credit: 1 unit

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

Creative Writing (1171)

Grade Level(s): 9-12

Credit: 1 unit

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

**Mythology (1191)**

Grade Level(s): 9-12

Credit: 1 unit

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

**Journalism I (1200)**

Grade Level(s): 9-12

Credit: 1 unit

yearly

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

**Journalism II (1210)**

Grade Level(s): 9-12

Credit: 1 unit

yearly

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



Journalism III and IV (1211, 1212)

Grade Level(s): 9-12
yearly

Credit: 1 unit



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

Media Arts (1219)

Grade Level(s): 11-12

Credit: 1 unit

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

Public Speaking (1300)

Grade Level(s): 9-12

Credit: 1 unit

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

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

Grade Level(s): 9-12

Credit: 1 unit

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

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

Technical Theatre Stage Craft (1435)

Grade Level(s): 9-12

Credit: 1 unit

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

Reader's Workshop (0116)

Grade Level(s): 9-12

Credit: 1 unit

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

FAMILY AND CONSUMER SCIENCES**Independent Living (8219)**

Grade Levels: 9-12

Credit: 1 unit (36 weeks)

This course allows students to explore successful strategies for living independently by actively participating in practical problem solving focusing on relating to others (relationships), applying financial literacy,

managing resources in the areas of apparel, nutrition and wellness, and housing, using leadership skills to reach individual goals, planning for careers, and making consumer choices in a global environment

Family Relations (8225)

Grade Levels: 10-12

Credit: 1 unit (36 weeks)

Students enrolled in Family Relations focus on analyzing the significance of the family, nurturing human development in the family throughout the lifespan, analyzing factors that build and maintain healthy family relationships, developing communication patterns that enhance family relationships, dealing effectively with family stressors and conflicts, managing work and family roles and responsibilities, and analyzing social forces that influence families across the lifespan. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of family responsibilities and services are emphasized. Teachers highlight the basic skills of mathematics, science, and communication in content. The entry level course, 8219 Independent Living, is strongly recommended before enrolling in this advanced FACS course.

Life Planning (8227)

Grade Levels: 9-12

Credit: 1 unit (36 weeks)

Life Planning equips students with the skills to face the challenges in today's society. Students will develop a life-management plan which includes Developing Career, Community, and Life Connections; Applying Problem-Solving Processes to Life Situations; Creating and Maintaining Healthy Relationships; Developing Strategies for Lifelong Career Planning; Developing a Financial Plan; Examining Components of Individual and Family Wellness; and Demonstrating Leadership within the Community. Critical thinking and practical problem solving are emphasized through relevant life applications.

Nutrition and Wellness (8229)

Grade Levels: 10-12

Credit: 1 unit (36 weeks)

Students enrolled in Nutrition and Wellness focus on making choices that promote wellness and good health; analyzing relationships between psychological and social needs and food choices; choosing foods that promote wellness; obtaining and storing food for self and family; preparing and serving nutritious meals and snacks; selecting and using equipment for food preparation; and identifying strategies to promote optimal nutrition and wellness of society. Critical thinking, practical problem solving, and entrepreneurship opportunities within the area of nutrition and wellness are emphasized. The entry level course, 8219 Independent Living, is strongly recommended before enrolling in this advanced FACS course.

Introduction to Fashion Design and Marketing (8248)

Grade Levels: 9-12

Credit: 1 unit (36 weeks)

Introduction to Fashion Design and Marketing focuses on the identification and exploration of individual careers within the apparel, accessory, textile design, manufacturing, and merchandising industry. Instructional units include the relationships that exist among all areas of the clothing industry; related global and economic issues; apparel, accessory and textile technology; exploration of careers including entrepreneurial opportunities in related areas; and the skills and personal characteristics necessary for success in these career fields.

Early Childhood Education (8285)

OPTIONAL DUAL ENROLLMENT

Grade Level(s): 11-12

weighting dependent on dual enrollment status Credit: 3 HS/6 college

Location: BSTC

This course meets the requirements for CVCC courses CHD120 Introduction to Early Childhood Education and CHD 165 Observation and Participation in Early Childhood/Primary Settings for students interested in earning the Early Childhood Development career studies Certificate or AS degree in Early Childhood Development at the community college level. Students opting not to participate in the dual enrollment option may choose to combine this course with Teachers for Tomorrow internship in their senior year to meet the requirements for CDA certification (additional fee required). Students entering the program should be at least 16 years old by November 1 due to working in the school preschool program serving community children. Students master the skills needed to become teachers in preschools, Head Start programs, and daycare facilities while

establishing a valuable foundation toward the pursuit of a career in elementary education. Students are prepared to lead activities by studying child development, methods of teaching, lesson planning, creative involvement, nutrition, guiding behavior, professionalism, and safety. This is a one-year program combining classroom instruction and on-the-job work experience directing Little Learners Preschool, a laboratory preschool center at BSTC. Completed application packet is required. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia. This course is recommended for students interested in the following careers: preschool director, Head Start teacher, preschool teacher, nanny, elementary teacher, camp coordinator, family services specialist, etc.

Teachers for Tomorrow Internship (9062)

DUAL ENROLLMENT

Grade Level: 11-12

5.0 Weighted Grading Scale

Credit: 3 - 4 high school / 4 college

Location: BSTC

* 2 36-week courses to be taken in the same year

Aligned with the Virginia Teachers for Tomorrow program, this course meets the Lynchburg College requirements for EDUC 101 Foundations for Education and EDUC 202 Field Experience. Virginia Teachers for Tomorrow (VTFT) fosters student interest, understanding, and appreciation of the teaching profession and allows students to explore careers in education. Students build a foundation for teaching; learn the history, structure and governance of teaching; apply professional teaching techniques in the classroom; and reflect on their teaching experiences. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience under the supervision of a BCPS teacher. Additional educational leadership opportunities are offered through the student organization, Future Educators Association. Completed application packet and interview are required. In addition, students must have personal transportation to fulfill class requirements. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia. This course is recommended for students interested in the following careers: elementary/middle school classroom teacher, principal, art/music/PE teacher, school guidance counselor, etc.

FOREIGN LANGUAGE

Arabic I (5010)

Grade Level(s): 9-12



Credit: 1 unit



Students will develop the ability to communicate through listening, speaking, reading and writing. They will explore traditions, dress, foods, holidays and customs of Arabic countries and compare Arabic cultures with their own environment. They will create a language portfolio. Student work will be required outside of class time. Early registration with Virtual Virginia is necessary for enrollment.

Arabic II (5011)

Grade Level(s): 9-12



Credit: 1 unit



Students continue to develop their communicative competence by interacting orally and in writing with other Arabic learners and speakers, understanding Arabic oral and written messages, and making oral and written presentations in the Arabic. They will begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They will continue to focus on communicating about their immediate world and daily activities. Students will read material on familiar topics and write short, directed compositions. The emphasis will continue to be placed on the use of authentic materials to learn about the Arabic culture. Early registration with Virtual Virginia is necessary for enrollment.

Chinese I (5810)

Grade Level(s): 9-12
Credit: 1 unit



Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills – listening, speaking, reading and writing – with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the themes of Personal and Family Life, School Life, Social Life, and Community Life. Student work will be required outside of class time. Early registration with Virtual Virginia is necessary for enrollment.

Chinese II (5820)

Grade Level(s): 9-12
Credit: 1 unit



Students continue to develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills – listening, speaking, reading and writing – with emphasis on the ability to communicate orally and in writing. At Intermediate-Low proficiency level, Students begin to expand their study on new themes of Personal and Family Life, School Life, Social Life, and Community Life while some familiar themes and topics from level I may recur at the same time. However, the spiral character of the theme-based instruction requires students to demonstrate their communicative skills and sophistication at a new developmental level. Student work will be required outside of class time. Early registration with Virtual Virginia is necessary for enrollment.

French I (5110)

Grade Level(s): 9-12

Credit: 1 unit



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

French II (5120)

Grade Level(s): 9-12

Credit: 1 unit



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

French III (5130)

Grade Level(s): 10-12

Credit: 1 unit



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

Pre-AP French (5160)

Grade Level(s): 10-11

4.5 Weighted Grading Scale

Credit: 1 unit



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

Advanced Placement French Language and Culture (5170)

Grade Level: 12

5.0 Weighted Grading Scale

Credit: 1 unit



This course is the culmination of intensive preparation in the content areas of communication. Extended reading, writing, speaking and listening tasks are emphasized in order to provide

as much practice as possible for the AP exam in May. Students are expected to communicate exclusively in the target language.

German I (5210)

Grade Level(s): 9-12

Credit: 1 unit



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

German II (5220)

Grade Level(s): 9-12

Credit: 1 unit



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

German III (5230)

Grade Level(s): 10-12

Credit: 1 unit



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

German IV (5240)

Grade Level(s): 11-12

Credit: 1 unit



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

German V (5250)

Grade Level: 12

Credit: 1 unit



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

Latin I (5310)

Grade Level(s): 9-12

Credit: 1 unit



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

Latin II (5320)

Grade Level(s): 9-12

Credit: 1 unit



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

Latin III (5330)

Grade Level(s): 10-12

Credit: 1 unit



Latin III takes the student beyond the basic level of reading and understanding Latin literature. The writings of Cicero and other authors of the later republic and early empire are

introduced. This study enables the student to compare and contrast the political and social problems of that period with the present. The student is given an opportunity to read some of the world's greatest literature.

Latin IV (5340)

Grade Level(s): 11-12

Credit: 1 unit



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

Latin V (5350)

Grade Level: 12

Credit: 1 unit



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

Spanish I (5510)

Grade Level(s): 9-12

Credit: 1 unit



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

Spanish II (5520)

Grade Level(s): 9-12

Credit: 1 unit



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

Spanish III (5530)

Grade Level(s): 10-12

Credit: 1 unit



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

Pre-AP Spanish III (5531)

Grade Level(s): 10-12

4.5 Weighted Grading Scale

Credit: 1 unit



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

Pre-AP Spanish (5541)

Grade Level(s): 10-11

4.5 Weighted Grading Scale

Credit: 1 unit



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

Advanced Placement Spanish Language and Culture (5570)

Grade Level: 11-12

5.0 Weighted Grading Scale

Credit: 1 unit



This course is the culmination of intensive preparation in the content areas of communication. Extended reading, writing, speaking and listening tasks are emphasized in order to provide

as much practice as possible for the AP exam in May. Students are expected to communicate exclusively in Spanish.

Advanced Placement Spanish Literature and Culture (5580)

Grade Level: 11-12

5.0 Weighted Grading Scale

Credit: 1 unit



The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

HEALTH AND MEDICAL SCIENCES

Introduction to Health and Medical Sciences (8302)

Grade Level(s): 10-12

Credit: 2 units

Location: BSTC

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. healthcare system and to learn basic health care terminology, anatomy and physiology for each body system, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of traumatic and medical emergency care. Throughout the course, instruction emphasizes safety, cleanliness, asepsis, professionalism, accountability, and efficiency within the healthcare environment. Students also begin gaining job-seeking skills for entry into the health and medical sciences field. In addition, instruction may include the basics of medical laboratory procedures, pharmacology fundamentals, biotechnology concepts, and communication skills essential for providing quality patient care. Students interested in medical careers are encouraged to take this course and Medical Terminology as a foundation for successful participation in Nurse Aide, Emergency Medical Technician, Practical Nursing programs and all other programs associated with the BCPS Governor's Health Sciences Academy. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia. This course is recommended for students interested in *any healthcare careers including the following*: Respiratory Therapist, PT/OT, Speech Therapist, Radiology Tech, Dental Assistant, Veterinarian, Med/Lab Tech., Physician Assistant, etc. *The course is also a recommended prerequisite for other health sciences classes.*

Nurse Aide A and B (8360, 8362)

Grade Level(s): 11 - 12

Credit: 3-4 units yearly

Prerequisites: Application

* 2 36-week courses to be taken in the same year

Location: BSTC and clinical sites

The Nurse Aide Program is offered at Bedford Science and Technology Center to eleventh or twelfth grade students interested in health careers and who have a desire to work with others. Students learn basic patient care skills and are provided with on-the-job experience in a nursing home setting. The program is designed so that completers can sit for the Certified Nurse Aide examination. An application *and a sworn disclosure regarding avoidance of drug use* are required. Upon completing the course, students have the option of applying for enrollment in Practical Nursing I during the senior year. This course is recommended for students interested in the following careers: LPN, RN, EMT, Physician's Assistant, Occupational Therapist, Athletic Trainer, etc. *and any healthcare career path that involves direct patient care.*

Practical Nursing I & II (8357, 8358)

Grade Level(s): 12-Adult

Credit: 3 units yearly

Prerequisites: Application and placement test

Location: BSTC and clinical sites

Practical nursing is a vocation in which the qualified person is prepared to provide nursing care for patients in relatively stable situations with a minimum amount of supervision from the registered nurse and to function as an assistant to the registered nurse in more complex nursing situations. The practical nursing program is 18 months in length. The first nine months of instruction is received at Bedford Science and Technology Center during the senior year in high school, which earns the student three units of high school credit for the year. In the fall of the following year, the student begins a nine month combined classroom and clinical work experience at Centra Bedford Memorial Hospital. Criminal background check and drug screening are required. Students will have assigned learning experiences in the care of medical, surgical, pediatric, mental health, obstetric patients, and newborn infants. Graduates of the school are eligible to take the State Board Examination for a Practical Nursing license. This course is recommended for students interested in the following careers: Registered nurse, surgical nurse, nurse practitioner, hospice nurse, labor and delivery nurse, infection control nurse, etc. *Prior to course enrollment, it is recommended that students consider completing other courses within health and medical sciences.*

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

OPTIONAL DUAL ENROLLMENT

Grade Level(s): 11-12

weighting dependent on dual enrollment status Credits: 3 hs / 8 college

Location: BSTC

* 2 36-week courses to be taken in the same year

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

This course prepares students for certification as a Virginia and National Registry EMT and EMT/B and including all aspects of pre-hospital basic life support as defined by the national Highway Traffic Safety Administration's National curriculum for Emergency Medical Technician/Basic. Students focus on the roles and responsibilities of emergency rescue workers, basic medical terminology, and healthcare skills that include first aid; cardiopulmonary resuscitation; aseptic technique; and related anatomy, physiology, and disease knowledge. Supervised work education at a rescue squad is a component of this course. Students will complete certification requirements for CPR/First Aid. Upon completion, students are eligible to sit for the EMT or EMT credentialing exam and seek employment within the community. This course is recommended for students interested in the following careers: Paramedic, Fire Fighter, Emergency Room nurse, ER Physician, flight paramedic, etc. *Students must be 16 years old prior to September 1. Prior to course enrollment, it is recommended that students consider completing medical terminology and/or introduction to health and medical sciences.*

Biotechnical Foundations in Health and Medical Sciences (8344)

Grade Level(s): 11-12

Credit: 2 units

Location: BSTC

This course focuses on various techniques that are used to modify living organisms, parts of organisms, to improve plants and animals, and the development of microorganisms for specific purposes. Student activities range from bio-processing and DNA analysis, to medicine, bio-mechanical systems, and the environment. Students gain insight and understanding about biotechnology career fields *and how biotechnologists develop products aimed at improving various aspects of life.*

Medical Terminology (8383)

Grade Level(s): 10-12

Credit: 2 units

Location: BSTC

Medical Terminology is designed to help students learn health care language. Topics are presented in logical order, beginning with each body system's anatomy and physiology and progressing through pathology, diagnostic procedures, therapeutic interventions, and finally pharmacology. Students learn concepts, terms, and abbreviations for each topic. Students interested in medical careers may take this class in conjunction with Intro to Health and Medical Science for a completer sequence. The course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license

from the Commonwealth of Virginia. This course is recommended for students interested in any healthcare fields including the following: chiropractor, mortician, nurse, therapist, medical office assistant, physician, pharmacy technician, dental assistant, radiology technician, vet tech. etc. The course is also recommended as a prerequisite for other health sciences classes.

Forensic Technology (8409)

Grade Level(s): 11-12

Location: BSTC

Credit: 2 units

Forensic science plays a crucial role in today's civil and criminal cases by establishing facts through scientific analysis, using current technologies and techniques. This course provides an introduction to the basics of scientific methodology with theoretical and laboratory components. The course is designed for students who might be interested in careers in toxicology, serology, entomology, forensic pathology, forensic psychology, death investigation, and document analysis, among others.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education 9 (7300)

Grade Level(s): 9

Credit: 1 unit

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

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

Grade Level(s): 10

Credit: 1 unit

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

Advanced Physical Education (7640)

Grade Level(s): 11-12

Credit: 1 unit

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

Introduction to Strength and Conditioning (7641)

Grade Level(s): 9-12

Credit: 1 unit

Strength and Conditioning will enable students to better develop their cardiovascular system, muscular structure, and overall agility through weight training and plyometrics.

Strength and Conditioning II (7642)

Grade Level(s): 10-12

Credit: 1 unit

Strength and Conditioning II will enable students to better develop their cardiovascular system, muscular structure, and overall agility through weight training and plyometrics. Students should be able to

demonstrate proper resistance training exercise and spotting techniques and be able to demonstrate an understanding of pre-season, in-season, and post-season strength and conditioning training in sports. This course can be repeated for elective credit. Introduction to Strength and Conditioning (7641) is a prerequisite for this course.

Introduction to Athletic Training (9840)

Grade Level(s): 10-12

Credit: 1 unit

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

Athletic Training II (9841)

Grade Level(s): 11-12

Credit: 1 unit

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

Personal Fitness I (TBA)

Grade Level(s): 9-12

Credit: 1 unit

This course will provide students the knowledge, skills, and experience, to become their own personal trainers who can design programs to meet individual fitness needs and goals

Personal Fitness II (TBA)

Grade Level (s): 10-12

Credit: 1 unit

Personal Fitness II will enable student to better develop their knowledge and skills to design a personal fitness program to meet each athlete's specific needs.

HISTORY AND SOCIAL SCIENCE

World Geography (2210)

SOL TEST

Grade Level(s): 9-10

Credit: 1 unit



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

World History II (2342)

SOL TEST

Grade Level(s): 9-10

Credit: 1 unit



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

Pre-AP World History II (2343)**SOL TEST**

Grade Level(s): 9-10

4.5 Weighted Grading Scale

Credit: 1 unit



Pre-AP World History is an advanced course designed to prepare students to take subsequent AP courses in History and Social Sciences. This course covers history and geography from the Renaissance to the present with emphasis on Western Europe. The purpose of the course is to develop greater understanding of the evolution of nation-states and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. The Virginia Standards of Learning (SOL) end-of-course test is given in this course.

Advanced Placement European History (2399)

Grade Level: 10-12

5.0 Weighted Grading Scale

Credit: 1 unit

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

United States History (2360)**SOL TEST**

Grade Level(s): 11

Credit: 1



unit

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

Advanced Placement United States History (2319)**SOL TEST**

Grade Level: 11

5.0 Weighted Grading Scale

Credit: 1 unit



The course covers the content of the United States History course. Emphasis is placed on maximizing students' reading, writing, and listening skills. The purpose of the course is to prepare students for the advanced placement examination equivalent to a full-year introductory college course in United States history on the period prior to 1492 to the present. The exam covers: political institutions and behavior, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. Students are expected to take the AP United States History exam.

United States and Virginia Government (2440)

Grade Level(s): 12

Credit: 1 unit



The course requires that students have knowledge of the United States and Virginia Constitutions; the structure and operation of United States and Virginia governments; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties, interest groups, and the media on policy decisions. This course may be taken in two parts by qualifying students.*

Advanced Placement United States Government and Comparative Politics (2445)

Grade Level(s): 12

5.0 Weighted Grading Scale

Credit: 1 unit



This course covers the content of the United States and Virginia Government course. Emphasis is placed on an overview of political systems and their relationship to the United States. The course will involve research and evaluation as well as lecture and discussion. The study of Comparative Government and Politics equips students with the conceptual tools necessary to develop an understanding of the world's diverse

Comparative World Religion and Philosophy (2996)

Grade Level(s): 11-12

Credit: 1 unit

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

Peace Studies (2997)

Grade Level(s): 11-12

Credit: 1 unit

Peace Studies focuses on building student knowledge and leadership skills in the areas of conflict resolution, mediation, appreciative inquiry, peace movements, risks and consequences of civil disobedience, good citizenship, community strength through tolerance, and respect, freedom, and civil rights. Students will engage in research and community projects to apply their learning.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)**Fundamental Skills (7896, 7897, 7898, 7899)**

Grade Level(s): 9-12

Credit: 1 elective unit

Prerequisite: Eligibility through special education placement

The instructional program on the secondary level includes mastery of specific goals, the improvement of educational achievement in the regular education environment, and the instruction and reinforcement of skills required for the promotion of personal/social adjustment and transition skills. Curriculum includes instruction in study skills, including test taking and organizational skills, interpersonal and employment skills, career/transition planning, and personal financial planning and management. This course provides a foundation for further education or training or preparation for employment for students with disabilities. The special education teacher will maintain communication with regular education services and offer assistance to regular education teachers as requested. Students may be admitted to the course only if it is included in the IEP.

Resource (7800)

Grade Level(s): 9-12

Credit: 1 elective unit

Prerequisite: Eligibility through special education placement

The instructional program on the secondary level includes mastery of specific goals, the improvement of educational achievement in the regular education environment, and the instruction of skills required for the promotion of personal management. Curriculum includes instruction in study skills, including test taking and organizational skills, self-management and determination, and IEP Goal based instruction related to academic achievement. This course provides a foundation for further education for students with disabilities. The special education teacher will maintain communication with regular education services and offer assistance to regular education teachers as requested. Students may be admitted to the course only if it is included in the IEP or 504 plan.

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

Grade Level(s): 9-12

Credit: 1 IEP English unit

Prerequisite: Eligibility through special Education placement

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

Developmental Reading I, II, III, & IV (1181, 1182, 1183, 1184)

Grade Level(s): 9-12

Credit: 1 elective unit

Prerequisite: Eligibility through special Education placement

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

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

Grade Level(s): 9-12

Credit: 1 IEP English unit

Prerequisite: Eligibility through special education placement

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

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

Grade Level(s): 9-12

Credit: 1 IEP unit

Prerequisite: Eligibility through special education placement

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

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

Grade Level(s): 9-12

Credit: 1 IEP Social Studies unit

Prerequisite: Eligibility through special education placement

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

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

Grade Level(s): 9-12

Credit: 1 IEP elective unit

Prerequisite: Eligibility through special education placement

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

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

Grade Level(s): 9-12

Credit: 1 IEP Social Studies unit

Prerequisite: Eligibility through special education placement

Social Studies Skills is a course designed to meet the personal, social and economic needs of the student. The activities are designed to develop the student's maximum competence in basic knowledge of

history and government. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

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

Grade Level(s): 9-12

Credit: 1 IEP Social Studies/Home Economics unit

Prerequisite: Eligibility through special education placement

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

Functional Skills (8222, 8223, 8224, 8225)

Grade Level(s): 9-12

Credit: 1 IEP elective unit

Prerequisite: Eligibility through special education placement

At the high school level the curriculum is designed to incorporate functional skills, to promote generalization and transfer of those skills and to foster the growth of appropriate social skills. Activities are provided to stress prevocational, vocational goals and objectives. Experiences leading to increasing abilities in independent living are included daily in this course of study. Screening using formal assessment and the Brigance Inventories determines the manner in which each student's program is individualized. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Mathematics Skills (3122, 3123, 3124, 3125)

Grade Level(s): 9-12

Credit: 1 IEP Math unit

Prerequisite: Eligibility through special education placement

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

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

Grade Level(s): 9-12

Credit: 1 IEP Math unit

Prerequisite: Eligibility through special education placement

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

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

Grade Level(s): 9-12

Credit: 1 IEP Science unit

Prerequisite: Eligibility through special education placement

The skills contained in these areas develop in the student's maximum social competence through direct experiences with the immediate environment, everyday science, health and safety, grooming and personal

appearance, manners and courtesy, and citizenship. The important objectives of social living instruction which underlie every activity help to develop traits of good citizenship, to teach a relationship to others, and to give him/her an opportunity to become socially and vocationally proficient. Personal guidance and counseling are offered to individual students concerning problems encountered on the job and/or during leisure time at home or in the community. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

Science Skills (4134, 4135, 4136, 4137)

Grade Level(s): 9-12

Credit: 1 IEP Science unit

Prerequisite: Eligibility through special education placement

Science Skills is a course designed to meet the personal, social and economic needs of the student. The skills contained in these areas develop the student's maximum social competence through direct experiences with the immediate environment, everyday science, health and safety. Students may be admitted to the course only if it is included in the Individualized Education Program (IEP).

MARKETING

Marketing (8120)

Grade Level(s): 11-12

Credit: 1 unit

With Optional Cooperative Education Component Credit: 2 units/396 OJT hours or 3 units/792 OJT hours

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

Employment is not required as part of this course. If students desire to participate in the optional cooperative education component of the course, they will receive a combination of classroom instruction and required 396 to 792 hours of continuous supervised on-the-job training throughout the school year. This training, which takes place in local marketing businesses, is planned, supervised, and documented by the marketing teacher-coordinator.

Advanced Marketing (8130)

Grade Level(s): 11-12

Credit: 1 unit

With Optional Cooperative Education Component Credit: 2 units/396 OJT hours or 3 units/792 OJT hours

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

Employment is not required as part of this course. If students desire to participate in the optional cooperative education component of the course, they will receive a combination of classroom instruction and required 396 to 792 hours of continuous supervised on-the-job training throughout the school year. This training, which takes place in local marketing businesses, is planned, supervised, and documented by the marketing teacher-coordinator.

Sports, Entertainment & Recreation Marketing (8175)

Grade Level(s): 10-12

Credit: 1 unit

With Optional Cooperative Education Component Credit: 2 units/396 OJT hours or 3 units/792 OJT hours

Employment is not required to be in the Marketing program.

(non-co-op)

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

Employment is not required as part of this course. If students desire to participate in the optional cooperative education component of the course, they will receive a combination of classroom instruction and required 396 to 792 hours of continuous supervised on-the-job training throughout the school year. This training, which takes place in local marketing businesses, is planned, supervised, and documented by the marketing teacher-coordinator.

MATHEMATICS

Algebra I (3130)

SOL TEST

Grade Level(s): 9-12

Credit: 1 unit



The course begins with a review of the four basic operations on rational numbers. The order in which to simplify mathematical expressions and the basic properties of real numbers are emphasized. Symbols of equality and inequality are taught, and ways to solve equations and inequalities are developed. Students will learn how to graph linear equations and inequalities on a number line and in a coordinate plane. Word problems are included with the sections on equations and inequalities, and students will solve problems using algebraic expressions. The Algebra I SOL end-of-course test is given during this course. This course may be taken with the companion SOL Support class (0110) if extra time is needed to master course content. This course may be taken in two parts by qualifying students: Algebra Part 1 (3131) and Algebra Part 2 (3132).

Geometry (3143)

SOL TEST

Grade Level(s): 9-12

Credit: 1 unit



The basic concepts of geometry – points, lines, planes and their relationships – are given consideration in the course. Stress is placed in inductive and deductive reasoning and their use in elementary proofs. Specialized topics include triangles, congruency, right triangles and their properties, similarity of polygons, and relationships of angles and segments relative to circles. Selected topics from both solid and coordinate geometrics are also considered. The geometry SOL end-of-course test is given during this course. This course may be taken with the companion SOL Support class (0110) if extra time is needed to master course content. This course may be taken in two parts by qualifying students.

Pre-AP Geometry (3154)

SOL TEST

Grade Level(s): 9-10

4.5 weighted grading scale

Credit: 1 unit



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

Algebra, Functions, and Data Analysis (3134)

Grade Level(s): 10-12

Credit: 1 unit



This course is designed for students who have successfully completed the standards for Algebra I and Geometry and who would benefit from a "bridge" to Algebra II. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors,

systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems from real life situations that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations. Through these problems, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics.

Algebra II (3135)

SOL TEST

Grade Level(s): 9-12

Credit: 1 unit



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

Pre-AP Algebra II (3139)

SOL TEST

Grade Level(s): 9-11

4.5 weighted grading scale

Credit: 1 unit



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

Applied Algebra and Trigonometry (3161)

Grade Level(s): 10-12

Credit: 1 unit



The purpose of this course is to strengthen the algebraic skills developed in Algebra II and provide a foundation for the mathematical topics needed for first-year college mathematics. Topics to be studied are functions, trigonometric functions, analytic trigonometry, oblique triangles, complex numbers, exponential and logarithmic functions, and analytic geometry. This course may serve as a "capstone" math course for students preparing to enter college-level math courses.

Pre-AP Mathematical Analysis/Pre-Calculus (3162)

Grade Level(s): 10-12

4.5 Weighted Grading Scale

Credit: 1 unit



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

College Pre-Calculus I & II (3198)

DUAL ENROLLMENT

Grade Level(s): 10-12

5.0 Weighted Grading Scale

Credit: 1 high school and 6 college



Prerequisites: CVCC Screening Test

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

Advanced Placement Calculus A/B (3177)

Grade Level(s): 11-12 5.0 Weighted Grading Scale Credit: 1 unit



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

Advanced Placement Calculus B/C (3179)

Grade Level(s): 11-12 5.0 Weighted Grading Scale Credit: 1 unit



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

Advanced Placement Statistics (3192)

Grade Level: 11-12 5.0 Weighted Grading Scale Credit: 1



unit
tools

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

College Linear Algebra (3211)

DUAL ENROLLMENT

Grade Level: 12 5.0 Weighted Grading Scale Credit: 1 unit

Linear Algebra is a senior level dual-enrolled mathematics course that covers matrices, vector spaces, determinates, solutions of systems of linear equations, basis and dimension, eigen values and eigen vectors. This course is designed for students considering post-secondary coursework or careers in mathematics, physical science, and engineering programs/fields.
Prerequisite: Advanced Placement Calculus B/C with a C average or higher.

Personal Living and Finance (3120)

Grade Level: 9-12

Credit: 1 unit

This course is designed to teach students the skills to manage personal finances and make sound financial decisions. This course may be taken in lieu of Economics and Personal Finance 6120 for qualifying students. This course requires the Workplace Readiness Skills for the Commonwealth Examination for credentialing. This course does not meet the graduation requirement for a virtual/online course.

MILITARY SCIENCE**Military Science I, II, III, & IV (7913, 7916, 7918, 7919)**

Grade Level(s): 9-12

Credit: Varies

Location: BSTC

Military Science assists students in developing citizenship and leadership traits to be successful in any career or vocation. Students may complete up to three years in the program. The curriculum focuses on enhancing self-esteem, loyalty and responsibility. In addition, students learn skills in decision making, project management, effective communication, teamwork and problem solving. *Military Science* also offers a wide variety of curricular and extracurricular activities including Raider extreme physical fitness competitions, precision marching, air-rifle marksmanship, community support and representational events such as color guards, flag details and parade units.

Dressing for and participating in physical training is a requirement for successful completion of the class. Emphasis is placed on physical fitness through strength, endurance, flexibility and cardio respiratory conditioning to meet Army physical fitness standards. Activities include team and lifetime sports. Students receive education on health, nutrition, diversity and violence prevention. Students learn First Aid and earn CPR AED certification by American Heart Association.

No student (cadet) enrolled in *Military Science* is under any military obligation. Students who complete the course are eligible for promotion immediately upon enlistment. This course is recommended for students interested in the following careers: military officer (any branch), soldier (any branch), police officer, political leader, manager, business administrator, lawyer, etc.

MUSIC**Concert Band (9234)**

Grade Level(s): 9-12

Credit: 1 unit

While concert band is an elective course, placement in concert band is by audition and/or discretion of the instructor (Auditions are generally held early in the second semester to accommodate earlier scheduling.). The instrumentation makeup of this class will be discretion of the instructor based on the needs of the students and the program. Students will develop the skills necessary to perform a variety of music. The students will perform concerts at school and community functions. When appropriate, participation in District Concert Assessment is encouraged, but is at the discretion of the instructor. The curriculum is based on Virginia's SOLs for Instrumental Music. This class may be repeated for elective credit.

Symphonic Band (9237)

Grade Level(s): 9-12

Credit: 1 unit

While band is an elective course, placement in symphonic band is by audition and/or discretion of the instructor (auditions are generally held early in the second semester to accommodate earlier scheduling.). Students develop the skills necessary to perform a variety of music. These skills include proper playing positions, controlled tone quality, tempo changes, major scales, intonation and sight reading. Advanced students begin to interpret music and develop precision in scale movement. The refined musical skills include a variety of articulations, complex meters and rhythmic patterns, major and chromatic scales, identification of key signatures, and accurate melodic and harmonic intonation. Students are required to perform at school

and community functions. Participation in the District Concert Assessment is strongly encouraged, but is at the discretion of the instructor. The curriculum is based on Virginia's SOLs for Instrumental Music. This class may be repeated for elective credit.

Advanced Symphonic Band (9238)

Grade Level(s): 10-12

Credit: 1 unit

While advanced symphonic band is an elective course, placement in the band is by audition and/or discretion of the instructor (Auditions are generally held early in the second semester to accommodate earlier scheduling). Students will study the major elements that make up the art of music. These concepts will include a more in-depth look at music history and the five major time periods spanning from renaissance to the contemporary time era. Music Theory including form, scales, triads and intervals will be studied. An emphasis will be placed on more advanced listening skills: identifying intervals and chord structure both melodically and harmonically as well as melodic and rhythmic dictation. Students will study the solo literature available for their instruments and will be given masterclass and solo opportunities to improve their individual musicianship. Students will continue to refine musical skills including major and minor scales, arpeggios, articulations, complex time signatures and rhythmic patterns. Students will be given the opportunity to explore different music performance idioms including the Roanoke Symphony, Opera Roanoke and other professional organizations. Due to the nature of this course, District Concert Assessment is expected as a meaningful experience for students in their musical development; however participation in this event is at the discretion of the instructor. The curriculum is based on Virginia's SOLs for Instrumental Music. This class may be repeated for elective credit.

Chorus (9285)

Grade Level(s): 9-12

Credit: 1 unit

This course is designed to assist beginning level students in developing the basic skills needed to sing properly. Students will develop vocal technique, music literacy, and critical assessment through a variety of experiences throughout this class. The students will be exposed to a variety of genres in choral music, including but not limited to secular, sacred, folk, and popular. Prior experience is not required for this course, and this course may be repeated for elective credit. The curriculum is based on the Virginia's SOLs for Beginning to Intermediate level for Choral Music Education and the National Standards for Music Education.

Advanced Chorus (9289)

Grade Level(s): 9-12

Credit: 1 unit

Advanced Chorus is designed for the student who has developed foundational skills needed to sing properly. The students will be exposed to a variety of genres in choral music, including but not limited to secular, sacred, folk, and popular. Students will demonstrate an increasing understanding of vocal technique, music literacy and critical assessment with each successive year of participation. Students will be required to perform at school and community functions. Prior experience is not required for this course, and this course may be repeated for elective credit. The curriculum is based on Virginia's SOLs for Intermediate to Advanced level for Choral Music Education and the National Standards for Music Education.

Chamber Ensemble (9292)

Grade Level(s): 9-12

Credit: 1 unit

Chamber ensemble is an advanced choral performing ensemble. Students will perform various styles of music, broadening their already well-rounded repertoire. Students will be expected to perform several times throughout the year to express themselves artistically and assess their musical growth. While prior choral experience is helpful, it is not required for members of this ensemble. The curriculum is based on Virginia's Advanced to Artist level Choral Music Standards of Learning and National Standards for Music Education.

Advanced Placement Music Theory (9223)

Grade Levels: 10-12

5.0 Weighted Grading Scale

Credit: 1 unit

AP Music Theory is a class designed to teach the mechanics of music. An in-depth look at how music is structured will be taken with special attention given to the following areas: musical terminology, music

notation, the grand staff, time signatures, key signatures, modes, melodic dictation, rhythmic dictation, triads, chord analysis, chord inversion, voice leading, harmonic progression, and figured bass notation. This class is primarily for those students who plan to major or minor in music at the college level, and should require the instructor's permission to enroll.

DANCE

NOTE: Dance classes can be used for Lifetime Activity credit (PE) or for fine arts credit but not for both at the same time.

Beginning/Intermediate Dance (9321)

Grade Levels: 9-12

Credit: 1 unit

For the beginning or intermediate dance student who has either never taken dance or has taken 1 year of dance. Students will study jazz, tap, modern, ballet, kinesiology, and ideokinesis and learn about career opportunities. Requires purchase of supplies. Provides performance opportunities.

Advanced Dance (9323)

Grade Levels: 9-12

Credit: 1 unit

For the advanced dance student due to the high level of difficulty students will be expected to perform at a high level of technical expertise and quality of movement. Students will study jazz, tap, ballet, kinesiology, ideokinesis, improvisation, composition and learn about career opportunities. Requires purchase of supplies. Performance is required.

Prerequisite: Two years in Beginning/Intermediate Dance, outside dance experience with permission of the instructor.

Dance Company (9325)

Grade Levels: 9-12

Credit: 1 unit

Prerequisite: Audition and current enrollment in Beginning/Intermediate Dance, Advanced Dance or dance technique courses outside of school. This is the performing dance company of Liberty High School. Students will be required to quickly learn and perform challenging pieces as well as create their own works. They may also be required to purchase supplies. Performance is required. Students in the dance company must take an additional dance class as the dance company class focuses on repertory and not technique.

SCIENCE

Earth Science (4210)

SOL TEST

Grade Level(s): 9-10

Credit: 1 unit



Earth Science is the study of the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. Major topics of study include plate tectonic, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe. The SOL test for Earth Science is given in this course. This course will be offered as a repeat course only at the high school or for transfer students who have not completed the course.

Biology (4310)

SOL TEST

Grade Level(s): 9-11

Credit: 1 unit



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

Pre-AP Biology (4330)**SOL TEST**

Grade Level(s): 9-11

4.5 Weighted Grading Scale

Credit: 1 unit



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

Advanced Placement Biology (4340)

Grade Level(s): 10-12

5.0 Weighted Grading Scale

Credit: 1 unit



Outline

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

Chemistry (4410)**SOL TEST**

Grade Level(s): 10-12

Credit: 1 unit



Chemistry is designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated through the use of laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology will be employed in experimental and analytical investigations, and concepts will be illustrated with practical applications. Technology including graphing calculators and computers may be used. Students will understand and use safety precautions with chemicals and equipment. The course emphasizes qualitative and quantitative study of substances and the changes that occur in them. In meeting the chemistry course requirements, students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively. The course is designed as preparation for college chemistry or other advanced sciences. The SOL test for Chemistry is given in this course.

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

Grade Level(s): 10-12

4.5 Weighted Grading Scale

Credit: 1 unit



other

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

Advanced Placement Chemistry (4470)

Grade(s): 11-12

5.0 Weighted Grading Scale

Credit: 1 unit



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

Advanced Placement Environmental Science (4270)

Grade Level(s): 10-12 5.0 Weighted Grading Scale Credit: 1 unit



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

Physics (4510)

Grade Level(s): 11-12 Credit: 1 unit



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

Advance Placement Physics 1: Algebra-Based (4573)

Grade level(s): 11-12 5.0 Weighted Scale Credit: 1 unit



Advance Placement Physics 1: Algebra-Based is the equivalent of a first semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electrical circuits. Students are expected to take the advanced placement examination for college credit.

Advanced Placement Physics 2: Algebra-Based (4574)

Grade level(s): 11-12 5.0 Weighted Scale Credit: 1 unit



Advanced Placement Physics 2: Algebra Based is the equivalent of a second semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Students are expected to take the advanced placement examination for college credit. A prerequisite for this course is the successful completion of AP Physics 1 or AP Physics B.

Advanced Placement Physics C (4571)

Grade level(s): 11-12 5.0 Weighted Grading Scale Credit: 1 unit



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

Earth Science II – Astronomy (4260)

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



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

Introduction to Anatomy & Physiology (4621)

Grade Level(s): 10-12

Credit: 1 unit



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

Biology II – Ecology (4320)

Grade Level(s): 10-12

Credit: 1 unit



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

TECHNOLOGY EDUCATION**Materials and Processes (8433)**

Grade Level(s): 9-12

Credit: 1 unit

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

Manufacturing Technology (8425)

Grade Level(s): 10-12

Credit: 1 unit

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

Recommended Prerequisite: 8433 Materials and Processes Technology

Construction Technology (8431)

Grade Level(s): 10-12

Credit: 1 unit

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

Recommended Prerequisite: 8433 Materials and Processes Technology

Technical Drawing (8435)

Grade Level(s): 10-12

Credit: 1 unit

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

Engineering Drawing (8436)

Grade Level(s): 11-12

DUAL ENROLLED – SRHS only

Credit: 1 unit

Prerequisite: 8435

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

for technology-bound students with an interest in all fields of engineering, engineer's assistant, drafting, design and architecture.

Architectural Drawing and Design (8437)

Grade Level(s): 10-12

Credit: 1 unit

Prerequisite: 8435

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

Advanced Drawing and Design (8438)

Grade Level(s): 12

Credit: 1 unit

Prerequisites: 8435 and 8436 or 8437

Students use a graphic language for product design and technical illustration. They increase their understanding of drawing techniques learned in the prerequisite courses. They research design-related fields while identifying the role of advanced drawing and design in manufacturing and construction industry processes. They apply the design process, analyze design solutions, reverse engineer products, create 3-D solid models using CAD, construct physical models, and create multimedia presentations of finished designs. They complete a work portfolio based on a chosen graphic project.

Engineering Explorations (8450)

Grade Levels: 9-10

Credit: 1 unit

This is the first course of a possible four-course pathway that will enable students to examine technology and engineering fundamentals related to solving real-world problems. Students will be exposed to a variety of engineering specialty fields and related careers to determine whether they are good candidates for postsecondary educational opportunities in engineering. Students will gain a basic understanding of engineering history and design, using mathematical and scientific concepts. Students will participate in hands-on projects in a laboratory setting as they communicate information through team-based presentations, proposals, and technical reports.

Engineering Analysis and Applications (8451)

Grade Level: 10-11

Credit: 1 Unit

Prerequisite: Engineering Explorations (8450) is required

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

Engineering Concepts and Processes (8452)

Grade Level(s): 11-12

Credit: 1 unit

Prerequisite: Engineering Analysis and Applications (8451) is required

Engineering Concepts and Processes is the third course of a four-course sequence that will enable students to solve real-world problems. This course focuses on building an engineering team, working with case studies, managing projects, applying logic and problem-solving skills, delivering formal proposals and presentations, and examining product and process trends. In addition, students continue to apply their engineering skills to determine whether they are good candidates for postsecondary educational opportunities in engineering. Students will participate in STEM-based, hands-on projects as they communicate information through team-based presentations, proposals, and technical reports.

Geospatial Technology (8423)

DUAL ENROLLMENT

Grade Level(s): 11-12

5.0 Weighted Grading Scale

Credit: 1 unit

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

TRADE AND INDUSTRIAL**Automotive Technology I and II (8506 and 8507)**

Grade Level(s): 11-12

Credit: 3-4 high school

Location: BSTC

This is a two-year *National Automotive Technicians Education Foundation (NATEF)* accredited program at Bedford Science and Technology Center that teaches the basic skills required in designed to prepare students for a career in the automotive repair industry and including hands-on instruction in inspecting, testing, and repairing automobiles. An on-the-job work experience *is offered to students that qualify as they advance in the program*. Training is provided through laboratory and classroom instruction in state-of-the-art facilities including highly technical and computerized equipment. Students entering the program should possess good math and science skills, as well as good reading comprehension. Due to the high interest expected in this program, students *are* selected through a screening process. The course includes an examination that confers certification from the Automotive Service Excellence (ASE) Association and the opportunity to test for the Virginia State Inspection License. Articulation agreements with Ohio Technical College (OTC), University of Northwestern Ohio (UNOH) and Universal Technical Institute (UTI) allow students to receive credit at these industry acclaimed technical institutions toward certificate completion saving the family/student tuition and allowing the student early program completion at no cost.

Building Management I and II (8590, 8591)

Grade Level(s): 10-12

Credit: 3 units yearly

Location: BSTC

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

Building Construction I & II (8601, 8602)

Grade Level(s): 11-12

Credit: 3-4 high school

Location: BSTC

This course taught at Bedford Science and Technology Center is designed to train students to enter the commercial and industrial fields of carpentry and woodworking. The student will be equipped not only with shop skills, but also with related information such as blueprint reading, methods of construction, insulation techniques, building materials and foundational plumbing and masonry skills. Safety is an integral part of the program. Students will have the opportunity during their first year to earn the OSHA 10 hour safety certification in the construction industry. Emphasis is placed on the construction of residential housing and custom-made cabinets. Students construct a three-bedroom house during their two years in the program as a

part of their job training experience. The student who wishes to enroll in Building Construction I must be in the eleventh or twelfth grade. No prior training or experience is required for placement, although knowledge of technology education, woodworking, and mechanical drawing is helpful. The student should have a good knowledge of mathematics and its application. Students will benefit from a partnership with Habitat for Humanity and instruction in green technology. The course includes an industry-recognized credential test which certifies knowledge attained toward a journeyman card which is recognized by many higher education programs including CVCC and Virginia Technical Institute (VTI) in Altavista. This course is recommended for students interested in the following careers: builder, plumber, mason, cabinet maker, woodworker, roofer, drywall installer, Carpenter, foremen, contractor, etc.

Collision Repair Auto Body Technology I and II (8676, 8677)

Grade Level(s): 11-12

Credit: 3-4 high school

Location: BSTC

This course provides training at Bedford Science and Technology Center in repairing, rebuilding, and refinishing automobile bodies. During the first year, emphasis is given to the development of skills in oxyacetylene welding, and (M.I.G.) metal inert gas welding. Repairing, replacing and aligning of auto body parts such as doors, fenders, hood panel and trunk lids will also be performed in the first year of instruction. Emphasis will also be given in body filler application, masking procedures, priming panels, and spray painting. In the second year, additional skills are developed in M.I.G. welding, part replacement, and operating frame straightening equipment. I-CAR procedures and estimating repair costs are included in the training. Skills in sanding, masking, and spray painting of various paints used in industry, including base coat, clear coat and polyurethane paint systems are also learned. The second year course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia. This course is recommended for students interested in the following careers: Insurance adjuster, body shop owner, metal fabricator, welder, collision repair technician, auto body painter, etc.

Cosmetology I and II (8528, 8529)

Grade Level(s): 11-12

Credit: 3-4 high school credits

Location: BSTC

Prerequisite: Application

Cosmetology is the study of hair, skin, and nails and their related care. Students study and prepare in a clinical lab setting, using mannequins and live models for manipulative skill practice. The program emphasizes safety and sanitation, communication, and management skills. Related areas of study include psychology, ethics, and presentation of a professional image. Competency completions prepare the student for the Virginia Board of Cosmetology licensing exam. Completed application packet is required. This course is recommended for students interested in the following careers: hairdresser, cosmetologist, nail technician, wedding stylist, make-up consultant, beautician, etc.

Electricity & Cabling I and II (8533, 8534)

Grade Level(s): 11-12

Credit: 3-4 high school

Location: BSTC

In the first year at Bedford Science and Technology Center the student develops electrical safety skills, use of tools, and knowledge of electrical control circuits through actual hands-on projects. Blueprint reading, circuit diagramming and residential electrical design are practiced, along with lab projects. Electrical theory is studied through class lecture, self-study in lab kits, and classroom demonstrations. This course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia.

The second-year student will complete a comprehensive and in-depth study of the national electric code, blueprint reading, residential electrical job costs, and material and system-design computations. In-depth experience is given in actual wiring of residential circuits. In this program at Bedford Science and Technology Center the student may advance in skills competence at a comfortable rate. Other advanced areas of study include industrial motor control wiring, appliance repair and motor rewinding. Students who enroll should

possess good mathematical skills and mechanical aptitudes. This course includes the NCCER examination which certifies knowledge attained toward a journeyman card which is recognized by many higher education programs including LU, CVCC, and the Virginia Technical Institute (VTI) in Altavista. This course is recommended for students interested in the following careers: building inspector, commercial/residential electrician, cable installer, lineman, etc.

Work Study (9030)

Grade Level(s): 11-12

Credit: 3 units yearly

Location: BSTC

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

INTERNSHIPS/WORK EXPERIENCE

Buildings and Grounds Internship (9826)

Grade Level(s): 10-12

Credit: 1 unit

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

General Internship (9827)

Grade Level: 11-12

Credit: 1 unit

The General Internship is available to students who want to gain experience beyond the classroom toward goals after high school. A student requesting General Internship must go through an application process and be approved by the requested teacher, school counselor, and principal. Students must have prior knowledge/experience in the course requested to be able to serve as a mentor/assistant in the classroom.

Career Internship (9828)

Grade Level: 12

Credit: 1 unit

Career Internship combines a weekly internship at a local business/industry aligned with students' career interests and classroom instruction designed to equip them with skills critical for success in the workplace. This course provides senior students an opportunity to practically apply their academics and further develop workplace skills in preparation for successful transition into postsecondary and career experiences. This course includes an examination that confers certification from a recognized industry, trade, or professional association or a professional license from the Commonwealth of Virginia.

Library Internship (1600)

Grade Level: 11-12

Credit: 1 unit

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

Science Internship (9829)

Grade Level: 11-12

Credit: 1 unit

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

recommendations are required. Contact a science teacher or guidance counselor for more information about the application process.

Leadership Through Career Exploration (9097)

Grade Levels: 11-12

Credit: 3-4 Units

Location: BSTC

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

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

Teacher/Office Volunteer (9831)

Grade Level(s): 10-12

Credit: 0 units

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

SOL SUPPORT

SOL Support (0110)

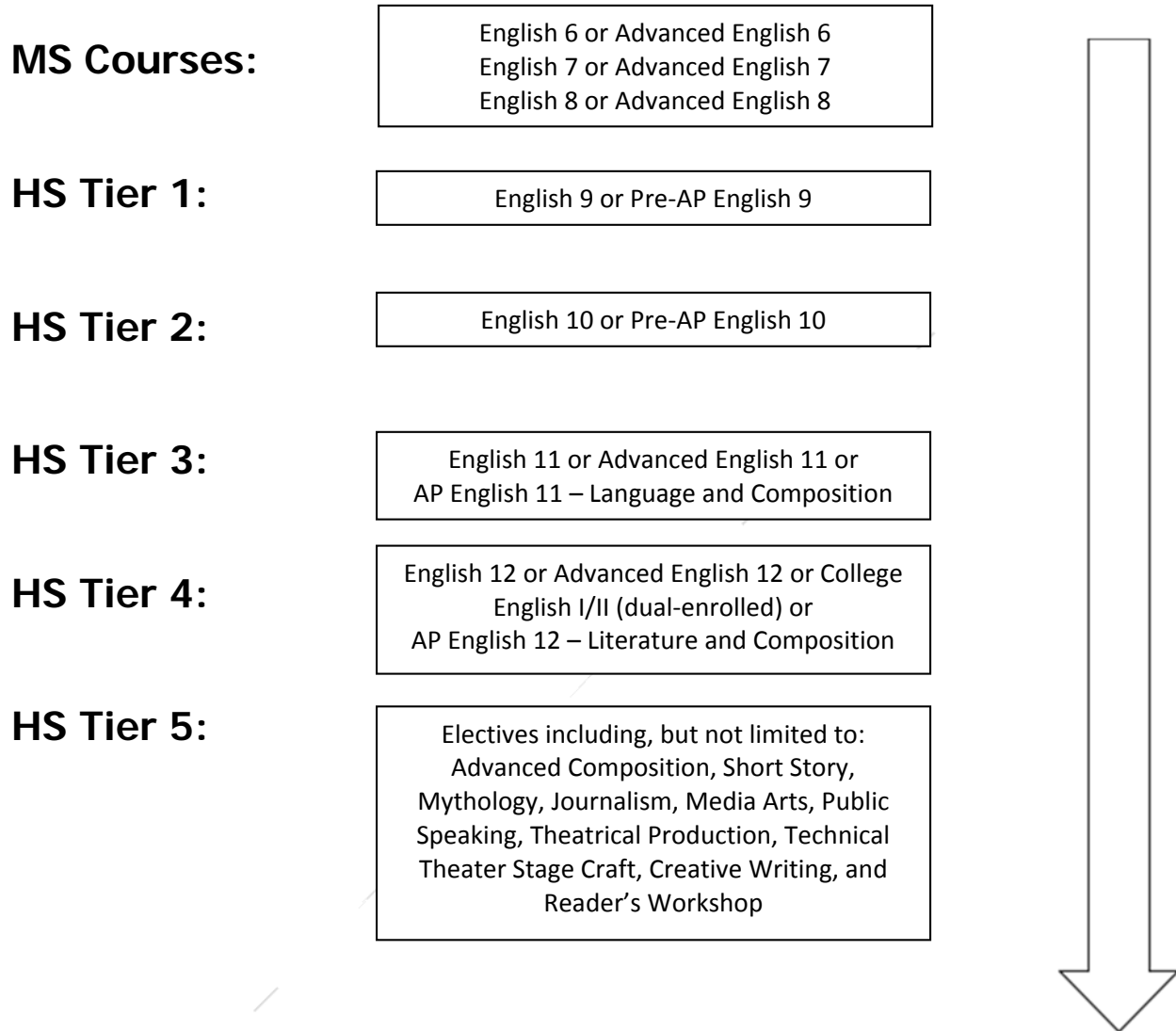
Grades: 9-12

Credit: 1 unit

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

English Sequence

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



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

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

Math Sequence

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

MS Courses^o:	Math 6 or Advanced Math 6 Pre-Algebra or Algebra I Algebra Concepts or Pre-AP Geometry
HS Tier 1:	Algebra I
HS Tier 2:	Geometry or Pre-AP Geometry
HS Tier 3*:	Algebra Functions & Data Analysis
HS Tier 4:	Algebra II or Pre-AP Algebra II
HS Tier 5⁺:	Applied Algebra/Trigonometry or College Pre-Calculus (dual enrolled) or Math Analysis/Pre-Calculus or AP Statistics
HS Tier 6⁺:	College Pre-Calculus (dual enrolled) or Math Analysis/Pre-Calculus or AP Calculus AB or AP Statistics
HS Tier 7:	AP Statistics or AP Calculus BC
HS Tier 8:	College Linear Algebra



^o Middle students who successfully complete Algebra I begin with Tier 2 at the high school. Middle school students who successfully complete Algebra I and Pre-AP Geometry begin with Tier 4 at the high school. Middle school students who successfully complete Algebra I, Pre-AP Geometry, and Pre-Algebra II begin with Tier 5 at the high school.

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

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

Science Sequence

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

MS Courses:

Life Science Physical Science Earth Science

HS Tier 1:

Biology or Pre-AP Biology

HS Tier 2*:

Biology II/Ecology or Earth Science II/Astronomy or Introduction to Anatomy and Physiology

HS Tier 3:

Chemistry or Pre-AP Chemistry

HS Tier 4⁺:

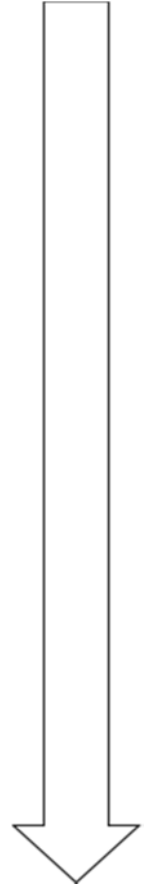
AP Biology or AP Chemistry or Physics or AP Physics 1 or AP Environmental Science
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HS Tier 5⁺:

AP Biology or AP Chemistry or AP Physics 1 or AP Physics 2 or AP Environmental Science

HS Tier 6⁺:

AP Physics C



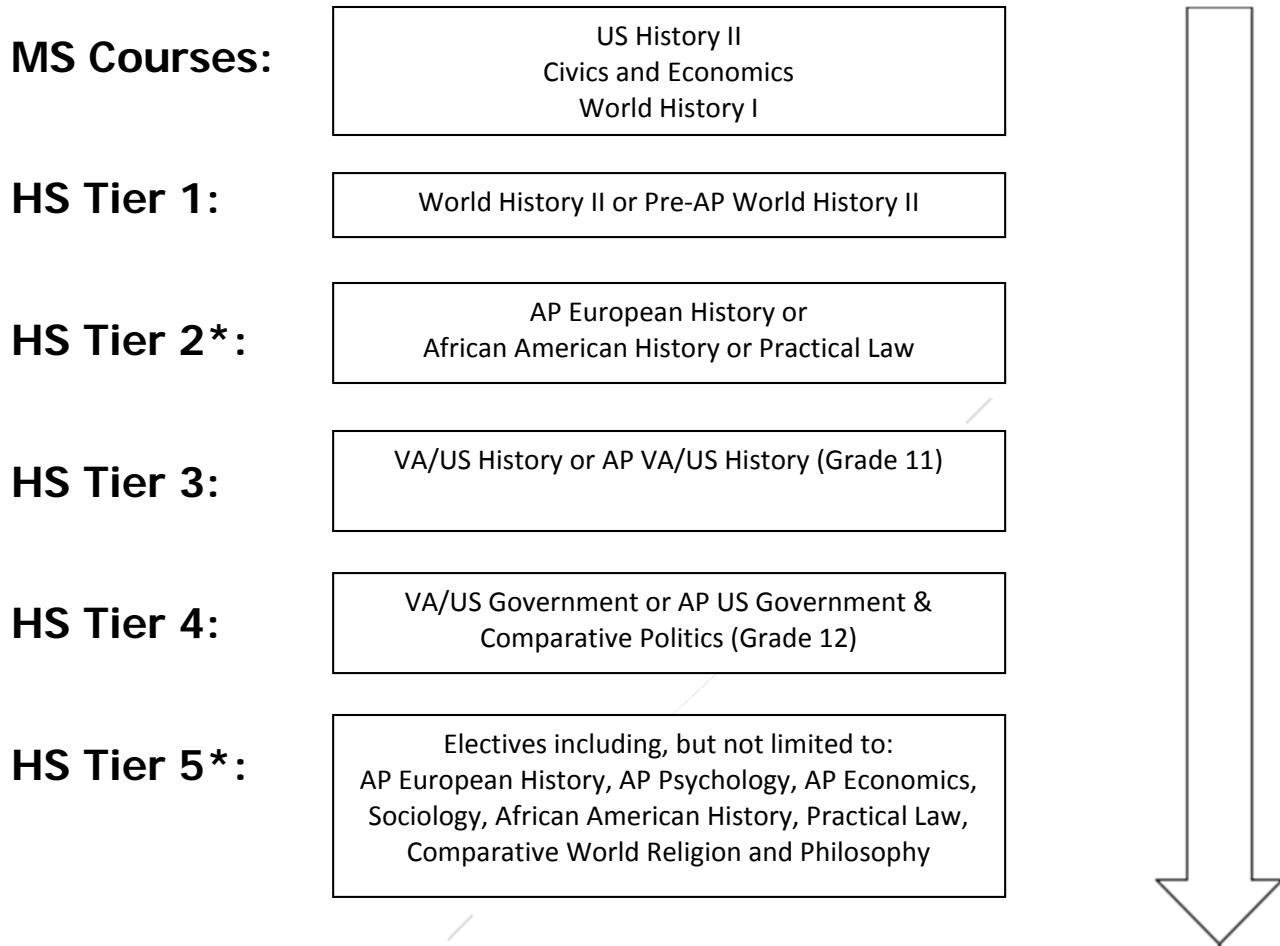
* HS Tier 2 may be skipped in an Advanced Studies sequence. No other Tier may be skipped.

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

For students entering the ninth grade for the first time in 2011-2012 and beyond, to earn an Advanced Studies Diploma, courses completed to satisfy this requirement shall include course selections from at least three different science disciplines including earth science, biology, chemistry or physics.

History Sequence

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



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

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

APPENDIX A:**Enrollment in a Bedford County School**

The list below includes items needed for enrollment in a Bedford County Public School. For specific enrollment questions, parents/guardians and students are encouraged to contact the school of intended enrollment. The school secretary or registrar at each school can assist with specific details of enrollment.

Birth Certificate (§ 22.1-3.1 of the Code of Virginia)

Except as provided in § 22.1-3.1 of the *Code of Virginia*, no student shall be admitted for the first time to any public school in any school division in Virginia unless the person enrolling the student shall present, upon admission, a certified copy of the student's birth record. A photocopy of the child's birth certificate will not meet this requirement. If a certified copy of the child's birth certificate cannot be obtained, the person enrolling the child must submit a sworn statement setting forth the child's age and explaining the inability to present a certified copy.

A certified copy of a birth record for a person born in Virginia may be obtained from the Virginia Department of Health, Division of Vital Records and Health Statistics. See [obtaining a certified copy of a birth record](#) for information about that process.

Street Address (§ 22.1-4.1 of the Code of Virginia)

Documentation of the street address or route number of the child's residence must be provided. If no street address or route number exists for the child's residence, a post office box number must be provided. If a child has no regular, fixed residence but resides within the school division in a temporary shelter, institution, or place not ordinarily used as a residence, the school division may determine that a street address, route number, or post office box number, cannot be provided and may accept an alternative form of address that it considers appropriate.

When a student is being registered in Bedford County Public Schools for the first time and each time there is a change of address, it is required that the parent or guardian present reasonable proof of residing in our school district. Acceptable documentation includes a copy of a mortgage, lease, or real estate tax statement of the principal residence in Bedford County. Note: A parent or guardian can be charged with a Class 4 misdemeanor for knowingly making a false statement concerning the residency of a child in a particular school division or school attendance zone if the purpose is to avoid tuition or to enroll the student in a school outside the attendance zone in which the student resides ([§ 22.1-264.1 of the Code of Virginia](#)).

Every person of school age shall be deemed to reside in a school division if living with ([§ 22,1-3 of the Code of Virginia](#)):

- Natural parent or parent by legal adoption
- An individual defined as a parent, based on a special power of attorney, relative to the guardianship of a child of a military family
- An individual, in place of the parents, because the natural parents are no longer living
- Court appointed guardian
- An individual who has legal custody of the student
- Foster Parent with Bedford County Department of Social Services
- Foster Parent with an Out-of-County Agency
- Relative of youth providing care and/or custody
- Emancipated minor
- Homeless youth

If none of the above apply, the school can provide contact information for a district office administrator who can assist.

To determine eligibility for admission to Bedford County Public Schools on a tuition basis, please consult policy [JCE, Non-Residents](#).

School Entrance Health Form (§ 22.1-270 of the *Code of Virginia*)

[Section 22.1-270](#) of the *Code of Virginia* precludes the admission of a student for the first time to any public kindergarten or elementary school in a school division unless the student furnishes, prior to admission, a report of a comprehensive physical examination from a qualified licensed physician, or a licensed nurse practitioner, or licensed physician assistant acting under the supervision of a licensed physician. The examination must be of the scope prescribed by the State Health Commissioner and must have been performed within 12 months before the date the student first enters the public school. Students may also provide records showing that they furnished such a report upon admission to another school or school division and provide the information that was contained in that report. See [School Entrance Physical Exam Form](#) (PDF) and [Instructions](#) (PDF) for additional information regarding the form that may be used for the examination.

Upon request, Virginia's health departments in all of its counties and cities must provide the physical examination for medically indigent children without charge.

The Comprehensive Physical Examination is not required of any child if it violates the family's religious beliefs and the child's parent or guardian states in writing that the child is free from any communicable or contagious disease and there is no visual evidence of sickness.

Immunizations (§ 22.1-271.2 of the *Code of Virginia*)

Documentation indicating that the child has received the required immunizations must be provided. See the Virginia Department of Health [School and Day Care Minimum Immunization Requirements](#) (PDF) for a list of the required immunizations as well as a list in the following section entitled Minimum School Immunization Requirements.

Any child whose immunizations are incomplete may be admitted conditionally, if the parent or guardian provides documentation at the time of enrollment, that the child has received at least one dose of the required immunizations and has a written schedule for completing the remaining doses within 90 days. If the student requires more than two doses of hepatitis B vaccine, the conditional enrollment period shall be 180 calendar days.

No certificate of immunization shall be required for a student's school admission if (i) the student or his parent submits an affidavit to the admitting official stating that the administration of immunizing agents conflicts with the student's religious tenets or practices; or (ii) the school has written certification from a licensed physician, licensed nurse practitioner, or a local health department that one or more of the required immunizations may be detrimental to the student's health, indicating the specific nature and probable duration of the medical condition or circumstance that contraindicates immunization.

Social Security Number (§ 22.1-260 of the Code of Virginia)

For purposes of § 22.1-260, each student shall present a federal social security number within 90 days of his enrollment. The Board of Education shall, after consulting with the Social Security Administration, promulgate guidelines for determining which students are eligible to obtain social security numbers. In any case in which a student is ineligible, pursuant to these guidelines, to obtain a social security number or the parent is unwilling to present such number, the superintendent or his designee may assign another identifying number to the student or waive this requirement.

Expulsion Statement (§ 22.1-3.2 of the Code of Virginia)

When a student is registered, the parent must provide a sworn statement about whether the child has been expelled from attending a private school or another public school in Virginia or a school in another state for an offense involving weapons, alcohol or drugs, or for willful infliction of injury to another person. In addition, the parent must provide a sworn statement or affirmation indicating whether the student has been found guilty of or adjudicated delinquent for any offense listed in subsection G of § 16.1-260 or any substantially similar offense under the laws of any state, the District of Columbia, or the United States or its territories.

Homeless Students (§ 22.1-3 of the Code of Virginia)

School divisions must immediately enroll homeless students and coordinate the provision of services to homeless students with relevant local social services agencies and other agencies and programs providing services to such students, and with other school divisions. In addition, division superintendents cannot exclude from school attendance those homeless children who do not provide the requisite health or immunization information required of other students. School divisions must immediately refer the student to the school division liaison required to assist the student in obtaining necessary physical examinations or proof of completion of immunizations. See [Project Hope-Virginia](#), call 757-221-4002 or 877-455-3412, or email homlss@wm.edu for more information regarding the enrollment of homeless students.

Students in Foster Care (§ 22.1-3.4 of the Code of Virginia)

A student who has been placed in foster care by a local social services agency shall be immediately enrolled even if the placing social services agency is unable to produce the documents required for enrollment. In such cases, the person enrolling the student must provide a written statement including specifics required by the *Code* at the time of enrollment. See § 22.1-3.4 of the *Code of Virginia* and [Enrollment of Students in Foster Care](#) for additional information.

You may want to review §§ 22.1-1, 22.1-3, 22.1-5, 22.1-254, and 22.1-255 of the *Code of Virginia*. These sections provide additional information, including the definitions of "parents" and "person of school age," information regarding compulsory attendance and the requirements for residency within a school division.

References: [Bedford County Public Schools policies/regulations, the Code of Virginia, and \[http://www.doe.virginia.gov/students_parents/student_enrollment.shtml\]\(http://www.doe.virginia.gov/students_parents/student_enrollment.shtml\)](#)

APPENDIX B:

Minimum School Immunization Requirements

Documentary proof shall be provided of adequate age appropriate immunization with the prescribed number of doses of vaccine indicated below for attendance at a public or private elementary, middle or secondary school, child care center, nursery school, family day care home or developmental center. Vaccines must be administered in accordance with the harmonized schedule of the Centers for Disease Control and Prevention, American Academy of Pediatrics, and American Academy of Family Physicians and must be administered within spacing and age requirements (<http://www.vdh.virginia.gov/Epidemiology/Immunization/acip.htm>). Children vaccinated in accordance with either the current harmonized schedule or the harmonized catch-up schedule (including meeting all minimum age and interval requirements) are considered to be appropriately immunized for school attendance.

Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap). A minimum of 4 doses. A child must have at least one dose of DTaP or DTP vaccine on or after the fourth birthday. DT (Diphtheria, Tetanus) vaccine is required for children who are medically exempt from the pertussis containing vaccine (DTaP or DTP). Adult Td is required for children 7 years of age and older who do not meet the minimum requirements for tetanus and diphtheria. Effective July 1, 2014, a booster dose of Tdap vaccine is required for all children entering the 6th grade.

Haemophilus Influenzae Type b (Hib) Vaccine. This vaccine is required ONLY for children up to 60 months (5 years) of age. A primary series consists of either 2 or 3 doses (depending on the manufacturer). However, the child's current age and not the number of prior doses received govern the number of doses required. Unvaccinated children between the ages of 15 and 60 months are only required to have one dose of vaccine.

Hepatitis B Vaccine. A complete series of 3 doses of hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule **ONLY** for adolescents 11-15 years of age AND **ONLY when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine** is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.

Human Papillomavirus Vaccine (HPV). Effective October 1, 2008, a complete series of 3 doses of HPV vaccine is required for females. The first dose shall be administered before the child enters the 6th grade. After reviewing educational materials approved by the Board of Health, the parent or guardian, at the parent's or guardian's sole discretion, may elect for the child not to receive the HPV vaccine.

Measles, Mumps, & Rubella (MMR) Vaccine. A minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each because the vaccine usually administered is the combination vaccine MMR). First dose must be administered at age 12 months or older. Second dose of vaccine must be administered prior to entering kindergarten but can be administered at any time after the min. interval between doses 1 and 2.

Pneumococcal (PCV) Vaccine. This vaccine is required ONLY for children less than 60 months of age. One to four doses, dependent on age at first dose, of pneumococcal conjugate vaccine are required.

Polio Vaccine. A minimum of 4 doses of polio vaccine. One dose must be administered on or after the fourth birthday.

Varicella (Chickenpox) Vaccine. All children born on and after January 1, 1997, shall be required to have one dose of chickenpox vaccine administered at age 12 months or older. Effective March 3, 2010, a second dose must be administered prior to entering kindergarten but can be administered at any time after the minimum interval between dose 1 and dose 2.

For further information, please call the Virginia Division of Immunization at 1-800-568-1929 (in state only) or 804-864-8055.