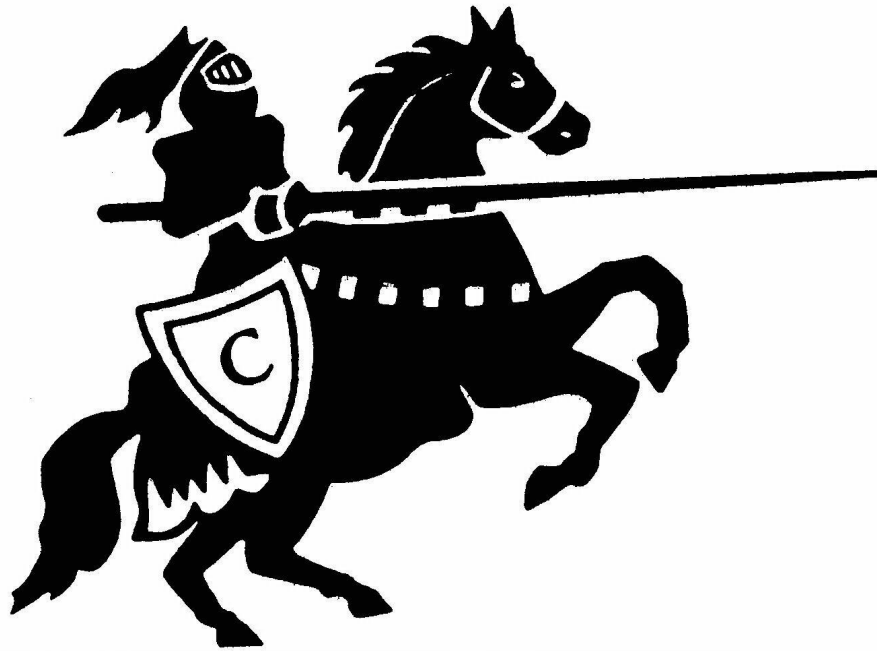


Charlottesville High School



Program Planning Guide 2007-2008



Charlottesville High School
1400 Melbourne Road
Charlottesville, VA 22901
(434) 245-2410



Dear Parent/Guardian

With the beginning of the new semester, it is also time to start thinking about courses for the 2007-2008 school year. As a piece of this process, a *Program Planning Guide* is made available to you and your son/daughter to provide an opportunity to consider the course offerings that might best suit your child's needs. In an effort to keep up with our electronic world, the *Program Planning Guide* will be posted on the Charlottesville High School web site under the *Program Planning Guide* link. It will also be available to parents and students in printed form.

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

1. **Program Planning Guide:** These will be made available to parents and students to study and to make preliminary selections. Remember to select two alternate choices for electives (January)
2. **Teacher Recommendation Day:** Teachers will enter recommendations for each student in the student data base. (January)
3. **Classroom Presentations and Small Group Program Planning Sessions:** Counselors will visit English classes to explain the Program Planning Process, and to meet with students in small groups to review the teacher recommendations, the four-year plan and the transcripts. (February-March)
4. **Copies of courses selected** will be mailed home. (April)
5. **Schedule Adjustments:** Teachers, students, and parents with concerns about the courses selected may make appointments with counselors to make adjustments. (May-June)

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

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

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

Sincerely,
CHS School Counseling Department

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CHARLOTTESVILLE HIGH SCHOOL ADMINISTRATION

Kenneth H. Leatherwood, Principal
 Gretchen Henning, Assistant Principal
 Lawrence Clarke, Assistant Principal

Vernon Bock, Assistant Principal
 Carroll W. Bickers, Athletic Director

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

To be truly educated in the twenty-first century, students must achieve high academic standards and be able to apply what they have learned. New technologies and international competition have redefined employment. Fewer and fewer jobs require repetitive, assembly-line processes. Rather, proficiency in technology, information acquisition and processing, problem solving, teamwork, and effective communication are the new requisite job skills. Students must combine their academic knowledge with technical skills to function in existing and emerging professional careers. This program planning guide provides an over-view of Charlottesville High School's academic offerings and career information to help students make wise curricular decisions that will benefit them academically and prepare them for future work and training in an increasingly technical world. Information about career families may help students identify careers, plan career pathways, determine educational options, identify related elective courses, and acquaint them with a variety of work-based learning activities.

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

Placement of students in most academic courses is based on individual achievement in prerequisite classes, needs, and interests. Several levels, Advanced Placement, honors, accelerated, grade level, and applied, represent different requirements for the same subject matter. **Students are urged to read course descriptions carefully and select the level that best suits their achievement, needs, and interests in each subject.** The student, parent, school counselor, and teacher decide placement in a subject area or level of a subject cooperatively. This decision includes a thorough review of student progress, results of standardized test scores, and teacher evaluation of student performance.

SCHOOL COUNSELORS

Each student is assigned to a counselor based on the first letter of the student's last name. Counselors provide students with vocational and career information, college and scholarship counseling, written recommendations and references, and assistance with personal problems. In addition, they help students define goals that reflect personal interests and abilities. Students may see counselors by appointment. Appointments may be made before school, between classes, at break, or after school.

SCHEDULING PROCESS AND REQUIREMENTS

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

LEVELS OF STUDY

Advanced Placement (AP) courses are designed for highly motivated students who wish the challenge of college-level work while still in high school. Students enrolled in AP courses are expected to take the AP examination in May. College credit may be earned depending upon the score achieved on the exam and individual policies of college and universities. AP weight (GPA) will be assigned only to those students who are enrolled in an AP course.

Honors and Advanced (H and A) level courses are designed for students who are academically motivated, have demonstrated achievement, and are prepared for advanced work.

Grade level courses are designed for those students who are reading and writing on grade level and are ready to achieve in the regular curriculum.

Applied level courses are designed for those students who need to learn basic skills and practical applications.

IEP level courses are designed for students who have individual education plans.

ACCEPTING CREDIT FROM NON-ACCREDITED SCHOOLS

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

CLASS RANK

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

GRADE POINT SCALE

<u>GRADE</u>	<u>GRADE LEVEL</u>	<u>ADVANCED</u>	<u>HONORS</u>	<u>AP/Dual</u>
A	4	4.25	4.5	5
B	3	3.25	3.5	4
C	2	2.25	2.5	3
D	1	1.25	1.5	2
F	0	0	0	0

GRADING SCALE

Charlottesville High School teachers use the following grading scale:

A	91 – 100
B	81 – 90
C	71 – 80
D	65 – 70
F	0 – 64

HOMEWORK

Students are responsible for daily homework assignments in advanced placement, honors, and accelerated-level courses. In most other courses, homework is assigned regularly.

MAXIMUM CREDIT

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

DOUBLING UP

Only seniors will be allowed to enroll in two sequential courses. For example, a junior will not be allowed to enroll in English 10 and 11 during one academic year. Students who fail a course during the regular school year are expected to repeat that course during summer school.

PROMOTION POLICY AND GRADE CLASSIFICATION

Grade 10: 5 credits from grade 9 (one is English)

Grade 11: 10 credits from grades 9 & 10 (two are English)

Grade 12: 15 credits from grades 9, 10, & 11 (three are English)

SCHEDULE CHANGES AND WITHDRAWALS

Schedule changes will be approved only under the following circumstances:

1. The courses listed on the schedule are not those selected.
2. A course required by a student does not appear on the schedule.
3. A senior needs to adjust his or her schedule to meet graduation requirements.
4. A student fails a course and needs to be rescheduled. *Withdrawal from a class requires signatures of a parent, counselor, and teacher.*

Only during the first three weeks of school may a student withdraw from a class in order to enroll in another class. When possible, another course is substituted in place of the dropped course and the student is responsible for making up all missed work. After the first three weeks, a student may only drop a class to enroll in a study hall. *No student may have more than one study hall.* If a class is dropped within the first nine weeks, the dropped course will be deleted from the transcript. If the class is dropped after the first nine weeks, the dropped course will appear on the transcript as either "WP" (Withdrew Passing) or "WF" (Withdrew Failing). Students who change classes after the course-change window closes, may not receive full credit for the course. No semester course may be added after the first three weeks of a semester. Semester credit is not awarded for partial completion of a full-year course. *Requests for level changes, i.e. from Honors level English to Advanced level English, will be considered on an individual basis at the end of the first nine weeks or at the beginning of the 2nd semester.*

NCAA DIVISION I ACADEMIC ELIGIBILITY REQUIREMENTS:

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

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

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

See your counselor for details and clearinghouse applications.

MILITARY ACADEMIES

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

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

SOL REQUIREMENTS

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

ENGLISH

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

HISTORY & SOCIAL SCIENCE

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

MATHEMATICS

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

SCIENCE

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

***Students must choose to take and test in one additional course from the subject areas listed.** Students must also earn required units of credit to graduate. See the following page for further information on units of credit.

GRADUATION REQUIREMENTS

Charlottesville High School offers two diplomas: a 22 credit Standard Diploma and a 24 credit Advanced Studies Diploma. A State Board of Education Seal is awarded to students who meet the minimum requirements for a diploma and maintain a "B" average or better. A Governor's Seal is awarded to students who maintain a "B" average, meet the minimum requirements for an Advanced Studies Diploma, and successfully complete a minimum of 9 college credits in "AP" or college-level course. Students seeking the Advanced Studies Diploma may or may not be enrolled in advanced-level courses.

Standard Diploma

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

Standard Diploma Course Requirements (8 VAC 20-131-50.B)			
Discipline Area	Standard Credits Effective with ninth graders in 1998-99	Verified Credits - Effective for Ninth Graders in . . .	
		2000-01 through 2002-03	2003-04 and beyond
English	4	2	2
Mathematics [Note 1]	3		1
Laboratory Science [Notes 2 & 6]	3		1
History and Social Sciences [Notes 3 & 6]	3		1
Health and Physical Education	2		
Fine Arts or Career & Technical Education	1		
Electives [Note 4]	6		
Student Selected Test [Note 5]		4	1
Total	22	6	6

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

NOTE 1: Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry.

NOTE 2: Courses completed to satisfy this requirement shall include course selections from at least two

NOTE 3: Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both.

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

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

NOTE 6: Students who complete a career and technical [education] program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit and (2) either a science or history or social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Electives

Sequential Electives

Beginning with the graduating class of 2003, at least two sequential electives are required for the Standard Diploma. Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.

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

Fine Arts or Career and Technical Education

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

Advanced Studies Diploma

To earn an Advanced Studies Diploma, students must earn at least 24 standard units of credit and at least nine verified units of credit. The table below displays the course and credit requirements for an Advanced Studies Diploma.

Advanced Studies Diploma Course Requirements (8 VAC 20-131-50.C)		
Discipline Area	Standard Credits Effective with ninth graders in 1998-99 and later	Verified Credits Effective with ninth graders in 2000-01 and later
English	4	2
Mathematics [Note 1]	4	2
Laboratory Science [Note 2]	4	2
History and Social Sciences [Note 3]	4	2
Foreign Languages [Note 4]	3	
Health and Physical Education	2	
Fine Arts or Career & Technical Education	1	
Electives	2	
Student Selected Test [Note 5]		1
Total	24	9

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

NOTE 1: Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II.

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

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

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

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

◆**Electives**

Fine Arts or Career and Technical Education - The Advanced Studies Diploma contains a requirement for one standard unit of credit in a fine arts or career and technical education course. The Standards of Accreditation do not require that courses used to satisfy the requirement of a fine arts or career and technical education course be approved by the board.

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.

ALTERNATIVES TO THE STANDARD OR ADVANCED STUDIES DIPLOMAS

IEP DIPLOMA

Special needs students may earn an Individual Educational Program (IEP) Diploma by completing all the goals of their individual educational plan. This diploma is awarded instead of a Standard Diploma.

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

MODIFIED STANDARD DIPLOMA

The Modified Standard Diploma program is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. The student's Individual Education Plan (IEP) team and the student determine eligibility and participation in the Modified Standard Diploma program, where appropriate, at any point after the students' eighth grade year. The school must secure the informed written consent of the parent/guardian and the student to choose this diploma program. The student who chooses to pursue a Modified Standard Diploma is allowed to pursue the Standard or Advanced Studies Diploma at any time throughout that student's high school career. Beginning with the 9th grade class of 2000-2001, students pursuing the Modified Standard Diploma must pass Grade 8 Mathematics and Grade 8 English: R/LR SOL Tests.

Modified Standard Diploma Credit and Course Requirements	
Discipline Area	Standard Credits
English	4
Mathematics [Note 1]	3
Science [Note 2]	2
History and Social Science [Note 3]	2
Health and Physical Education	2
Fine or Practical Arts	1
Electives [Note 4]	6
Total	20

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

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

NOTE 3: Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government.

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

◆Electives

Sequential Electives

Beginning with the graduating class of 2003, at least two sequential electives are required for the Modified Standard Diploma..

- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.
- An introductory course followed by another level of the same course of study may be used.
- Sequential electives do not have to be taken in consecutive years.

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

INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN (ISAEP)

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

EARN COLLEGE CREDIT WHILE IN HIGH SCHOOL

COLLEGE and UNIVERSITY COURSE ENROLLMENT

The University of Virginia and Piedmont Virginia Community College occasionally allow accelerated high school students to enroll in courses at their institutions during the regular academic year. In general, these special students have exceeded the offerings of the high school in a particular discipline, e.g., completed AP Calculus in the junior year and wish to continue studying mathematics beyond that level. Prior to registration, a student must receive permission from his or her counselor, and the principal, and must complete an application provided by the college. Application materials are available in guidance. In cases where the college course is a necessary and logical continuation of a student's program of study, the Charlottesville City Schools may pay the tuition. A separate application requesting tuition reimbursement is available from the CHS guidance department. The student must earn a grade of "B" or higher in the college course to request reimbursement. All charges for books, labs, and supplies are the responsibility of the student. Students must supply their own transportation to and from the college. Students are strongly encouraged to consider all of the curricular and co-curricular offerings available at CHS before enrolling in a course at the University of Virginia or at Piedmont Virginia Community College.

ARTICULATION COURSE AGREEMENT

The articulation agreement is a formal written document between the high school and community college that identifies specific course competencies that must be successfully completed in order for the student to receive credit for the course at the community college. The course is offered at the high school during the regular day. Credit for the course will be identified on the transcript without a letter grade. Acceptance by the community college for successfully completing an articulated course does not mean that the course will transfer to any other institution of higher learning. Prior to admission to Piedmont Virginia Community College, the student must take the community college placement tests.

DUAL CREDIT

Dual credit is defined as credit earned in a course in which the cost of the course is normally paid by either the high school or the student. The student takes the course at the community college, but outside of the high school day. The student earns credit with both the community college and the high school. The course will be identified on the transcript as college level course and the student will receive a letter grade. A student enrolled in a dual credit course must follow the community college guideline for course credit. Prior to admission to the community college, the student must take community college placement tests.

DUAL ENROLLMENT

Dual enrollment is defined as credit earned in a course that is normally paid for by the high school and is offered during the regular day at the high school. The student earns credit at both the high school and the community college. The teacher must meet Southern Association of Colleges and Schools educational and professional preparation requirements. The course will be identified on the transcript as a college level course. A student enrolled in a dual enrollment course must follow the community college guideline for course credit. The student will receive a letter grade. Prior to admission to Piedmont Virginia Community College, the student must take the community college placement tests.

PATHWAY TO INDUSTRY CERTIFICATION

Pathway to Industry Certification provides an opportunity for high school students to earn their high school diploma and receive tuition-free technical preparation for a selected industry certification or state licensure. Students enroll during the senior year (if possible) and sign an agreement to continue training at the community college until completion of certification or licensure. Training must be completed by May of the year following high school graduation. (See your school counselor for details).

TECH-PREP

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

Tech Prep Procedure

A high school student must:

1. Enroll in an approved articulated, dual enrollment or dual credit Tech Prep high school course.
2. Indicate Tech Prep on SOL Tests in their junior or senior year.
3. Earn a grade of 'B' or better in an articulated Tech Prep high school course to receive credit at Piedmont Virginia Community College. A student enrolled in a dual credit or dual enrollment course must follow the community college guidelines for course credit.
4. Complete competencies as listed in specific course and as verified by instructor's signature.
5. Enroll in a degree, certificate or career studies certificate program at Piedmont Virginia Community College within two years of graduation from high school.
6. Take community college placement test in reading, writing and mathematics.
7. Complete application process to Piedmont Virginia Community College (PVCC), submit an official high school transcript indicating the completion of Tech Prep course work and provide

documentation of verified competencies to be awarded as credit at PVCC. Piedmont Virginia Community College does not guarantee transfer of an articulated course to another college or university.

Programs offered at PVCC:

- Associate in Arts (AA) Associate in Science (AS)
- Associate in Applied Science (AAS)
- Certificate (C)
- Career Studies Certificate (CSC)
- Pathway to Industry Certification

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

ALTERNATIVE LEARNING OPPORTUNITIES

INDEPENDENT STUDY

Independent study provides students with the opportunity to pursue a program of their own design. Before beginning an independent study, students must submit a Request for In-School Independent Study to their guidance counselor. If the request is approved, the student, counselor, and sponsoring teacher will work cooperatively to develop an Independent Study Contract. Independent study may be approved for high school credit by the principal under conditions specified in advance. The following regulations apply to independent study: Required academic subjects may not be completed in an independent study; a student may enroll in only one independent study per year; once approved, these courses appear on the student's transcript; independent study courses are graded pass/fail only.

SENIOR INTERNSHIP

Internships are opportunities for students to gain short-term, supervised, practical experience in a given industry or occupation. As interns, students assist professionals and perform typical duties associated with the worker's job. Although temporary, this work/school relationship may lead to part-time or full-time paid employment. An internship program is offered to qualified seniors. To arrange an internship, students should obtain an application from a guidance counselor and submit the completed form to the Vocational Planner who is located in the Office of Career Assessment, Planning and Placement, room CS-4

STUDENT APPRENTICESHIP

Student Apprenticeship is a formal training program for youths 16 and older who wish to learn skills related to a specific occupation. Apprenticeships last from one to four years. The student apprenticeship program combines classroom instruction and on-the-job training and results in apprenticeship credit, which is transferable among employers. To arrange a student apprenticeship, students should obtain an application from a guidance counselor and submit the completed form to the Vocational Planner who is located in the Office of Career Assessment, Planning and Placement, room CS-4.

SUMMER SCHOOL

Summer school courses are offered for enrichment, acceleration, and earning credit for courses not passed during the regular school year. Students who fail courses during the school year are **expected** to attend summer school. Depending on the subject, summer school courses may be available at CHS or Albemarle High School. The summer session is held for approximately thirty days, and a fee is charged.

CAREER PREPARATION AND SELECTION

"If you don't know where you are going, it doesn't matter which road you take!" Have you thought about life after high school? Where do you want to be? What's your passion? Now's the time to learn about

yourself. Explore your options. Decisions that you make right now regarding your education are likely to affect your entire life. Making a career choice without adequate information about yourself and the career can be a frustrating experience. Finding a career that matches your interests (what you like to do), aptitudes (what you are good at doing) and abilities (acquired skills) and values (what's important to you) can lead to personal satisfaction and financial rewards. Don't drift into an unfulfilling career. Take charge of your future and plan now. Decide where you want to go and select the path that will take you there!

High school is the place to begin the career planning process that will lead you to postsecondary education and employment. Check out the opportunities that are available to you. Learn about career families and the education and training required for a specific occupation. Learn about options for continuing your education after high school that include technical and skill training, apprenticeship, community college, and a four year college or university. Develop marketable skills such as responsibility, getting along with others, handling money, customer satisfaction through work experience. Gain experience through part-time jobs, cooperative education, and internships. Remember that you are more valuable to an employer if you have practical experience. Get some!

Make college count. Should you decide to apply to college, keep your eye on your career goal. Select a college that can provide you with sources of knowledge, contacts and opportunity leading to your career goals. Select wisely. Remember that employers are seeking individuals who can communicate effectively, think critically and solve problems creatively. Select courses that prepare you to think and problem-solve, promote organizational skills, teamwork, and the ability to set and meet goals.

CAREER PATHWAYS

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

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

The Career Planning Guide (CPG) from the VA Career and Technical Education Resource Center posted on the Web can be used to investigate careers. Go to <http://www.cteresource.org/jpg> and click on High School.

For more information about the Career Planning, please refer to the following websites:

Virginia Career View and the Kuder Career Planning System – www.vaview.org

RU Ready - <http://www.vacrn.net/>

Guide to Career Prospects in Virginia - http://www.ccps.virginia.edu/career_prospects/

Other Resources on the Internet include:

<http://www.vccs.edu/workforce/techprep/program.htm>

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

CAREER FAMILIES

Career families are a way of grouping occupations that have a core of common knowledge and skills, which result in an economy-driven industry and occupational framework for organizing careers. Career areas included in these career families are varied and require different levels of preparation and skills, ranging from a high school diploma to a college degree.

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

16 CAREER FAMILIES

Family	Possible Careers
Agriculture and Natural Resources: Growing plants, harvesting crops, raising and training animals, the health of plants and animals, use of natural resources, and management of agricultural businesses and goods.	Farmer, agriculture scientist, veterinarian, veterinarian assistant, forester, landscaper, nursery worker, environmentalist.
Architecture and Construction: Design, planning, managing, building, and maintenance of physical structures: roadways and bridges, industrial, commercial, and residential facilities and buildings.	Architect, carpenter, electrician, roofer, brick mason, surveyor, plumber, heating and air conditioning mechanic.
Arts, Audio/Video, and Communication Services: Designing, producing, exhibiting, performing, writing, and publishing multimedia content (e.g., visual, performing arts and design, journalism, and entertainment services).	Camera operator, photographer, journalist, dancer, actor, director, musician, producer, painter, newscaster, web page designer, advertiser, public relations, editor.
Business and Administration: Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and business management support services.	Secretary, legal and medical secretary, general manager, executive, financial manager.
Education and Training: Planning, administering, managing, providing education, training services; related learning support services (e.g., library, information services, child care, counseling services) including preparatory medical training in educational settings.	Teacher, curriculum developer, child care worker, educational administration & counseling, librarian, college professor.
Finance: Banking, investment, financial planning, economics, and insurance services, including managing and planning for firms and businesses involved in such services.	Banking, insurance services, stockbroker, financial planner, and accountant, insurance adjuster, actuary.
Public Administration/Government Services: Planning, managing, and providing government, legislative, administrative, and regulatory services, government services at the federal, state, and local levels such as public finance.	Chief executive, legislator, county employee, postal employee.
Health Science: Planning, managing, and providing diagnostic, therapeutic, treatment, research, and information services related to the physical and mental health of humans.	Physician, dentist, dental hygienist, dietician, nurse, nurse aide, occupational therapist, radiology technician, registered.
Hospitality and Tourism: Provision of lodging, food, recreation, convention, tourism, travel and related planning and support services.	Tour guide, chef, food service manager, resort employee, coach, and professional athlete.
Human Services: Promoting and providing family and community relations and wellness, including family and work issues, religious services, care for the elderly, and social work.	Social worker, recreation worker, residential counselor, juvenile, marriage & family therapist, substance abuse counselor.
Information Technology: Design, development, management, maintenance, and operation of computer, information, communication, and technology networks, including related hardware and software.	Computer programmer, computer engineer, database administrator, network systems and data communication analyst, computer support specialist.
Law and Public Safety: Police work, the law and legal services, the judicial (court) system, the study and detention of criminals, and fire protection.	Corporate lawyer, criminal investigator, detective, fish and game warden, firefighter, police officer, correctional officer, security guard.

16 CAREER FAMILIES

Family	Possible Careers
<p>Manufacturing: Creating intermediate and finished products from raw materials; includes managing, planning, and performing the production of various items by operating machinery and industrial support activities (e.g., as production planning, control and maintenance).</p>	<p>Production worker, nuclear machine operator, cabinet maker, supervisor.</p>
<p>Retail/Wholesale Sales and Service: Marketing, advertising, promoting, selling merchandise; managing retail establishments, making merchandise-specific repair, and providing personal services (e.g., cosmetics, hairstyling, funeral services) to consumers.</p>	<p>Wholesale or retail buyer, cashier, salesperson, manicurist, cosmetologist, travel agent, interior designer.</p>
<p>Scientific Research and Engineering: Engineering, related technologies, scientific research and application of scientific principles in all the natural sciences (e.g., biology, chemistry, earth science, and physics) and social sciences (e.g., economics, sociology, geography archeology, anthropology).</p>	<p>Chemical and civil engineer, geologist, computer hardware engineer, atmospheric and space scientist.</p>
<p>Transportation, Distribution, and Logistics: Planning, managing movement of people, materials and goods by road, pipeline, air, rail, and water; related professional and technical support services (e.g., transportation planning and management, logistics services, and mobile equipment and facility maintenance).</p>	<p>Airline pilot, flight engineer, truck driver, motorcycle mechanic, flight attendant, automotive service technician, farm equipment mechanic.</p>

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

ENGLISH

Ms. Patricia Vandever, Chair

The English program is designed to help students learn to write and speak clearly and effectively, think critically and analytically, and read and examine literature from a variety of eras and cultures. Proficiency in reading, writing, listening, speaking, and research skills enables students to learn and use knowledge to make meaningful connections between their lives and academic disciplines.

English 9 is a survey of World Literature

English 10 is a survey of World Literature

English 11 is a survey of American Literature

English 12 is a survey of British Literature

1110 ENGLISH 9-H

Credit: 1 English Credit

Grade: 9

Prerequisite: Demonstrated achievement in English 8 and a teacher endorsement

Required: Summer Reading Assignment: 3 selections and a journal to be handed in on the first day

This is a rigorous course designed for highly-motivated freshmen who have a special interest in English and have demonstrated a high level of achievement in previous English courses.

1120 ENGLISH 9-A

Credit: 1 English Credit

Grade: 9

Prerequisite: Demonstrated achievement in English 8 and a teacher endorsement

Required: Summer Reading Assignment: 2 selections and a journal to be handed in on the first day

This is a challenging and accelerated course with expectations beyond those of an average ninth-grade class

1130 ENGLISH 9

Credit: 1 English Credit

Grade: 9

Prerequisite: English 8

Required: Summer Reading Assignment: 2 selections and a journal to be handed in on the first day

This course is designed for students who are reading and writing on or near grade level and who are ready to progress to the ninth-grade curriculum.

1140 ENGLISH 9-APPLIED

Credit: 1 English Credit

Grade: 9

Prerequisite: English 8, teacher endorsement and score in the first quartile on standardized tests of language arts or reading.

Required: Summer Reading Assignment: 1 selection and a journal to be handed in on the first day

This course focuses on intensive individualized word study and the development of grade-level reading skills. Emphasis is placed on reading comprehension, word recognition, daily class work and homework, and building writing skills.

1210 ENGLISH 10-H

Credit: 1 English Credit

Grade: 10

Prerequisite: English 9-H and a teacher endorsement

Required: Summer Reading Assignment: 3 selections and a journal to be handed in on the first day
This course is designed for the student who has a special interest in language arts and who has demonstrated a high level of achievement in previous English courses. This rigorous course requires the student to work independently and contribute regularly to class discussions.

1220 ENGLISH 10-A

Credit: 1 English Credit

Grade: 10

Prerequisite: English 9-A or 9-H and a teacher endorsement

Required: Summer Reading Assignment: 2 selections and a journal to be handed in on the first day
This is a challenging and accelerated course with expectations beyond those in a grade-level English course. It is designed for students who have a strong language arts interest and who have demonstrated a high level of achievement in previous English courses.

1230 ENGLISH 10

Credit: 1 English Credit

Grade: 10

Prerequisite: English 9-A or 9 and a teacher endorsement and a journal to be handed in on the first day

Required: Summer Reading Assignment: 2 selections

This course is designed for students who are reading and writing on grade level and who are ready to progress to the tenth-grade curriculum.

1240 ENGLISH 10-APPLIED

Credit: 1 English Credit

Grade: 10

Prerequisite: English 9-Applied and a teacher endorsement

Required: Summer Reading Assignment: 1 selection and a journal to be handed in on the first day
This course focuses on intensive individualized word study and the development of grade-level reading skills. Emphasis is placed on reading comprehension as well as practice for the Standards of Learning test.

1310 AP ENGLISH LANGUAGE AND COMPOSITION

Credit: 1 English Credit

Grade: 11

Prerequisite: English 10-H or English 10-A, a teacher endorsement, and a favorable evaluation of an application with two essays
To be considered, students must submit an application by the established deadline, March 26. Late applications will be considered on a space-available basis only.

Required: Summer Reading Assignment: 4 selections and a journal to be handed in on the first day

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

This course is designed to challenge the highly-motivated student who wishes to experience college-level work while still in high school. Students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and write in a variety of modes and for a variety of purposes. Students study American literature, both classical and contemporary, focusing on writers, prevalent themes, and literary movements.

SOL Test AP Test

1330 ENGLISH 11-A

Credit: 1 English Credit

Grade: 11

Prerequisite: English 10-H or English 10-A, and a teacher endorsement

Required: Summer Reading Assignment: 3 selections and a journal to be handed in on the first day

This is a challenging and accelerated course with expectations beyond those of a grade-level English course. It is designed for students who have a strong language arts interest and who have demonstrated a high level of achievement in previous English courses.

SOL Test

1340 ENGLISH 11

Credit: 1 English Credit

Grade: 11

Prerequisite: English 10-A or English 10, and a teacher endorsement

Required: Summer Reading Assignment: 2 selections and a journal to be handed in on the first day

The course is designed for students who are reading and writing on grade level and who are ready to progress to the eleventh-grade curriculum.

SOL Test

1350 ENGLISH 11-APPLIED

Credit: 1 English Credit

Grade: 11

Prerequisite: English 10-Applied or English 10, and a teacher endorsement

Required: Summer Reading Assignment: 1 selection and a journal to be handed in on the first day

The curriculum focuses on reading, writing, and speaking, and the development of grade-level skills. The literature portion of the course is a study of American literature, both classical and contemporary.

SOL Test

AP Test

1410 AP ENGLISH LITERATURE AND COMPOSITION

Credit: 1 English Credit

Grade: 12

Prerequisite: English 11-A or AP Language and Composition, a teacher endorsement, and a favorable evaluation of a course application with an essay.
To be considered, students must submit an application by the established deadline, March 26. Late applications will be considered on a space-available basis only.

Required: Summer Reading Assignment: 4 selections and a journal to be handed in on the first day
Note: Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved on the exam and individual policies of colleges and universities.

This course is designed to challenge the highly-motivated student who wishes to experience college-level work while still in high school. Students read and analyze British literature from the eighth century to the present, as well as the literature of other cultures. When possible, literary selections include those which relate to the study of American and Virginia government.

1160 ENGLISH 12 – PVCC DUAL ENROLLMENT 111/112

Credit: 1 English Credit, 6 College Credit hours with a grade of "C" or higher

Grade: 12

Prerequisite: English 11-A or English 11 AP; teacher endorsement; passing score on PVCC placement exam

Required: Summer Reading Assignment: 3 selections and a journal to be handed in the first day

This is a college-level, freshman composition class which will use PVCC curriculum and textbooks. The course will encompass a survey of British literature. Successful completion of the course will earn college transfer credit to many in-state institutions. This course is designed to challenge highly-motivated students who wish to earn college credit while still in high school.

1420 ENGLISH 12-A

Credit: 1 English Credit

Grade: 12

Prerequisite: English 11-A or 11, and a teacher endorsement

Required: Summer Reading Assignment: 3 selections and a journal to be handed in on the first day

This is a challenging and accelerated course with expectations beyond those in a grade-level English course. It is designed for students who have a strong language arts interest and who have demonstrated a high level of achievement in previous English courses.

1430 ENGLISH 12

Credit: 1 English Credit

Grade: 12

Prerequisite: English 11-A or 11, and a teacher endorsement

Required: Summer Reading Assignment: 2 selections and a journal to be handed in on the first day

This course is designed for students who are reading and writing on grade level and who are ready to progress to the twelfth-grade curriculum.

1440 ENGLISH 12-APPLIED

Credit: 1 English Credit

Grade: 12

Prerequisite: Applied English 11 or English 11, and a teacher endorsement

Required: Summer Reading Assignment: 1 selection and a journal to be handed in on the first day
The curriculum focuses on reading, writing, speaking, and the development of grade-level skills. The literature portion of the course focuses on the study of British and world literature, both classic and contemporary.

1000 ENGLISH AS A SECOND LANGUAGE

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: Counselor endorsement

This course provides students who have limited English proficiency with intensive instruction in reading, writing and speaking.

1020 CREATIVE WRITING

Credit: 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: English 9-H, English 9-A, or English 9, and a teacher endorsement.

This course is designed for students with an interest and ability in writing who wish to write clear and effective prose and poetry.

1020 KNIGHT-TIME REVIEW (KTR)

Credit: 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: English 9-H, English 9-A, or English 9 and completion of the course application
To be considered, students must submit an application by the established deadline, March 26.
Late applications will be considered on a space-available basis only.

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

Enrollment: Limited to 18 students

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

1040 YEARBOOK PUBLICATION – THE CHAIN

Credit: 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: English 9-H, English 9-A, or English 9 and completion of the course application
To be considered, students must submit an application by the established deadline, March 26.
Late applications will be considered on a space-available basis only.

Required: After-school hours for production and coverage of school and community activities

Enrollment: Limited to 20 students

Students in this course produce the CHS yearbook, The Chain. The course provides practical experience in layout, photography, copy writing, advertising sales, business management, time management, and distribution.

1165 HUMANITIES

Credit: 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: Honors, AP, or A level English courses or teacher recommendation

The student of Humanities will experience the enjoyment and study of art, architecture, music, dance, and film, and the relationships of these arts to one another and to the history of ideas. Students will look at slides, listen to music, watch films and videos, take field trips, make works of art, do research, and write essays. The class will rely on student presentations and discussion.

1180 READING, WRITING, AND PREPARING FOR THE SOL

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: Teacher Recommendation and/or failing score on 8th grade reading test

This course will use silent, sustained reading time, as well as one-on-one instruction with a certified reading teacher, to improve reading skills, enhance writing skills, and practice for the SOL End of Course tests in English writing and reading.

HISTORY AND SOCIAL SCIENCE

Ms Suzan C. Hiller, Chair

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

2020 WORLD HISTORY 9 INITIATIVE

Credit: 1 World History Credit

Grade: 9

Prerequisite: Concurrent enrollment in English 9

Required: Summer Reading Assignment: 1 selection as determined by English Course Selection

*The guiding concept of World History 9 is "humanity." Students will trace the history of human civilization and interaction from the dawn of man through the Renaissance. They will explore what it has meant to live in between the historical extremes: Civilization and barbarism, profits and prophets, leadership and followership, tolerance and discrimination, freedom and oppression, surplus and scarcity, power and rebellion, harmony and exploitation, order and chaos, ignorance and enlightenment, progress and primitivism. Students will look critically at the decisions of mankind and evaluate the effects of those decisions. Such analysis will ultimately drive your thinker to a recurring question: Do human beings know how to live in the world? In pursuit of some workable answer students will measure the modern world against the ancient. They will draw their own conclusions about the relationship of humans past to humans present in order to determine whether we are, in fact, who we were. **All students will be offered an opportunity to earn General, Advanced, or Honors credit within this heterogeneous classroom by completing differentiated tasks and assessments.***

9OL Test

2010 WORLD HISTORY 9-H

Credit: 1 World History Credit

Grade: 9

Prerequisite: Concurrent enrollment in English 9-H or 9-A

Required: Summer Reading Assignment: 1 selection

This is a rigorous course designed for the highly motivated student who has a special interest in history and who has demonstrated a high level of achievement in previous social science and English courses.

9OL Test

2015 WORLD HISTORY 9-A

Credit: 1 World History Credit

Grade: 9

Prerequisite: Concurrent enrollment in English 9-H, 9-A or 9

Required: Summer Reading Assignment: 1 selection

This is a challenging and accelerated course with expectations beyond those in a grade-level history course. It is designed for the student who has a strong interest in history and who has demonstrated a high level of achievement in previous social science and English courses.

9OL Test

2020 WORLD HISTORY 9

Credit: 1 World History Credit

Grade: 9

Prerequisite: Concurrent enrollment in English 9 or English 9 Applied

This course is designed for the student who is reading on or about grade level.

SOL Test

2030 WORLD HISTORY 10-H

Credit: 1 World History Credit

Grade: 10

Prerequisite: Concurrent enrollment in English 10-H or 10-A, and a social science teacher endorsement

Required: Summer Reading Assignment: 1 selection

This course is designed for the student who has a special interest in history and who has demonstrated a high level of achievement in previous social science and English courses. This rigorous course requires the student to work independently, contribute regularly to class discussions, and keep up with current events.

SOL Test

2035 WORLD HISTORY 10-A

Credit: 1 World History Credit

Grade: 10

Prerequisite: Concurrent enrollment in English 10-H, 10-A or 10, and a social science teacher endorsement

Required: Summer Reading Assignment: 1 selection

The focus of this course is the examination of world history. This is a challenging academic course designed for the college-bound student who is capable of independent reading and research and who can deal effectively with daily and long-term assignments.

SOL Test

2040 WORLD HISTORY 10

Credit: 1 World History Credit

Grade: 10

Prerequisite: Concurrent enrollment in English 10-A or 10, and a social science teacher endorsement

The focus of this course is the examination of world history including investigations of various cultures and global issues. This course is designed for the student who is reading on or about grade-level.

SOL Test

2045 WORLD HISTORY 10-APPLIED

Credit: 1 World History Credit

Grade: 10

Prerequisite: Score in the first quartile on standardized tests of language arts or reading and a social science teacher endorsement

The focus of this course is the examination of world history including investigations of various cultures and global issues. Emphasis is placed on skill development, relating the past to the present, and knowledge of the diversity of our society.

SOL Test

2110 AP UNITED STATES HISTORY

Credit: 1 U.S. History Credit

Grade: 11

Prerequisite: World History 10-H or 10-A, a social science teacher endorsement and a completed course application

Required: To be considered, students must submit an application by the established deadline, March 25. Late applications will be considered on a space-available basis only.

Summer reading assignments

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

This course is designed to challenge the highly motivated student who wants to experience college-level work while still in high school. The sequence of the course is consistent with other courses in U.S. history; however, the scope of the course entails more in-depth coverage of content, mastery, and skills development. In an effort to develop more sophisticated levels of thinking, interpretive reading and writing are especially emphasized.

SOL Test AP Test

2120 UNITED STATES HISTORY-A

Credit: 1 U.S. History Credit

Grade: 11

Prerequisite: World History 10-H or 10-A and a social science teacher endorsement

Required: Summer reading: 1 selection

This academically challenging course is for the college-bound student who seeks a rigorous high school history program. The curriculum deals with the development of ideas and institutions in Virginia and the United States. A primary objective is to provide students an opportunity to analyze and evaluate the myths and realities of events and personalities in history through a chronological survey.

SOL Test

2125 UNITED STATES HISTORY

Credit: 1 U.S. History Credit

Grade: 11

Prerequisite: World History 10-A or 10

This course is based on the study of political, social, and economic developments in Virginia and the United States. This course is designed for the student who is reading on or about grade-level.

SOL Test

2130 UNITED STATES HISTORY-APPLIED

Credit: 1 U.S. History Credit

Grade: 11

Prerequisite: World History 10-Applied, concurrent enrollment in Applied English, and a social science teacher endorsement

This course is a study of U.S. and Virginia history from colonial times until the present. The significant people, geography, and events which have shaped our history are studied with emphasis on the cultural diversity of our society. Emphasis is placed on skill development.

SOL Test

AP Test

2210 AP VIRGINIA AND UNITED STATES GOVERNMENT

Credit: 1 U. S. Government Credit

Grade: 12

Prerequisite: U.S. History, and a social science teacher endorsement

Required: To be considered, students must submit an application by the established deadline, March 25. Late applications will be considered on a space-available basis only.

Summer reading: To be determined later by the AP teacher. Students will be tested on the summer assignment during the first week of school.

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

This course is designed to challenge the highly motivated student who wants to experience college-level work while still in high school. It is a survey of the complex structure of American government and policies during the past 200 years. Students study the contexts of the political process, the major institutions of the national government, civil liberties and civil rights, and the nature of democracy. In addition, state and local government, foreign policy, and economic theories are studied.

2215 UNITED STATES GOVERNMENT-A

Credit: 1 U. S. Government Credit

Grade: 12

Prerequisite: U.S. History-A and a social science teacher endorsement

Required: Students are required to complete a Community Service Initiative Project (CSIP) and Summer Reading Assignment: 1 selection

This accelerated course is for the college-bound student who seeks a rigorous high school government program. Emphasis is placed on the decision-making process at all levels of government and the importance of informed citizenship. Areas of studies include: local, state and national government; civil and criminal law; taxes and financial responsibility; free enterprise and comparative economics; foreign policy; current events and issues.

2220 UNITED STATES GOVERNMENT

Credit: 1 U. S. Government Credit

Grade: 12

Prerequisite: U.S. History-A or U.S. History and a social science teacher endorsement

Required: Students are required to complete a Community Service Initiative Project (CSIP).

This course focuses on the decision making process of government, and stresses the importance of being an informed citizen. Areas of study include: local, state and national government; civil and criminal law; taxes and financial responsibility; free enterprise and comparative economics; foreign policy; and current events and issues. This course is designed for the student who is reading on or about grade-level.

2225 UNITED STATES GOVERNMENT-APPLIED

Credit: 1 U. S. Government Credit

Grade: 12

Prerequisite: U.S. History and concurrent enrollment in Applied English and a social science teacher endorsement

Required: Students are required to complete a Community Service Initiative Project (CSIP).

The course is designed to help students understand how decisions are made in government. Also, it stresses the importance of being an informed citizen. Areas of study include: local, state and national government; civil and criminal law; taxes and financial responsibility; free enterprise and comparative economics; foreign policy; current events and issues. Emphasis is placed on skill development.

2310 PSYCHOLOGY

Credit: 1 Elective Credit

Grade: 11, 12

Prerequisite: A social science teacher endorsement

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

2315 AP PSYCHOLOGY

Credit: 1 Elective Credit

Grade: 11, 12

Prerequisite: A or B average in General Psychology or a social science teacher endorsement, To be considered, students must submit an application by the established deadline, March 25. Late applications will be considered on a space-available basis only.

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

This course is designed to challenge the highly motivated student who wishes to experience college-work while still in high school. Students will read and analyze current psychological studies and participate in class discussions. Areas to be studied in depth include genetics, consciousness, psychological disorders, and the history of psychology.

AP Test

2320 AP EUROPEAN HISTORY

Credit: 1 Elective Credit

Grade: 12

Prerequisite: World History, a social science teacher endorsement, writing sample and instructor approval

Required: To be considered, students must submit an application by the established deadline, March 25. Late applications will be considered on a space-available basis only. Summer reading assignments Summer Reading assignment

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

This course is designed to challenge the highly motivated student who wants to experience college-level work while still in high school. Students will study European history in global context from c.1450 A.D. to the present. The goals of this course are to develop an understanding of some of the principal themes in modern European history and an ability to analyze historical evidence, and review the basic factual narrative.

AP Test

2330 ECONOMICS - 1st Semester

2335 ECONOMICS - 2nd Semester

Credit: ½ Elective Credit (per semester)

Grade: 11, 12

Prerequisite: World History and a social science teacher endorsement

These courses are designed to help students develop an understanding of the American economic system as well as gain practical knowledge. Economics I emphasizes money, banking, financial markets, and investing. The focus of Economics II is on small business, entrepreneurship, trade, and the microeconomic concepts of supply and demand.

2500 AFRICAN-AMERICAN HISTORY

Credit: 1 Elective Credit

Grade: 11, 12

Prerequisite: Social science teacher endorsement

Note: Preference for enrollment will be given to seniors

This course is designed to help the student develop an understanding of African-American History. This course follows an American History scope and sequence and is taught using an African-American perspective. There are a number of required outside readings and a great number of projects and reports.

1050 PUBLIC SPEAKING AND DEBATE

Credit: 1 Elective Credit

Grade: 9, 10,11,12

Prerequisite: Recommendation from teacher or instructor permission.

Public Speaking and Debate will introduce the art of formal speaking to students, give them an opportunity to build confidence through participation, and introduce students to the art of formal debate. Throughout the year, students will recognize the place public speaking has in society, and the role listening has in communications, and students will become confident speakers and debaters.

2382 COMPARATIVE RELIGIONS

Credit: 1 Elective Credit

Grade: 9, 10,11,12

Prerequisite: A social science teacher endorsement

This course emphasizes the study of major religions, their commonalities and contrasts. The course studies how the major religious traditions view gods, world order, founders, saviors, religious experience and practice, and religious communities. Attention will be paid to the evolution of each major religion and its contemporary status.

5732 ESL Social Studies

Credit: 1 Elective Credit

Grade: 9, 10,11,12

Prerequisite: ESL recommendation

This course covers basic geography and United States history. Heavy emphasis is placed on building vocabulary and content knowledge, as well as development of reading and writing skills.

MATHEMATICS

Mrs. Lois Burke, Chair

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

3115 ALGEBRA I-A

Credit: 1 Sequential Math Credit

Grade: 9

Prerequisite: Appropriate Placement test and Teacher Recommendation

Required: A scientific calculator; Graphing calculator is recommended

This rigorous course provides the foundation for all higher mathematics. Students who take this course should be proficient in all arithmetic operations. Course content includes solving equations and inequalities, graphing, solving systems of equations, polynomial operations, matrices, solving quadratic equations and data analysis. This is the highest level of Algebra offered at CHS.

SOL Test

3120 ALGEBRA I

Credit: 1 Sequential Math Credit

Grade: 9, 10

Prerequisite: Appropriate Placement test and Teacher Recommendation

Required: A scientific calculator; Graphing calculator is recommended

This course provides the foundation for all higher mathematics and is designed for students who are proficient in all arithmetic operations. Topics covered include integer operations, solving equations and inequalities, problem-solving, graphing, solving systems of equations, polynomial operations, solving quadratic equations, matrices, and basic data analysis.

SOL Test

3130 ALGEBRA I, PART 1

Credit: 1 Math Credit

Grade: 9

Prerequisite: Appropriate Placement test and Teacher Recommendation

Required: A scientific calculator; Graphing calculator is recommended

This foundational mathematics course is designed for students that are recommended to take Algebra but need additional time and more reinforcement of mathematical skills and Algebraic concepts. Students will be introduced to several major Algebraic concepts and those concepts will be reinforced through real-life connections and applications. Students that successfully complete this course will go on to take Geometry part 1 and the full year Algebra 1 course.

3136 FUNDAMENTALS OF MATHEMATICS

Credit: 1 Math Elective Credit

Grade: 9

Prerequisite: Appropriate Placement test and Teacher Recommendation

Required: A scientific calculator; Graphing calculator is recommended

This course is designed to provide support and skill development for those incoming 9th graders who have not passed the 8th Grade SOL Test. The course focuses on identifying student skill weaknesses, working with students to improve on those weaknesses and preparing students to retake and pass the SOL in the spring.

SOL Test

3210 **GEOMETRY-H**
Credit: 1 Sequential Math Credit
Grade: 9

SOL Test

Prerequisite: Algebra I-H and Teacher Recommendation
Required: Compass, protractor, and scientific calculator required; Graphing Calculator recommended
This course is for students who can work rapidly at an abstract level and have demonstrated a high level of achievement in previous mathematics courses. It is an advanced theoretically-based course that includes the study of basic geometric figures such as points, lines, planes, angles, polygons, circles, and polyhedron. Multi-level problem solving using geometric concepts including original proofs is stressed.

3215 **GEOMETRY-A**
Credit: 1 Sequential Math Credit
Grade: 9, 10

SOL Test

Prerequisite: Algebra I-A and Teacher Recommendation
Required: Compass, protractor, and scientific calculator required; Graphing Calculator recommended
This rigorous course covers the traditional topics of plane and solid geometry. Multi-level problem solving using geometric concepts including original proofs is stressed. A student enrolling in this high level of geometry should be proficient in all Algebra I skills

3220 **GEOMETRY**
Credit: 1 Sequential Math Credit
Grade: 10, 11, 12

SOL Test

Prerequisite: Algebra I and Teacher Recommendation
Required: Scientific calculator required
This course covers the traditional topics of plane and solid geometry. The curriculum includes the study of basic geometric figures such as points, lines, planes, angles, polygons, circles, and polyhedrons. Deductive reasoning is stressed and is taught through traditional proofs and applications.

3230 **GEOMETRY PART 1**
Credit: 1 Elective Math Credit
Grade: 10, 11

Prerequisite: Algebra I or Algebra I, Part 1 and Teacher Recommendation
Required: Scientific calculator required
This course is for students who are recommended to take the traditional geometry course but need extra time. This course serves as an introduction to the full year Geometry course. Students taking Geometry part 1 will need to take the full year course to fulfill the Geometry graduation requirement.

3310 **ALGEBRA II-H**
Credit: 1 Sequential Math Credit
Grade: 9, 10

SOL Test

Prerequisite: Geometry-H, passing score on the Algebra 1 SOL EOC Test and Teacher Recommendation
Required: Graphing Calculator
This is a rigorous, theoretically-based course for the serious and mathematically proficient student. Students may only enter this course if they have mastered the Algebra I-H skills. This course typically leads to Pre-Calculus and AP Calculus,. Topics covered include: matrices, complex numbers, conics, polynomial functions and equations, sequences, series, logarithms, and trigonometry.

3315 ALGEBRA II-A

Credit: 1 Sequential Math Credit

Grade: 10,11

Prerequisite: Geometry-A, passing score on the Algebra 1 SOL EOC Test and Teacher Recommendation

Required: Graphing Calculator

This rigorous college-preparatory course is intended to prepare students for the study of all higher-level mathematics. Students will become proficient in all algebraic operations, matrices, polynomial functions and equations, sequences, series, conics, and are introduced to logarithms.

SOL Test**3320 ALGEBRA II**

Credit: 1 Sequential Math Credit

Grade: 11,12

Prerequisite: Algebra 1, Geometry, passing score on the Algebra 1 SOL EOC Test and Teacher Recommendation

Required: Graphing Calculator

This course reviews algebraic skills while introducing students to higher-level algebra concepts. Students in this course become proficient in all algebraic operations, matrices, polynomial functions and equations, sequences, series and conics.

SOL Test**3184 COMPUTER MATHEMATICS**

Credit: 1 Math Credit

Grade: 11,12

Prerequisite: Algebra 1, Geometry and Teacher Recommendation

Required: Graphing Calculator

This course is intended to provide students with experiences in using computer programming techniques and skills to solve problems that can be set up as mathematical models. Program design will focus on real-life applications in addition to a review of Algebra I and Geometry concepts and an introduction to Algebra 2 skills. Programming will done primarily on the graphing calculator.

3330 ALGEBRA III/TRIGONOMETRY

Credit: 1 Math Credit

Grade: 11,12

Prerequisite: Algebra II-A and a teacher endorsement

Required: A scientific calculator; a graphing calculator is recommended.

This rigorous Algebra and trigonometry course emphasizes trigonometry topics and introduces polar coordinates, analytical geometry, and probability & statistics.

3420 PRE-CALCULUS-H

Credit: 1 Math Credit

Grade: 10, 11

Prerequisite: Algebra II-H and a teacher endorsement

Required: A graphing calculator.

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

3430 AP CALCULUS (AB)

Credit: 1 Math Credit

Grade: 11, 12

Prerequisite: Minimum grade of 85 in Pre-Calculus and a teacher endorsement

Required: A graphing calculator

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

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

AP Test**3450 AP CALCULUS BC/MULTIVARIABLE**

Credit: 1 Math Credit

Grade: 12

Prerequisite: A score of 4 or 5 on AP Calculus (AB) exam and a teacher endorsement

Required: A graphing calculator

Note: Alternatives to offering this course at CHS will be substituted if sufficient enrollment is not obtained.

Students are expected to take the AP examination, which is offered in May. College credit may be earned depending upon the score achieved on the exam.

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

AP Test**3510 DISCRETE MATHEMATICS**

Credit: 1 Math Credit

Grade: 12

Prerequisite: Algebra II

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

3530 AP STATISTICS

Credit: 1 Math Credit

Grade: 11, 12

Prerequisite: Algebra II-A and a teacher endorsement

Required: A graphing calculator

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

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

AP Test

AP Test

3540 AP COMPUTER SCIENCE II

Credit: 1 Math Credit

Grade: 11, 12

Prerequisite: Algebra II-H or a teacher endorsement

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

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

3520 CONSUMER MATHEMATICS

Credit: 1 Elective Credit*

Grade: 12

Prerequisite: Geometry Part 1

This course is designed for students who have already earned two/three required math credits, but would like to continue building their practical math skills. The topics covered include: percent, banking, money management, taxes, bills, investments, buying and selling goods, and owning a car.

*This course may be used to fulfill the math credit requirement for a Modified Standard Diploma

3535 COMPUTER SCIENCE IA

Credit: 1 Math Credit

Grade: 10, 11, 12

Prerequisite: Geometry-A and a teacher endorsement

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

3162 PRECALCULUS/APPLIED CALCULUS 163/271

Credit: 1 Math Credit; 6 College Credit hours with a grade of "C" or higher

Grade: 12

Prerequisite: Algebra 2A or H; Passing score on the PVCC Placement Test

Required: A graphing calculator

This course is intended to provide students with a study of functions and an introduction to Calculus. It is designed for students that have successfully completed Algebra 2A or Honors and want an introduction to Calculus.

5736 ESL Math 1

Credit: 1 Elective Credit

Grade: 9, 10,11,12

Prerequisite: ESL recommendation

This course covers basic mathematics. Heavy emphasis is placed on computation and basic number skills, as well as development of reading and writing skills.

5737 ESL Math 2

Credit: 1 Elective Credit

Grade: 9, 10,11,12

Prerequisite: ESL recommendation or Mastery of ESL Math 1

This course covers basic mathematics. Heavy emphasis is placed on computation and basic number skills, as well as development of reading and writing skills.

SCIENCE

Ms. Sherry Hodges, Chair

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

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

4010 EARTH SCIENCE-H

Credit: 1 Sequential Science Credit

Grade: 9, 10, 11, 12

Prerequisite: Concurrent enrollment in Geometry-H or higher, English-A or -H, and a science teacher endorsement

Required: A project for the CHS science expo

This is a rigorous, comprehensive study of earth and space science designed for students who have a special interest in science and have consistently demonstrated high levels of achievement in previous science courses. It includes units in meteorology, geology, oceanography, astronomy, and environmental science. Students will be involved in independent, and group research activities. Students will be required to read numerous reference sources to develop written and oral reports. Emphasis is placed on the interpretation of maps, graphs, charts, tables, and profiles; the use of science skills in systematic and objective investigation, and problem and decision making related to the economics of utilizing the earth's resources. All students will take the earth science SOL test near the end of the year.

SOL Test

4015 EARTH SCIENCE- A

Credit: 1 Sequential Science Credit

Grade: 9, 10, 11, 12

Prerequisite: Concurrent enrollment in Algebra I, English-A or -H and a science teacher endorsement

Required: A project for the CHS science expo

This is a challenging and accelerated comprehensive study of earth science including units in meteorology, geology, oceanography, astronomy, and environmental science. A strong background in science and mathematics skills is essential for understanding the concepts in this course. Emphasis is placed on the interpretation of maps, graphs, charts, tables, and profiles; the use of science skills in systematic and objective investigation; and problem and decision making related to the economics of utilizing the earth's resources. All students will take the earth science SOL test near the end of the year.

SOL Test

4015 EARTH SCIENCE

Credit: 1 Sequential Science Credit

Grade: 9, 10, 11, 12

Prerequisite: Concurrent enrollment in Algebra I and a science teacher endorsement

Required: A project for the CHS science expo

This is a comprehensive study of earth science including units in meteorology, geology, oceanography, astronomy, and environmental science. Emphasis is placed on the interpretation of maps, graphs, charts, tables, and profiles; the use of science skills in systematic and objective investigation; and problem and decision making related to the economics of utilizing the earth's resources. All students will take the earth science SOL test near the end of the year.

SOL Test

4025 PRINCIPLES OF EARTH SCIENCE

Credit: 1 Sequential Science Credit

SOL Test

Grade: 9, 10, 11, 12

Prerequisite: Concurrent enrollment in Algebra I, Part 1 or higher and a science teacher endorsement

Required: A project for the CHS science expo

Emphasis is placed on developing the skills necessary for further science study. Major topics covered are the earth's composition, structure, fresh water and oceans; and its environment in space. All students will take the earth science SOL test near the end of the year.

4135 AP BIOLOGY

Credit: 1 Science Credit

AP Test

Grade: 11, 12

Prerequisite: Successful completion of Biology I-H and Chemistry I-A and a science teacher endorsement

Required: Students spend a minimum of four hours of study time each week, with additional time required for paper, lab reports, and journal summaries.

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

This course is designed to challenge the highly motivated student who wishes to experience college-level work while still in high school. Its primary aim is to provide an in-depth study of the facts, principles, and the processes of biology. The course is divided into three sections: molecules and cells; genetics and evolution; and organisms and populations.

4110 BIOLOGY I-H

Credit: 1 Sequential Science Credit

SOL Test

Grade: 9, 10, 11, 12

Prerequisite: Concurrent enrollment in Geometry-H or higher, English-A or -H, and a science teacher endorsement

Required: A project for the CHS science expo

Note: Enrollment in this course is limited

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

4115 BIOLOGY I-A

Credit: 1 Sequential Science Credit

Grade: 9, 10, 11, 12

Prerequisite: Concurrent enrollment in Algebra I or higher, English-G or higher, and a science teacher endorsement

Required: A project for the CHS science expo

This is an accelerated, comprehensive introductory course designed for disciplined and academically motivated students. It provides a more in-depth study of the biological concepts covered in Biology I. Biological science themes focus on four major areas: the science of life; genetics, evolution and classification; the human body; and plants, diversity and ecology. The importance of scientific research that validates or challenges ideas is emphasized. This includes collecting, analyzing, and reporting data from controlled experiments and media resources. All students will take the biology SOL test near the end of the year.

SOL Test**4125 PRINCIPLES OF BIOLOGY**

Credit: 1 Sequential Science Credit

Grade: 9, 10, 11, 12

Prerequisite: Concurrent enrollment in Algebra I, Part 1 or higher, English-applied and a science teacher endorsement

Required: A project the CHS science expo

Emphasis is placed on developing the skills necessary for further science study. Topics studied include the world of science, the cell, genetics, diversity of life, life on earth, and ecological interactions. All students will take the biology SOL test near the end of the year.

SOL Test**4230 AP CHEMISTRY**

Credit: 1 Science Credit

Grade: 11, 12

Prerequisite: Successful completion of Algebra II-H, Chemistry I-A, and teacher endorsements from both courses;

Recommended: Completion of Physics I-A

Required: Scientific calculator

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

This course is designed to challenge the highly motivated student who wishes to experience college-level work while still in high school. The primary aim of the course is to provide an in-depth study of the facts, principles, and the processes of chemistry. Laboratory experiments are a major component of the course.

AP Test**4210 CHEMISTRY I-A**

Credit: 1 Science Credit

Grade: 10, 11, 12

Prerequisite: Concurrent enrollment in Geometry or higher (any level) after successful completion of Algebra I, English-G or higher, and a science teacher endorsement

Required: A project for the CHS science expo

This course is a comprehensive, college-preparatory coverage of chemistry. Topics studied include atomic structure, the kinetic theory of gases, stoichiometry, states of matter, the ideal gas law, bonding, Lewis and Arrhenius acids and bases, electrochemistry, and nuclear chemistry with emphasis on laboratory experience and problem solving. All students will take the chemistry SOL test near the end of the year.

SOL Test

4220 PRINCIPLES OF CHEMISTRY

Credit: 1 Science Credit

Grade: 10, 11, 12

Prerequisite: Concurrent enrollment in Algebra I, English- applied and a science teacher endorsement

Required: A project for the CHS science expo

This course is designed for the student who wishes to explore the general concepts and principles of chemistry without some of the rigors of math. There is less emphasis on theoretical chemistry than Chemistry I. All students will take the chemistry SOL test near the end of the year.

SOL Test

4330 AP PHYSICS

Credit: 1 Science Credit

Grade: 11, 12

Prerequisite: Successful completion of Algebra II-H and Physics I-A and a science teacher endorsement

Required: Scientific calculator

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

This course is designed to challenge the highly motivated student who wishes to experience college-level work while still in high school, has a special interest in science, and has demonstrated high levels of achievement in previous math and science courses. The course focuses on the basic principles of physics and their applications, with emphasis on the development of problem-solving skills. Knowledge of calculus is not required, but strong math skills are necessary. Laboratory exercises are a major component of the course.

AP Test

4310 PHYSICS I-A

Credit: 1 Science Credit

Grade: 11, 12

Prerequisite: Successful completion of Algebra II-H or A, and a science teacher endorsement

Required: A project for the CHS science expo

This challenging, accelerated course introduces algebra-based physics, which requires very strong math and problem-solving skills beyond those required for Physics I. The curriculum includes topics such as mechanics, thermodynamics, electromagnetism, and modern physics. Rigorous problem solving and data analysis are featured in required laboratory work.

4315 PHYSICS I

Credit: 1 Science Credit

Grade: 11, 12

Prerequisite: Successful completion of Algebra II and a science teacher endorsement

Required: A project for the CHS science expo

This course introduces students to various topics in physics. The curriculum includes study in the areas of mechanics, thermodynamics, electromagnetism and modern physics. This course requires moderate math skills and participation in laboratory experiences. Laboratory and special projects involve work outside of class.

4320 PRINCIPLES OF PHYSICS

Credit: 1 Science Credit

Grade: 10, 11, 12

Prerequisite: Successful completion of Algebra I and a science teacher's endorsement

Required: A project for the CHS science expo

This course introduces the student to the concepts of physics, without most of the rigors of math. The course features a common-sense approach to topics in mechanics, electromagnetism, and thermodynamics. The course encourages basic reasoning skills for understanding the topics studied. Laboratory experiences and special projects involve work outside of class.

4130 BIOLOGY II: HUMAN BIOLOGY

Credit: 1 Elective Credit

Grade: 11, 12

Prerequisite: Successful completion of Biology I-A or Biology I-H and a science teacher endorsement

This is a second-level biology course, which focuses on the concepts of human anatomy and physiology. Students in this course will study human structure and function using a systemic approach, in which the body systems are explored individually following a general overview of human biology. The course is appropriate for students considering careers in the allied health fields, and for students interested in teaching physical education, coaching, or pursuing careers in art, psychology, or anthropology.

4272 ENVIRONMENTAL SCIENCE

Credit: 1 Elective Credit, 6 College Credit hours with a grade of "C" or higher

Grade: 11,12

Prerequisite: Completion of two years of high school science with at least a B average. Pass PVCC entrance examination for math and English. Submit an application for class with one science teacher and one other subject area teacher endorsement by March 25.

In addition to receiving 1 high school science credit, this course is a dual enrollment class with Piedmont Virginia Community College worth four college credit hours in Environmental Science. This course is a comprehensive study of the earth's environment. Extensive reading and research along with field studies in and out of class will be required. In addition, attending local non-government and local government meetings will be required. This class is designed to make the student explore the environment through their personal connection to the local environment while meeting college level competency requirements. Group and government meetings are required outside of regular class times. This class is designed to make the student explore the global environment through their personal connection to the local environment.

4341 ECOLOGY

Credit: 1 Elective Credit

Grade: 10,11,12

Prerequisite: Successful completion of Biology I and a science teacher endorsement

This is a second-level biology course, which focuses on the study of the interactions between organisms and their environment. Students in this course will study the way in which these interactions affect populations and communities.

SPECIAL EDUCATION PROGRAMS

Mrs. Karen Wilson, Chair

The Special Education Program is provided for students who have been identified with a disability and found eligible for special education services. Assistance is provided using various models of instruction: Monitor, Resource, Departmentalized, and Self-Contained.

SPECIAL DIPLOMA OPTIONS

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

Monitor

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

Resource

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

6000 RESOURCE

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

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

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

6121 PERSONAL FINANCE-R

Credit: 1 credit toward a modified standard diploma

Grade: 11, 12

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

This course is designed for students with an identified disability and will cover the requirements of Personal Finance as stated by the state department. Topics will include checking and savings accounts, loans, purchasing a car or home.

Departmentalized/Modified Self-Contained

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

6110 CAREER ENGLISH

Credit: IEP diploma credit

Grade: 9, 10, 11, 12

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

This course is designed for LD, ED and OHI students needing remedial work in reading, writing, speaking, and listening skills necessary to function effectively in society. Emphasis will be placed on study skills and organization.

6120 EVERYDAY ENGLISH

Credit: IEP diploma credit

Grade: 9, 10, 11, 12

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

This course is designed for MR students to help students master communication skills that are vital to success in coping with our present day world and for obtaining and keeping a job. It will focus on skills that are needed to enter the world of work and independent living. The skills and concepts are meant to be practical and relevant to help the student feel that the activities are of real value to their everyday life. This course is designed to review practical vocabulary, basic grammar skills, and communication skills. The concepts are designed to develop better reading, writing, speaking, and listening skills.

1180 DEVELOPMENTAL READING

Credit: IEP diploma credit

Grade: 9, 10, 11, 12

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

This course is designed for students who need additional and more individualized instruction in reading. Students will focus on Word recognition, increased fluency, comprehension skills, vocabulary development and novel reading.

6300 BASIC MATH, PART I

Credit: IEP diploma credit

Grade: 9, 10, 11, 12

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

This course is designed as an in-depth review of place values, rounding, addition, subtraction, multiplication, division, decimals, percentages and fractions for students needing remedial work in these areas. Students will also focus on consumer mathematics necessary to survive as an adult.

6315 BASIC MATH, PART II

Credit: IEP diploma credit

Grade: 9, 10, 11, 12

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

The students in this course should be proficient in the content areas covered in the Basic Math part I course. This course will introduce the student to more advanced basic math concepts such as: Learning the orders of operation principles, multiplying and dividing fractions, solving proportions, learning basic algebra terminology. Students will also focus on practical math skills necessary for independent living such as: budget management, math skills used on a job and consumer mathematics.

6320 EVERYDAY MATH

Credit: IEP diploma credit

Grade: 9, 10, 11, 12

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

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

6200 SOCIAL STUDIES I

Credit: IEP diploma

Grade: 9th grade MR students

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

Students will explore ancient cultures and their development as well as basic geography of the world.

2111 SOCIAL STUDIES II

Credit: IEP diploma

Grade: 10th grade MR students

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

This course covers the history of western civilizations from 1500 to present, the geography and cultures of people around the world.

6220 SOCIAL STUDIES III

Credit: IEP diploma

Grade: 11th grade MR students

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

This course covers US History from past to present. A secondary focus will be on geographic features that impacted our country's growth and development.

6400 SCIENCE I

Credit: IEP diploma

Grade: 9th grade MR students

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

This course covers the basic concepts of Earth Science. Students will participate in labs and experiments.

6410 SCIENCE II

Credit: IEP diploma

Grade: 10th or 11th grade MR students

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

This course covers the basic concepts of Biology. Students will participate in labs and experiments.

8219 RESOURCE MANAGEMENT

Credit: IEP diploma credit

Grade: 9, 10

Required: Teacher endorsement

This course is designed for the student who needs special individualized instruction. Students focus on life management skills such as: obtaining a positive self-image; setting realistic short- and long- term goals; identifying resources to find housing opportunities; basic nutrition principles; simple food preparation; meal planning; measuring techniques; food sanitation; caring for small children; budgeting; saving money; and clothing selection and maintenance.

6020 SENIOR TRANSITION

Credit: IEP diploma credit

Grade: 12

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

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

6530 DRIVERS EDUCATION R/SC

Credit: ½ Elective Credit

Grade: 11 or 12

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

Driver's Education is designed for students who need special individualized instruction in order to obtain their driver's license. This semester course will cover the driving manual, driving signs, driving rules and protocol. Students will practice taking the learners test. Before students can participate in the behind-the-wheel program, they must obtain a learner's permit from the Division of Motor Vehicles. The Special Education teacher will coordinate behind-the-wheel training once the learner's permit is obtained. Students must pay a \$100.00 fee for behind-the-wheel training.

6500 HEALTH 9-R

Credit: ½ IEP Diploma Credit

Grade: 9 (for modified and self contained)

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

Health 9-R is designed for students to develop a better understanding of taking care of one's self. Students will study basic care, nutrition, physical fitness, and responsible teenage behavior. Health 9-R is an 18-week course offered second semester. PE 9 is required 1st semester.

6510 HEALTH 10-R/ DRIVERS EDUCATION

Credit: ½ IEP Diploma Credit

Grade: 10 (for modified and self contained)

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

This course is divided into Drivers Education and Health 10. Driver's education will be offered the 1st 9 week and will cover the requirements to obtain a Virginia drivers' license. The 2nd 9 weeks students will cover various health issues to include family life, mental health, and drug and alcohol education. PE 10 is required 2nd semester.

Functional Skills

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

Services for the Deaf and Hard of Hearing

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

6900 ENGLISH HI
1182 READING HI

FOREIGN LANGUAGE

Ms. Diane Price, Chair

Foreign language courses are electives for students pursuing the 21- or 22-credit Standard Diploma but are required for those who are seeking the Advanced Studies Diploma. Foreign language is an entrance requirement for many colleges and universities. Students should consult with foreign language teachers and guidance counselors in planning their foreign language program.

FRENCH

5110 FRENCH I-A

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: Grade 9: Concurrent enrollment in Algebra I or higher and English 9- A or H

Grades 10, 11, 12: English-A, -H, or -AP and a C or better in another foreign language

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

5115 FRENCH I

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: C or better in previous English class and recommendation from foreign language or English teacher.

This is an introductory course to the French language and culture. Primary emphasis is placed on listening comprehension, and speaking skills. Reading and writing skills are also introduced.

5120 FRENCH II-A

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: Teacher recommendation; a grade of at least a B in French I-A or its equivalent.

This course is designed for students who studied French I over two years (French I, part 1 and French I, part 2) or French I-A. An emphasis on building idiomatic vocabulary and grammar skills enables students to speak, read, and write more proficiently. This course is taught entirely in French in the second semester.

5125 FRENCH II

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: French I and teacher endorsement

This course is designed for students who studied French I in one year or those who do not meet the criteria for placement in French II-A. Students continue to refine skills acquired in the first year course. Increased emphasis is placed on reading and writing. The study of grammar is expanded. Students study French culture throughout the year. The class is conducted in English but students will use French in exercises.

5130 FRENCH III-A

Credit: 1 Foreign Language Credit

Grade: 10, 11, 12

Prerequisite: French II-A and teacher endorsement

This is a rigorous course designed for students who wish to continue with French IV-A and AP. This course is conducted entirely in French. Focus is on the continued development of vocabulary and listening skills, as well as discussion, reading, and writing proficiency. The cultures of various French-speaking countries are an integral part of the language study. The second semester incorporates the study of Le Petit Prince.

5135 FRENCH III

Credit: 1 Foreign Language Credit

Grade: 10, 11, 12

Prerequisite: French II or French II-A and teacher endorsement

This third-level course is designed as the final course for students seeking to complete the requirements for an Advanced Studies Diploma; it is not designed to prepare students for French IV. Students who wish to continue with the study of French must enroll in French III-A or equivalent prior to French IV. Emphasis is placed on further development of vocabulary, listening, speaking, reading and writing proficiency. The course offers students a foundation for entry level foreign language study at the college level.

5137 FRENCH III/IV-H (not always offered)

Credit: 1 Foreign Language Credit

Grade: 10, 11, 12

Prerequisite: Teacher endorsement

Required: Foreign Language Department Chair Placement

This is an accelerated course combining French III-A and French IV-H and is conducted in French. Only students who began French I-A at CHS or are identified by a counselor and the French Department as being gifted in foreign language study are eligible to enroll. Please see French III-A and French IV-H for course descriptions.

5141 FRENCH IV-H

Credit: 1 Foreign Language Credit

Grade: 11, 12

Prerequisite: French III-A and teacher endorsement

This class is conducted entirely in French. It is designed for the very serious French language student and focuses on the refinement of reading, writing, grammar usage, and conversation proficiency. By the end of the year, students should be able to initiate and sustain a general conversation and write essays. This course prepares students for AP French Language as well as offering an opportunity to begin studying on a college level.

5150 AP FRENCH LANGUAGE

Credit: 1 Foreign Language Credit

Grade: 11, 12

Prerequisite: French IV-H and teacher endorsement

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

This course is conducted entirely in French. It is designed to challenge the highly proficient French language student who wishes to experience college-level work while still in high school. Students refine their proficiency in written and oral expression of ideas. Students write essays, and read short stories, plays, and articles from news sources. They also learn to speak extemporaneously for a longer period of time. There is a strong focus on refining grammar and idiom usage.

AP Test

GERMAN

5315 GERMAN I-A

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: Grade 9: Concurrent enrollment in Algebra I or higher and English 9-A or H
Grade 10, 11, 12: English A or H or AP and a C or better in another foreign language

This is an interactive course to the German language and culture. The primary goal is to help students develop linguistic proficiency and cultural sensitivity. Strong emphasis is placed on vocabulary building and the basic language skills of listening, speaking, reading, and writing.

5320 GERMAN II-A

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: German I-A and/or teacher endorsement

German II-A expands the student's knowledge of the target language and understanding of cultural differences. Emphasis is placed on vocabulary building, grammar, speaking and writing skills. Paragraphs and simple composition construction are essential components. Students are encouraged to use German both inside and outside the class setting.

5330 GERMAN III-A

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: German II-A and/or teacher endorsement

This course is conducted primarily in German. Focus is on further development of grammar, speaking, listening, reading and writing proficiency. The culture of German-speaking countries continues to be incorporated through the use of authentic realia. One intermediate-level mystery will be read and discussed each of the four nine weeks.

5341 GERMAN IV-H

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: German III-A and/or teacher endorsement

This course will help students develop competence in routine interactions and situations, and will broaden their knowledge of cultural contributions, historical and current events, and contemporary lifestyles in German-speaking countries. Speaking and writing projects will focus on encouraging students to further develop a style appropriate for both academic and social needs. Students will be exposed to various types of authentic texts and conversations. Emphasis is placed on consistent use of the target language.

5350 AP GERMAN LANGUAGE (not always offered)

Credit: 1 Foreign Language Credit

Grade: 12

Prerequisite: German IV-H and/or teacher endorsement

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

In this course, German is spoken exclusively. It is designed to challenge the highly proficient German language student. 150-200 word essays and simulated AP Exam tapings are regularly assigned. Students read and discuss The Visit, as well as a variety of short stories, poems, and newspaper and magazine articles. Special attention is also devoted to increasing fluency and vocabulary, refining idiom usage, and avoiding grammatical pitfalls.

AP Test

LATIN

5415 LATIN I-A

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: Grade 9: Concurrent enrollment in Algebra I or higher and English 9-A or H
Grades 10, 11, 12: English A ,H, or AP, and a C or better in another foreign language.

Latin I –A begins with the elementary concepts of Latin. Emphasis is placed on simple recognition and imitation of sounds and words. Included with the grammar study is a steady infusion of vocabulary and word study that will enable students to increase their English vocabulary. The culture and geography of the ancient world is also studied.

5420 LATIN II-A

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: Latin I-A and teacher endorsement

The focus of Latin II-A is to ensure that the student is able to recognize and reproduce new and previously learned grammatical forms of the Latin Language. Included with the grammatical information is more infusion of vocabulary and word study.

5430 LATIN III-A

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: Latin II-A and teacher endorsement

The focus of Latin III-A is to ensure that the student is able to recognize and reproduce new and previously learned grammar forms and vocabulary of the Latin language. The new vocabulary words studied are those most frequently used by the Latin authors. The theme of “urbs Roma” offers a wide scope for the study of aspects of Roman civilization. Both the Latin stories and the English background material supply the student with factual information about features of Roman life.

5440 LATIN IV-H

Credit: 1 Foreign Language Credit

Grade: 10, 11, 12

Prerequisite: Latin III-A and a teacher endorsement

Latin IV-H stresses the mastery of grammar, syntax, vocabulary, and derivatives. The course also concentrates on translating increasingly more difficult passages. Readings include works by Plautus, Ovid and Vergil.

5450 AP VERGIL

Credit: 1 Foreign Language Credit

Grade: 11, 12

Prerequisite: Latin IV-H and teacher endorsement

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

The Aeneid by Vergil is thoroughly examined. This AP course stresses the mastery of grammar, vocabulary, translation skills, and interpretation skills. Students read Books 1-6 and selections from Books 7-12. Knowledge of all 12 books is essential. Students write essays, and practice sight readings.

AP Test

5361 AP LATIN LITERATURE

Credit: 1 Foreign Language Credit

Grade: 11, 12

Prerequisite: Latin IV-H and teacher endorsement

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

This AP course stresses the mastery of grammar, vocabulary, translation and interpretation skills. Students read selected poems of Catullus and selections from Ovid's Metamorphoses and Amores. Students write essays and practice sight readings.

SPANISH**5010 SPANISH I-A**

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: Grade 9: Concurrent enrollment in Algebra I or higher and English 9-A or H
Grades 10, 11, 12: English-A, -H, or -AP and a C or better in another foreign language

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

5015 SPANISH I

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: C or better in previous English class and recommendation from foreign language or English teacher

This is an introductory course to the Spanish language and culture. Primary emphasis is placed on listening, comprehension, and speaking. This class is conducted primarily in English.

5020 SPANISH II-A

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: A score of 75% on the Spanish I-A exam and teacher endorsement

This accelerated course is designed for those students who studied Spanish I over two years (Spanish I, Part I and Spanish I, Part II) or studied Spanish I-A. Emphasis is placed on proficiency in vocabulary, grammar, and speaking. Students are expected to read and discuss simple Spanish texts such as newspapers and magazine articles, as well as short essays. Paragraph and simple composition construction are essential components of the course. This course is taught primarily in Spanish.

5025 SPANISH II

Credit: 1 Foreign Language Credit

Grade: 9, 10, 11, 12

Prerequisite: Spanish I and teacher endorsement or a score between 60%-75% on the Spanish I exam.

Students continue to refine skills acquired in the first year course. Increased emphasis is placed on reading and writing. The study of grammar is expanded. Students study Hispanic history and culture and use Spanish in classroom exercises, although the class is conducted primarily in English.

5030 SPANISH III-A
Credit: 1 Foreign Language Credit
Grade: 10, 11, 12

Prerequisite: Spanish II-A or an "A" average in Spanish II and teacher endorsement

This is a rigorous course designed for those students who may intend to continue with Spanish IV and V. This course is conducted entirely in Spanish. Emphasis is on the continued development of vocabulary, listening, discussion, reading and writing proficiency. An introduction to the study of Hispanic history, culture and literature. Only Spanish is spoken in the classroom.

5035 SPANISH III
Credit: 1 Foreign Language Credit
Grade: 10, 11, 12

Prerequisite: Spanish II or Spanish II-A and teacher endorsement

This third-level course is designed as a final course for students seeking to complete the requirements for an Advanced Studies Diploma; it is not designed to prepare students for Spanish IV. Students who wish to continue studying Spanish must enroll in Spanish III-A or its equivalent before Spanish IV. Emphasis is placed on further development of vocabulary, listening, speaking, reading and writing proficiency. The course offers students a solid foundation for foreign language study at the college level.

5136 SPANISH III/IV-H
Credit: 1 Foreign Language Credit
Grade: 10, 11, 12

Prerequisite: Spanish I-A taken at CHS, Spanish II-A and/or teacher endorsement

Required: Foreign Language Department Chair Placement

This is an accelerated course combining Spanish III-A and Spanish IV-H. Only students who began Spanish I-A at CHS or are identified by a counselor and the Foreign Language Department Chair as being gifted in foreign language study are eligible to enroll. Please see Spanish III-A and Spanish IV-H for course descriptions. Only Spanish is spoken in the classroom. This course prepares students for AP Spanish Language.

5040 SPANISH IV-H
Credit: 1 Foreign Language Credit
Grade: 11, 12

Prerequisite: Spanish III-A and/or teacher endorsement

This course is designed for the very serious Spanish language student, and focuses on the refinement of reading, writing, grammar usage, and conversation proficiency. The fourth year of Spanish offers a study of Hispanic history and literature, emphasizing the different genres and periods. Students read short stories, poetry and contemporary drama. Only Spanish is spoken in the classroom. This class prepares students for AP Spanish Language.

5050 AP SPANISH LANGUAGE
Credit: 1 Foreign Language Credit
Grade: 11, 12

Prerequisite: Spanish IV-H and/or a teacher endorsement

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

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

AP Test

5580 AP SPANISH LITERATURE

Credit: 1 Foreign Language Credit

Grade: 12

Prerequisite: AP Spanish Language and/or teacher endorsement

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

AP Test

This course is conducted exclusively in Spanish. It is designed to challenge the highly proficient student who wishes to experience college-level work, while still in high school. Students will develop skills in literary analysis of selected Latin-American and Peninsular original works. Students will have exposure to a variety of genres, historical periods and geographical areas.

VISUAL AND PERFORMING ARTS

Ms. Laura Thomas, Chair

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

ART

9110 ART I

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: None

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

9111 ART I – INTERMEDIATE

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Successful completion of Art I and CHS art teacher endorsement

Art I – Intermediate is concurrent with and included in the regular Art I classes. This class is a variation of Art I for the student who has successfully completed Art I but is not ready to advance to the next level of Art II. Students will work at the same skill and concept level as the Art I class but will engage in modified or different projects and experiences. Instructor approval for this placement is mandatory.

9115 ART II

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Art I

Fee: \$10.00

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

9116 ART II – INTERMEDIATE

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Art I and teacher endorsement

Fee: \$10.00

Art II– Intermediate is concurrent with and included in the regular Art II classes. This class is a variation of Art II for the student who has successfully completed Art II but is not ready to advance to the next level of Studio Art. Students will work at the same skill and concept level as the Art II class but will engage in modified or different projects and experiences. Instructor approval for this placement is mandatory.

9120 STUDIO ART
Credit: 1 Fine Arts Credit
Grade: 11, 12
Prerequisite: Art II and a teacher endorsement
Fee: \$10.00

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

9125 AP PORTFOLIO STUDIO ART
Credit: 1 Fine Arts Credit
Grade: 11, 12
Prerequisite: Submission of a portfolio and teacher endorsement
Fee: \$20.00 plus cost of the portfolio slides and the AP Portfolio exam

AP Test

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

This course is equivalent to a college-level drawing, sculpture or design course. Advanced Placement credit is not based on a written examination; instead, students submit portfolios for evaluation during the AP examination period in May. There are three different AP Studio Art courses: (1) Studio Art – Drawing; (2) Studio Art – Two-dimensional Design; and (3) Studio Art – Three-dimensional Design and Sculpture. These Advanced Placement studio courses are designed for students who are seriously interested in the practical experience of art. Students may submit only one portfolio for evaluation in a particular year and may submit a different portfolio in successive years. Portfolios are prepared and submitted according to the specifications detailed on the Studio Art Poster. Each portfolio contains three sections: Quality (for which actual art works are submitted); Concentration (an in-depth, individual project); and Breadth (demonstration of a wide range of experience). Work for the Concentration and Breadth sections is submitted on slides. Students are required to provide film and processing. AP Portfolio students must expect to work on AP Portfolio outside of class equal to or greater to in-class time. Instructor approval for placement in AP Portfolio is mandatory. Students accepted into the AP Portfolio class will be required to complete 5 or more summer assignments prior to the school year.

9135 PHOTOGRAPHY I or II
Credit: 1 Fine Arts Credit
Grade: 10, 11, 12
Prerequisite: A teacher endorsement and favorable evaluation of a course application
Fee: \$100 per year

Enrollment: **Limited to 15 students per class section**

Note: Students are selected based on a course application with essay. Applications must be returned by March 25.

This course is an introduction to black and white photography. Students are introduced to the basic parts of the 35mm camera, learn darkroom techniques of film developing and print processing, and develop the skills necessary to study photography as an art form. Students prepare a personal portfolio of their work.

THEATRE

9210 INTRODUCTION TO THEATRE

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: None

Fee: \$5.00

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

9215 ACTING

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Introduction to Theatre or approval of instructor

Fee: \$5.00

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

9220 TECHNICAL THEATRE

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Introduction to Theatre or approval of instructor

Fee: \$5.00

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

9225 CHARLOTTESVILLE PLAYERS

Credit: 1 Fine Arts Credit

Grade: 11, 12

Prerequisite: Introduction to Theatre and Acting or Technical Theatre and Audition

Fee: \$5.00

This advanced level course is designed for the theatre student who wishes to not only perform in a variety of productions on campus and off, but one who also wishes to share his/her experience and knowledge of theatre arts with others. Students will conduct a series of original workshops at various city schools. Workshop content is created by the students and ranges from scenery construction to pantomime technique. Various projects include dessert theatre production, acting for the camera, video editing, and video production.

MUSIC

9310 SYMPHONIC BAND WW (Woodwind Section)

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: Audition

This performing group prepares music for a variety of concerts and programs. The music is less difficult than that for the Wind Ensemble. The band is for students who are not advanced enough to play in the advanced group. Members are also part of the Marching Knights.

9315 SYMPHONIC BAND BP (Brass & Percussion)

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: Audition

This performing group prepares music for a variety of concerts and programs. The music is less difficult than that for the Wind Ensemble. The band is for students who are not advanced enough to play in the advanced group. Members are also part of the Marching Knights.

9320 WIND ENSEMBLE

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: Audition

The Wind Ensemble is composed of the most advanced students, selected by audition, who play music at a difficult level, prepare concerts, and take part in festivals. Members are also part of the Marching Knights.

9325 MARCHING KNIGHTS

REGISTER FOR THIS COURSE TWICE

Credit: ½ Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: Audition

The Marching Knights is a performing group, which appears at home football games, various parades, field contests, and festivals. The group meets every day in the fall and spring during the early morning period. All band members are part of the Marching Knights. The group travels widely and participates in field competitions. The group marches in the corps style.

9330 JAZZ ENSEMBLE

REGISTER FOR THIS COURSE TWICE

Credit: ½ Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: Audition

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

9410 CHORUS I

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: 9th Graders: Endorsement of Middle School Choir Director
All others: Audition

This is a full-year course offering a serious study of vocal music. Students read music for unison and part singing. Quality of tone, accurate intonation, music dynamics, and tempo are emphasized. Students rehearse and perform many types of music. This chorus performs concerts and participates in district and national musical festivals.

9411 CHORUS II

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Audition

Required: After-school rehearsals for new students. Current student must have endorsement of High School Choir Director.

This is a full-year course offering a serious study of vocal music. Students read music for unison and part singing. Quality of tone, accurate intonation, music dynamics, and tempo are emphasized. Students rehearse and perform many types of music. This chorus performs concerts and participates in district and national musical festivals.

9415 CHARLOTTESVILLE SINGERS

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Audition only with High School Choir Director

Required: After-school rehearsals

Enrollment: Limited to 16-20 students

This performing group is composed of the most accomplished tenth-, eleventh-, and twelfth-grade vocal music students, selected by audition in the spring of the preceding year. Members of the Charlottesville Singers rehearse and perform choral music of difficult level. This chorus performs concerts and participates in district and national music festivals.

9222 CHAMBER MUSIC

Credit: 1 Fine Arts Credit

Grade: 9,10,11,12

Prerequisite: Teacher endorsement and enrollment in orchestra or band

This course is designed for advanced instrumental musicians who want to learn chamber music repertoire and hone their ensemble skills. Students will be placed in small ensembles – string quartets, trios, duets, etc., depending on the enrollment of the class. Music theory, including ear training and sight-singing will be included as part of the curriculum.

9510 CONCERT ORCHESTRA

Credit: 1 Fine Arts Credit

Grade: 9,10,11,12

Prerequisite: Two years playing experience

The Concert Orchestra is composed of all ninth-grade string students, and upper-class students who either chose not to audition, or were not selected for String Ensemble. The Concert Orchestra rehearses and performs string music of moderate to difficult levels. Several concerts are performed during the school year as part of this course.

9515 STRING ENSEMBLE

Credit: 1 Fine Arts Credit

Grade: 10, 11, 12

Prerequisite: Audition

The String Ensemble is composed of the most advanced tenth-, eleventh-, and twelfth-grade string players, selected by audition in the spring of the preceding year. The String Ensemble rehearses and performs string and full orchestral music of difficult to professional level. Many concerts are performed during the school year as part of this course.

9610 INTRODUCTION TO PIANO

Credit: 1 Fine Arts Credit

Grade: 9, 10, 11, 12

Prerequisite: Permission of the instructor

Enrollment: Limited to 10 students per class

This course is for students with little or no experience on the piano. Students learn basic piano skills, including scales, chords, and fingering.

CAREER AND TECHNICAL EDUCATION

Mr. Dan Fielding, Chair

Career and Technical Education provides sequences of career-related courses designed to help students develop skills needed for entry-level employment, advanced technical training programs, and continuing education on the college and university level. Elective courses in program areas of Business and Information Technology, Marketing Education, Technology Education, Consumer and Family Sciences, Trade and Industrial Education, and Health and Medical Sciences focus on helping students develop twenty-first century job skills, such as, proficiency in computer technology, information acquisition and processing, problem solving, teamwork, and effective communication skills. Career and Technical Education courses are designed to enhance and support the academic curriculum - reinforcing the Standards of Learning established for English, mathematics, science, and history & social science.

BUSINESS AND INFORMATION TECHNOLOGY

State Approved Business & Information Technology Sequential Electives & Program Completion Options:

Prerequisite: Completion of Keyboarding or Computer Processing & Applications or demonstration/documentation of keyboarding skills is required for all Business and Information Technology Occupational courses.

Option 1:

Computer Applications & Processing (36 wks) &
Principles of Business (36 wks) or
Word processing (36 wks)
Computer Information Systems (36 wks) or
Office Administration (36 wks)

Option 2:

Keyboarding prerequisite
Word Processing (36 wks) &
Office Administration (36 wks)

Option 3:

Keyboarding prerequisite
Computer Information Systems (36 wks) &
Business Law(18 wks)
Business Management (18 wks)

Option 4:

Keyboarding prerequisite
Word Processing (36 wks) &
Computer Information Systems (36 wks)

Option 5:

Keyboarding prerequisite
Computer Information Systems (36 wks)
Office Administration (36 wks)

Option 6:

Keyboarding prerequisite
Word Processing (36 wks) &
Business Law (18 wks) &
Business Management (18 wks)

Option 7:

Keyboarding prerequisite
Office Administration (36 wks)
Bus Law/Bus Management (36 wks)

FOUNDATION COURSES:

6151 KEYBOARDING (SEMESTER)

Credit: ½ Elective Credit

Grade: 9, 10, 11, 12

Note: Students enrolling in Semester Keyboarding must also pick an additional ½ semester course to fill the void.

This is a one-semester course open to all students. Emphasis is placed on the development of the skill of entering alphabetic, numeric and symbol information on a keyboard. Keyboarding is recommended for students planning to efficiently operate a computer for personal use or on the job.

6152 COMPUTER PROCESSING & APPLICATIONS

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Note: ***This course enables students to meet the keyboarding prerequisite needed to enroll in advanced computer courses.***

Computer Applications and Processing is a full-year, single period course for all students. Students use word processing software to develop touch keyboarding skills, to understand correct manipulation of the standard keyboard, and improve language skills. In Computer Applications and Processing students create personal and business letters, outlines, manuscripts, and tabulated reports. They also learn about the information processing cycle, windows, and file management. Computer Applications and Processing is recommended for students planning to efficiently operate a computer for personal use or on the job.

OCCUPATIONAL COURSES:

6621 OFFICE ADMINISTRATION

Credit: 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: Keyboarding Applications or demonstrated touch keyboarding skills

In this course, students further develop word processing and communication skills as they acquire competencies needed by administrative support professionals. Students study office procedures such as machine dictation/transcription, telecommunications, electronic records management and financial records management. Completion of this course prepares students for apprenticeships in occupations related to administrative support.

6612 COMPUTER INFORMATION SYSTEMS

Credit: 1 Elective Credit

Grade: 10, 11, 12

(9th grade students may enroll if they have successfully completed Keyboarding Applications in the middle school)

Prerequisite: Keyboarding Applications or demonstrated touch keyboarding skills and completed or currently enrolled in Algebra I

This course is designed to introduce students to microcomputer technology through instruction in the use of a variety of industry-standard applications software. A unit on telecommunications and the Internet is taught through simulation and on-line experience. This course is highly recommended for the college-bound student. Other units of study include: Windows, word processing, and spreadsheet and database applications.

6625 WORD PROCESSING/DESKTOP PUBLISHING

Credit: 1 Elective Credit

Grade: 10, 11, 12

(9th grade students may enroll if they have successfully completed Keyboarding Applications in the middle school)

Prerequisite: Keyboarding Applications or demonstrated touch keyboarding skills

Students develop intermediate to advanced level word processing skills using a variety of software functions, including graphics and desktop publishing. Students gain competence integrating other applications such as database and spreadsheet into word processing activities. Classroom experiences also provide for skill development in communications.

6132 BUSINESS LAW

Credit: ½ Elective Credit

Grade: 11, 12

Prerequisite: None

Recommended: Keyboarding

This is a half-year, single period course that incorporates economic and social concepts as they relate to laws affecting businesses and individuals. Units of study include: a survey of criminal and tort law, the rights and responsibilities of minors, family law, employment law, and contract law. It is highly recommended that students take this course and Business Management in sequence.

6136 BUSINESS MANAGEMENT

Credit: ½ Elective Credit

Grade: 11, 12

Prerequisite: None

Recommended: Keyboarding

Students study basic management concepts and leadership styles in this half-year, single-period course. They explore business ownership, planning, economics, international business, and human relations issues such as employee motivation and conflict resolution. Student leadership skills may be enhanced by internship experiences. It is highly recommended that students take this course and Business Law in sequence.

MARKETING EDUCATION

State Approved Marketing Sequential Electives & Program Completion Options:

Option 1.

Marketing Co-op or Marketing OE & Advanced Marketing Co-op or OE

Option 3:

Sports, Entertainment, and Recreation Marketing & Internet Marketing/Web Design

Option 2:

Marketing Co-op or Marketing OE & Internet Marketing/Web Design

Option 4:

Sports, Entertainment, and Recreation Marketing & Advanced Marketing

Option 5:

Internet Marketing/Web Design & Advanced Marketing

FOUNDATION COURSE

6115 PRINCIPLES OF BUSINESS AND MARKETING

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: Interest in Business and Marketing

Principles of Business and Marketing is a full year single period course. It is the foundation to occupational programs offered in the business and marketing program. In this course, students explore the role of business and marketing in the free enterprise system. They study how the American economy operates and prepare to make decisions as consumers, wage earners, and citizens.

OCCUPATIONAL COURSES

8120 MARKETING (co-op)

Credit: 2 Elective Credits (2 for 396 hours of continuous co-op experiences)

8121 MARKETING (oe: occupational experiences, projects & simulations)

Credit: 1 Elective Credit

Grade: 11, 12

Prerequisite: Verified interest in a marketing career

*Students learn the functions involved in the marketing of goods and services and achieve the competencies necessary for beginning successful marketing occupations. The development of employability skills in conjunction with marketing competencies in the areas of selling, advertising, visual merchandising, distribution, purchasing, market planning, product technology, and marketing mathematics enable students to become well-rounded marketing employees. Academic skills related to the content are part of this course. Computer/technology applications supporting this course are also studied. **Marketing co-op students are required to work a minimum of 396 hours in marketing related employment to earn two elective credits.***

8130 ADVANCED MARKETING (co-op)

Credit: 2 Elective Credits (2 for 396 hours of continuous co-op experiences)

8131 ADVANCED MARKETING (oe: occupational experience, projects & simulations)

Credit: 1 Elective Credit

Grade: 11, 12

Prerequisite: Marketing co-op

*Advanced Marketing students continue to gain knowledge of marketing functions and foundations as they relate to management and supervisory responsibilities and develop skills needed for advancement. They develop skills for management and supervisory positions and/or continuing education in a marketing related field. Computer/technology applications supporting this course are studied. **Advanced marketing co-op students are required to work a minimum of 396 hours in marketing related employment to earn two elective credits.***

8125 INTERNET MARKETING & WEB PAGE DESIGN

Credit: 1 Elective Credit

Grade: 11, 12

Prerequisite: Prior Computer Related Course

This is an elective course for students who aspire to work within, or create a business on the internet. Students will have the opportunity to gain skills in emerging technologies that will become the standard for conducting global business. In a computer lab, students will utilize Hyper-text Markup Language and application software to design creative and functional Web sites. In addition, intermediate and advanced marketing concepts will be discussed and applied to the site design. Because of the advanced nature of this course, it is recommended that students have good keyboarding skills, a working knowledge of general computer concepts and file management, and a sincere interest in business and marketing.

**8176 SPORTS, ENTERTAINMENT, AND RECREATION MARKETING
(oe: occupational experiences, projects and simulations))**

Credit: 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: None

Note: This course combined with Internet Marketing constitutes a Career & Technical Education completer

A specialized marketing course for students which provides instruction in sponsorship, product planning, promotion, legal contracts, event marketing and communications. Students develop skills in the areas of marketing analysis, and human relations, along with a thorough understanding of the sports, entertainment, and recreation industry and career options available. Students create projects that allow the application of critical-thinking and decision-making skills through the use of computer technology and academic skills.

FAMILY AND CONSUMER SCIENCES**State Approved Family and Consumer Science Sequential Electives & Program Completion
Options at CHS and CATEC:****Option 1:**Introduction to Fashion Design &
Resource Management**Option 3:**Nutrition & Wellness &
Resource Management (Spec. Needs)**Option 2:**Introduction to Fashion Design & Child
Development/Parenting or
Nutrition & Wellness**Option 4:**Nutrition & Wellness &
Child Development/Parenting**8248 INTRODUCTION TO FASHION DESIGN AND MERCHANDISING**

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: None

Introduction to Fashion Design and Merchandising focuses on identifying and exploring careers within the fashion design, manufacturing, and merchandising industry; design principles, fashion styles, consumer issues and basic construction techniques. The student is required to complete at least three sewing projects and is responsible for securing all personal sewing supplies.

8232 CHILD DEVELOPMENT/PARENTING

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: None

This course focuses on assisting students to understand the importance of the parenting role in society. Students study the physical, emotional, social, and intellectual development from age one to six. The course begins with a study of adolescence, maturity, value systems, and philosophy of life. Students explore the necessary preparation for a healthy emotional and physical beginning for parent and child; meeting developmental needs of children; building positive parent/child relationships; and using positive guidance and discipline to promote self discipline, self esteem, and socially responsible behavior.

8229 NUTRITION AND WELLNESS

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: None

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for wellness and fitness; selection and preparation of meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways.

8219 RESOURCE MANAGEMENT

Credit: 1 Elective Credit

Grade: 9, 10

Prerequisite: Teacher endorsement

This introductory course explores managing resources to achieve individual goals, making informed consumer choices, creating and maintaining a living environment that supports the well-being of individuals, living in a global environment, making decisions related to nutrition, clothing, and housing, and managing a household. Several food labs, opportunities for sewing or clothing repair, and basic building skills for house design are included as appropriate. The course reinforces basic skills of math, science, and communication when appropriate in the content.

TECHNOLOGY EDUCATION

State Approved Technology Education Sequential Electives & Program Completion Options at CHS and CATEC:

Technology Education

Option 1:

Technology Foundations &
Technology Transfer

Option 2:

Mechanical Drawing/CAD &
Engineering Drawing/CAD

Option 3:

Mechanical Drawing/CAD &
Architectural Drawing/CAD

Option 4.

Mechanical Drawing/CAD &
Engineering Drawing/CAD (recommended) &
Architectural Drafting & Technical Drawing (PVCC)

Option 5.

Mechanical Drawing/CAD &
Architectural Drawing/CAD &
Architectural Drafting & Technical Drawing (PVCC)

8403 TECHNOLOGY FOUNDATIONS

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: None

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

8405 TECHNOLOGY TRANSFER

Credit: 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: Technology Foundations

Students focus on integrating technology into their core subjects of Math, Science, History and English. The class involves hands-on projects, computer-related work and research, lectures and student presentations. Students work with a variety of computer software and materials to explore the technological systems of production, energy, communication, transportation and other emerging technologies. The class exposes students to technical careers through the use of guest speakers and online research. Students participate in the Technology Student Association (TSA). Key projects include: digital movies, self-propelled airplanes, PowerPoint, miniature single-story wooden shed frame, and a small business. Students should be able to: work in small groups, use critical thinking skills and research independently. Students must earn a satisfactory grade in Technology Foundations to be eligible for this course.

8435 MECHANICAL DRAWING/COMPUTER-AIDED DESIGN

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: Completed or currently enrolled in Algebra I Advanced or Geometry I Advanced or Math Teacher's Recommendation.

This is a challenging course with expectations beyond those of an average elective class.

*Mechanical Drawing/CAD introduces the student to the world of graphic communication. The purpose of the course is to familiarize the student with fundamental drafting/drawing concepts and techniques, and state-of-the-art CAD programs (Computer Assisted Drawing). Emphasis is placed on the use of drafting equipment, construction of geometric shapes, lettering, orthographic projection, computer assisted drawing (CAD) and visualization of two-dimensional (2-D) and three-dimensional (3-D) objects. Students interested in pursuing a career in: **Engineering, Architecture, Construction, Interior Design, Industrial Design, Optometry, Electronics, Robotics or Avionics** will benefit from completing this course.*

8436 ENGINEERING DRAWING/COMPUTER-AIDED DESIGN

Credit: 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: Demonstrated a high level of achievement in Mechanical Drawing/CAD or teacher endorsement.

This is a rigorous course designed for highly motivated students who have a special interest in Engineering. Engineering Drawing/CAD introduces the student to the world of Engineering. Students are challenged with in-depth drawing problems and projects. State-of-the-art CAD programs (Computer Assisted Drawing) will be strictly used. Emphasis is placed on creating working drawings, assembly drawings, sectioning, developments and threads & fasteners.

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

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

8437 ARCHITECTURAL DRAWING/COMPUTER-AIDED DESIGN

Credit: 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: Demonstrated achievement in Mechanical Drawing/CAD or teacher endorsement.

This is a rigorous course designed for highly motivated students who have a special interest in Architecture. Architectural Drawing/CAD introduces the student to field of Architectural Design and basic methods of construction. The course focuses on students completing a working set of architectural plans for a shed, single-story home and multi-level home using CAD software. Students will also build a scaled model of their home.

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

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

HEALTH AND MEDICAL SCIENCES

State Approved Health and Medical Sciences Sequential Electives & Program Completion Options at CHS and CATEC:

Option 1:

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

Option 3:

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

Option 2:

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

8331 HEALTH AND MEDICAL SCIENCES I

Credit: 1 Elective Credit

Grade: 9, 10, 11, 12

Prerequisite: Sciences – at grade level or above

Health and Medical Sciences introduces students to health care careers and allows for the exploration of each. It is designed to help students develop basic skills common to all health occupations such as; infection control, body mechanics, first aid, vital signs and communication skills. Health and Medical Sciences also provides an introduction to medical terminology and the basic concepts of human growth and development, cultural diversity, problem solving, and nutrition. Students explore careers such as nursing, technicians, administrative support, therapists, physician's assistants, and physicians.

8332 HEALTH AND MEDICAL SCIENCES II

Credit: 1 Elective Credit

Grade: 10, 11, 12

Prerequisite: Sciences – at grade level or above

This advanced course is designed to build upon the basic skills and knowledge obtained in Health and Medical Sciences I while utilizing critical thinking skills. In-depth exploration of specific careers and diseases will expose the student to a vast array of health care experiences, including careers such as nursing, technicians, administrative support, therapists, physician's assistants, and physicians. First aid training and CPR training are taught.

WORK-BASED LEARNING

8000 SENIOR INTERNSHIP

Credit: ½ Elective Credit per Semester

Grade: 12

Prerequisite: Accepted application

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



A secondary and post-secondary career and technical school

This fall the CATEC School Board approved a comprehensive three year Strategic Action Plan to address the needs of our school, students and community. The plan focuses on developing an extensive relationship with businesses to create opportunities for students to develop workplace skills and career options.

The Strategic Plan focuses on the following vision, mission and goals.

VISION: *We are the school of excellent and choice for students, staff, and businesses.*

MISSION: *Our mission is to develop workforce skills and careers.*

GOAL 1: Meet industry demands for youth who are prepared and ready to work.

GOAL 2: Develop and implement a new delivery structure.

GOAL 3: Ensure a positive public image.

Businesses and community members who are interested in making connections and developing programs should check out our web-site at www.catec.org.

OVERVIEW CATEC Career Programs

The Charlottesville-Albemarle Technical Education Center (CATEC) operates with a very special purpose in mind: to provide high school students and adults in the community an opportunity to prepare for successful careers or update existing skills. Students may choose to seek employment upon graduation and/or to continue their formal education through apprenticeship programs or advanced study in technical institutes, community colleges, and universities.

Students may be admitted to the center if they meet the following criteria:

1. *Attend Albemarle County or Charlottesville City Schools;*
2. *Attend Fluvanna High School or neighboring high schools (admitted on space available basis);*
3. *Have parental permission; and*
4. *Make application through their school guidance counselors and meet requirements for admission to programs.*
5. *Pay tuition if they are adults and space is available in the class.*

CATEC PROGRAMS

Students receive comprehensive technical instruction in preparation for the workforce. The instructors that are industry and state certified, and have significant experience in their occupation offer training in the following areas:

MATH AND TECHNICAL PROGRAMS		a.m.	p.m.	College Credits	Industry Certification	*Verified Credits
Math	Geometry	X	X			1
	Geometry Advanced	X	X			1
	<i>Algebra II</i>	X	X			1
	<i>Algebra II Advanced</i>	X	X			1
	<i>College Algebra Trig Standard</i>	X	X			1
	<i>College Algebra Trig Advanced</i>	X	X			1
Audio, Media & Communications	<i>Television and Video Production</i>	X	X		NOCTI	1 – 2
Automotive Technology	<i>Auto Body Technology I</i>		X			
	<i>Auto Body Technology II</i>	X			NOCTI/ICAR	1 – 2
	<i>Automotive Service Technology I</i>		X			
	<i>Automotive Service Technology II</i>	X		20 JSRCC	ASE/AYES	1 – 2
Engineering & Construction	<i>Construction Residential I</i>	X	X			
	<i>Construction Residential II</i>	X		6 PVCC	NOCTI	1 – 2
	<i>Electrical Residential I</i>		X			
	<i>Electrical Residential II</i>	X		6 PVCC	NOCTI	1 – 2
	<i>Masonry I</i>	X	X			
	<i>Masonry II</i>	X		6 PVCC	NOCTI	1 – 2
Health Sciences	<i>Computer Aided Drafting & Design</i>	X		6 PVCC		
	<i>Emergency Medical Technician/Firefighting</i>	X		6 PVCC	EMT Basic Firefighter I	1 – 2
	<i>Nurse Aide</i>	X	X	5PVCC	CAN	1 – 2
Information Technology	<i>High Tech Operating Systems</i>	X	X	3 PVCC	A+ Operating	1 – 2
	<i>High Tech Hardware & Electronics</i>	X	X	3 PVCC	A+ Hardware	1 – 2
	<i>Computer Network Software</i>	X	X	7 PVCC	Net Plus	1 – 2
Legal & Protective Services	<i>Emergency Medical Technician/Firefighting</i>	X		6 PVCC	EMT Basic Firefighter I	1 – 2
Service Industries	<i>Barbering I</i>		X			
	<i>Barbering II</i>	X			State Licensure	1 – 2
	<i>Cosmetology I</i>	X	X			
	<i>Cosmetology II</i>	X	X		State Licensure	1 – 2
	<i>Culinary Arts I</i>	X	X			
	<i>Culinary Arts II</i>	X			NOCTI	1 – 2
	<i>Nail Technician</i>		X		State Licensure	1 – 2

***NOTE: pass certification and be a C&TE completer to earn 2 verified credits
NOCTI – National Occupational Competency Testing Institute**

Application & Selection Process

Students wanting to enroll in CATEC programs must complete an Application for Enrollment, available through their home high school guidance office. Students return completed applications to their guidance counselors who will forward the applications to CATEC.

Since class sizes at CATEC are limited, CATEC will review the applications and select students based upon the following:

- I. *Applicants will be considered for the programs provided they meet any listed prerequisites.*
- II. *CATEC will review the following information on all applicants: attendance, disciplinary record, grades, grade level, age and personal interview, if applicable. Final selection for each program will then be based upon a variety of factors, including the above information, the number of enrollments from each school, and the total enrollments from each school division.*
- III. *Current CATEC students wishing to return to complete their programs or desire to enter a new program must obtain a grade level of "C" or higher and receive a recommendation to return from their instructors.*

Program Completer/Certificate/Seal Options

All credit(s) for CATEC programs meet the requirement as a practical arts elective(s).

Students who finish any state approved one or two-year sequence of technical courses and earn a high school diploma will constitute a "program completer".

Program completers receive a **Career and Technical Education Certificate of Completion** (based upon program requirements). Students earn a **Career and Technical Education Seal** if they: (a) achieve a B average in a sequence of courses; or (b) pass an examination that confers certification from a recognized industry, trade, or professional association; or (c) acquire a professional license in the field from the Commonwealth of Virginia. Students will receive a **Certificate of Participation** upon completion of a one-year program or one year of a two-year program (based upon program/certificate requirements), or complete a two-year program and do not earn a high school diploma.

Technical Education Organizations for Students

Student participation in SkillsUSA and Health Occupations Student Association (HOSA) is an integral part of instruction in all CATEC's programs. These organizations provide opportunities for students to develop personal leadership and communication skills and motivates them to excel in their chosen fields of study.

Summer Internship Program

0027 SUMMER INTERNSHIP PROGRAM – A CATEC PARTNERSHIP

Credits: ½

Grades: 11, 12 (must be at least 16 years old by June 15th)

Prerequisite: None

The Summer Internship Program allows students to explore a career interest in the Health and Medical Sciences field or the Information Technology field. Students are paired with a mentor for 3 weeks during this unpaid work experience. Students will also receive several hours of employability skills training at CATEC. Students must go through an application process to be considered for an internship, and not all students are guaranteed a placement. The application process will take place during the month of April.

Summer Business Camp

Opportunities are being explored for summer classes at CATEC that will work in conjunction with local businesses to develop programs of enrichment and skills training. Visit www.catec.org in January for additional information.

Curriculum Focus

While there are many technical “hard” skills taught in our programs at CATEC, an increased portion of our instruction is geared towards **workplace readiness skills**, known as “soft” skills. These skills are incorporated into the curriculum for each trade area as well as implemented school-wide in weekly lessons to better prepare students for the workplace environment.

In addition to the workplace skills will be a new initiative to teach **Entrepreneurship and Technology Skills in 2007/2008**. These skills will be incorporated into the trade areas to better prepare students for opportunities once they have completed their program of study.

ACADEMIC PROGRAMS

Exploratory

10th GRADE VOCATIONAL EXPLORATORY (PM)

Credits: Geometry 1 Math Credit
 Vocational Exploratory 1 Elective Credit
Grade: 10

Students take geometry and explore a technical class. Students explore possible career options by rotating through different labs (nine weeks per lab, 4 labs per year). Class is open to rising 10th graders who have successfully passed Algebra I.

Math Courses

Note: All math courses meet SOL requirements. The classes below can be taken in conjunction with most A.M. and P.M. CATEC programs whereby a student can earn three credits: 1 math and two elective credits.

Geometry

Credits: 1 Math Credit
Levels: Standard or Advanced
Prerequisites: Algebra I

SOL Test

Algebra II

Credits: 1 Math Credit
Levels: Standard or Advanced
Prerequisites: Algebra I and Geometry

SOL Test

College Algebra Trigonometry

Credits: 1 Math Credit
Levels: Standard or Advanced
Prerequisites: Algebra I, Geometry and Algebra II

Career & Technical Education Programs

AUDIO, MEDIA AND COMMUNICATIONS

8688 **TV/VIDEO PRODUCTION I (AM or PM)** **2 Year Program**

8689 **TV/VIDEO PRODUCTION II (AM)**
 Credits: TV/Video Production I 2 – 3 Elective Credits*
TV/Video Production II 2 – 3 Elective Credits*

* 2 elective credits taken in conjunction with a CATEC math class.

Grades: 10, 11, 12

Prerequisites: Students completing Television Production (1 credit) at the home high school can enter this course and earn a Career and Technical Education Seal.

Certifications: Television Production (NOCTI)

Verified Credits: 1 – 2 (certification, completer)

College Credits: NA

This course is taught at the CATEC and Public Access television studio and editing lab. First semester, students learn to operate all broadcasting equipment, set and lighting design, story boarding and script preparation, camera and switcher operation, and the preparation and insertion of graphics. Each student produces a 30-minute TV show that is submitted to Public Access (channel 13) and can earn Public Access Producers License. Second semester, students transfer skills into video production learning basic and advanced camera techniques, composition and framing, proper lens and filter combinations, and the use of microphones to produce video for editing. Fees: approximately \$10 for supplies and \$20 for SkillsUSA.

CAREER OPPORTUNITIES: Camera Operator Program Director, Television Producer, and Studio Audio Engineer

	Average Wage/Hour	Median annual wage
Producer/Director	\$24.92	\$51,834
Sound Engineering	\$17.61	\$36,628
Camera Operator	\$16.46	\$34,237
Audio/Video Technician	\$19.23	\$39,998



8506 **AUTOMOTIVE TECHNOLOGY I (PM)** **2 Year Program**
8507 **AUTOMOTIVE TECHNOLOGY II (AM)**
Credits: Automotive Tech I 2-3 Elective Credits*
 Automotive Tech II 2-3 Elective Credits*
 *2 elective credits if taken in conjunction with a CATEC math class.
Grades: 10, 11, 12
 Instructor Involvement encouraged/AYES does not recognize 10th graders.
Prerequisites: Successful completion of Algebra I, ability to read and understand highly technical information, use sophisticated equipment, work independently and in groups.
Certifications: ASE, AYES
Verified Credits: 1-2 (certification, completer)
College Credits: Students earning a B average will earn 20 dual enrollment college credits at J. Sergeant Reynolds Community College

Automotive Service Technology is a two-year program for students wishing to become automotive technicians. The program is articulated with J. Sargeant Reynolds Community College and Universal Technical Institute. The program is industry certified through Automotive Service Excellence (ASE) and Automotive Youth Education System (AYES). The program includes the study of engine repair, engine performance, electricity/electronics, brakes, steering, and suspension. The program is designed to provide an in-depth study of the automobile and its operation systems. In the classroom students will study automotive theory and put the theory into practical use in the auto-lab. Automotive manufacturers and local dealerships sponsor the Automotive Youth Education System (AYES) at CATEC. This program offers employment opportunities with dealerships for students who qualify and are selected during the spring semester of the first year. The program prepares graduates to pursue the Virginia State Inspector's License. Fees: approximately \$105.00 for uniforms, goggles, SkillsUSA and a workbook.

CAREER OPPORTUNITIES: AYES Summer Intern, Automotive Mechanic, Drivability Technician, Service Technician, Shop Foreman, Service Adviser, Service Manager, Parts Counter Person, Parts Manager, Service Director.

	Average Wage/Hour	Median annual wage
Automotive Service Technician	\$23.85	\$45,800
Service Manager	\$35.67	\$68,500



ENGINEERING & CONSTRUCTION

8601	CARPENTRY I (AM or PM)	2 Year Program
8602	CARPENTRY II	
Credits:	Carpentry I - 2 or 3 Elective Credits Each Year* Carpentry II - 2 or 3 Elective Credits Each Year* *2 elective credits if taken in conjunction with a CATEC math class.	
Grades:	10,11, 12	
Prerequisites:	Knowledge of fractions and measurement (read a ruler in increments of an eighth).	
Certifications:	Carpentry Assessment (NOCTI)	
Verified Credits:	1-2 (certification, completer)	
College Credits:	One one-year of credit toward the CATEC Apprenticeship Program (upon successful completion of NOCTI Assessment), which is articulated into PVCC Technical Studies AAS degree in Construction Management	

A wide variety of employment opportunities in the building industry are available to students successfully completing this course. Instruction covers a range of construction systems to include: site development, floor systems, wall systems, roofing, plumbing, electrical, windows and doors, and finishing. Students in year II form their own construction company and actually build a 3 bedroom, 1,250 square foot house from ground up to include finish trim and cabinet installation. A background in mathematics and technical drawing is strongly recommended. Students with allergies (dust, paint, etc...) should consult a physician prior to enrollment. Fees: approximately \$10 for Carpentry I tools, \$35 for Carpentry II tools and \$20 for SkillsUSA.

CAREER OPPORTUNITIES: Carpenter Apprentice, Carpenter's Helper, Carpenter, Construction Worker, Interior Trim Installer, Drywall Hanger/Finisher, Roofer/Roofer's Helper, Siding Technician, Construction Estimator, General Contractor, Architect, Engineer, Framing & Trim, Construction Manager.

	Average Wage/Hour	Median annual wage
Carpenter	\$15.64	\$32,531
Construction Manager	\$34.94	\$72,675
Construction Laborers	\$13.94	\$28,995
Construction Helpers	\$10.59	\$22,027



8512 MASONRY (AM or PM) 2 Year Program
8513 MASONRY II (AM)

Credits: Masonry I: 2-3 Elective Credits*
Masonry II: 2-3 Elective Credits*
 *2 elective credits taken in conjunction with a CATEC math class.

Grades: 10,11, 12

Prerequisites: None

Certifications: Construction Masonry (NOCTI)

Verified Credits: 1-2 (certification, completer)

College Credits: One one-year of credit toward the CATEC Apprenticeship Program (upon successful completion NOCTI Assessment), which is articulated into PVCC's Technical Studies AAS degree in Construction Management.

If you have good manual dexterity, like working outdoors, and have a sense of proportion, then masonry can offer you a great career and living. Masonry I teaches basic skills regarding tools, equipment, layout, prints, laying block and brick, and constructing walls. Masonry II expands into various types of brick; building steps, arches, chimneys, and artistic creations for residential and commercial uses. Hands-on learning includes opportunities in building various community projects. AM Year I students must have strong academic and mechanical aptitude. Fees: \$20 for SkillsUSA dues.

CAREER OPPORTUNITIES: Brick Mason's Apprentice, Bricklayer, Brick Mason, Stone Mason, and Construction Worker.

	Average Wage/Hour	Median annual wage
Brick and Block Masons	\$19.21	\$39,957
Cement Masons	\$13.77	\$28,642
Brick and Block Helpers	\$11.70	\$24,336
Plasterers/Stucco Masons	\$13.90	\$28,912

8533 ELECTRICITY I (PM) 2 Year Program
8534 ELECTRICITY II (AM)

Credits: Electricity I: 2-3 Elective Credits*
Electricity II: 2-3 Elective Credits*
 *2 elective credits taken in conjunction with a CATEC math class.

Grades: 10,11, 12

Prerequisites: Successful completion of Algebra I; good manual dexterity, discrimination of colors, and mechanical aptitude

Certifications: Construction Electricity (NOCTI)

Verified Credits: 1-2 (certification, completer)

College Credits: N/A

Prepares students for incredible opportunities in residential and commercial electrical work, as well as telecommunications and cabling occupations. Teaches electrical theory; prints and specifications; conductors, writing and cabling, and knowledge of National Electric Code. Students wire the house constructed by the Residential Construction Program. Students need to have good academic and mechanical aptitude. Fees: approximately \$45 for tools and \$20 for SkillsUSA.

CAREER OPPORTUNITIES: Electrician's Helper, Electrician, Utility Lineman, and Electrical Contractor.

	Average Wage/Hour	Median annual wage
Electrician	\$19.07	\$39,666
Electrician Helper	\$11.62	\$24,170
Line Installer/Repairer	\$23.61	\$49,100
Electrical Repairers	\$20.48	\$42,600
Electrical Engineer	\$33.57	\$69,826

**8438 COMPUTER AIDED DRAFTING & DESIGN (AM*)
CATEC class taught at PVCC (dual credits)**

Credits: 2 Elective Credits

Grades: 11, 12 (preference)

Prerequisites:

- Student must take the Compass tests
- B or better in Technical Drawing and Design (8435) and a B or better in either Engineering Drawing and Design (8436) or Architectural Drawing and Design (8437)
- High School Drafting Instructor's letter of recommendation

Certifications: NA

Verified Credits: NA

College Credits: Students can earn 6 Dual Enrollment credits for taking ARC 121 and DRF 140 and 6 articulated credits for taking the prerequisite high school courses (listed above). These credits can be applied towards the PVCC Mechanical Engineering Technology (AAS) degree program with a specialty in Computer Aided Drafting and Design.

Fall 2007 – ARC 121 (3) credits, Tue/Thur from 8:15 a.m. – 10:05 a.m.

ARC 121 Architectural Drafting I (3 credit)

Introduces techniques of architectural drafting, including lettering, dimensioning, and symbols. Requires production plans, sections and elevations of a simple building. Studies of common reference material and the organization of architectural working drawings. Requires development of a limited set of working drawings, including a site plan, related details, and pictorial drawings.

Spring 2008 – DRF 140 (Technical Drawing) 3 credits,

Tue/Thur from 8:15 a.m. – 10:05 a.m.

DR 140 Technical Drawing (3 credit)

Enhances the principles learned that are related directly to the field of drafting and design. Gives a more in-depth exposure to detail and working drawings, dimensioning, tolerancing and conventional drafting practices. Teaches CAD modeling, may include parametric modeling. The course utilizes Inventor 9.0 software in a true parametric, three-dimensional solid modeling environment.

*This is an advanced **dual credit** course taught at and by PVCC. This technology is the foundation for careers in engineering, design technology, machine drawing, and animation. Students receive 12 college credits (6 dual enrollment and 6 credits for prior CAD courses taken at high school with a grade of "B" or better).*

CAREER OPPORTUNITIES (after college degree):

Engineer, Engineering Assistant, CAD Manager, CAD Operator, Drafting Technician, Drafter, Animation

	Average Wage/Hour	Median annual wage
Engineering Managers	\$47.47	\$98,738
Mechanical Engineer Techs	\$20.15	\$41,912
Drafter	\$20.13	\$41,860
Mechanical Engineers	\$31.10	\$64,688
Animator	\$24.54	\$51,043

8360/8362 NURSES AIDE (AM & PM) 1 Year Program
 Credits: 2 Elective Credits*
 *2 elective credits taken in conjunction with a CATEC math class.
 Grades: 11, 12
 Prerequisites: Ability to work and socially interact with people in a public environment.
 Certifications: Certified Nursing Assistant (CNA)
 Verified Credits: 1-2 (certification, completer)
 College Credits: Students earning a B average will earn 5 articulated college credits towards PVCC Nursing Program

Emphasizes study of nursing occupations, body systems and disorders, basic nursing skills, study of human growth and development, first aid, nutrition, simple body structure, medical terminology, microbes and disease, vital signs, and patient care. Clinical experience provided in nursing homes and hospitals. Fees: approximately \$60 for a uniform, stethoscope, and CPR/First Aid training. \$20 for SkillsUSA dues.

CAREER OPPORTUNITIES: CNA, personal attendant, home health care aide

	Average Wage/Hour	Median annual wage
CNA	\$ 10.09	\$19,890
Home Health Aide	\$8.39	\$17,451
EMT	\$12.37	\$25,730
Medical Technician	\$16.46	\$34,230
Medical Assistant	\$11.83	\$25,400
Medical Transcriptionist	\$13.64	\$29,150
Medical Secretaries	\$12.76	\$26,540
LPN	\$16.06	\$33,405
Nurse Aide	\$9.82	\$20,426

INFORMATION TECHNOLOGY

8622/8417 HIGH TECH HARDWARE AND ELECTRONICS (AM/PM) 1 Year Program
 (or 2 year if taken with High Tech Operating Systems)
 Credits: 2 – 3 Elective Credits*
 *2 elective credits if taken in conjunction with a CATEC math class
 Grades: 10, 11, 12
 Prerequisites: No Prerequisite is needed but some mechanical ability is desirable
 Certifications: Students will obtain the A+ Core hardware certification from CompTIA.
 Verified Credits: 1 – 2 (completer, certification)
 College Credits: Students achieving a B average will earn 3 articulated credits towards PVCC's Information Systems Technology Program

Students will be immersed in several high tech hardware applications involving PCs. They will build their own computer and will obtain the digital electronics background that will give them a good understanding on how the PC hardware of today works. More important, students will be exposed to some of the latest developments that will determine the PC of the future. Using this knowledge and technology, students will build their own computer. Fees: Computer tool kit \$12.00 and SkillsUSA dues \$20

CAREER OPPORTUNITIES:
 Computer Engineer, Electronics Engineer

8623/8624**HIGH TECH OPERATING SYSTEMS (AM)****1 Year Program**

(or 2 year if taken with High Tech Hardware)

- Credits: 2 – 3 Elective Credits *
 *2 Elective credits if taken in conjunction with a CATEC math class
- Grades: 10, 11, 12
- Prerequisites: No Prerequisite is needed but familiarity with Win XP is desirable.
- Certifications: Students will obtain the A+ Operating Systems certification from CompTIA.
- Verified Credits: 1 – 2 (completer, certification)
- College Credits: Students achieving a B average will earn 3 articulated college credits toward the PVCC Information Systems Technology Program.

Students will be configuring the latest operating systems available today including Win 2003 Server, Win XP, Vista Professional and Linux. They each will have their own workstation and will load six of the latest operating systems available from Microsoft and Red Hat. Students will obtain a good understanding on how the operating system interacts with PC hardware so that they will be able to solve support problems regardless of the cause. A free license for any MS operating system will be provided to each student for his or her home computer. Advanced students will be given their own server and will set up some of the most popular services and security used in the industry today.

Fees: \$20 for SkillsUSA dues.

CAREER OPPORTUNITIES:

Software Engineer, Programmer, Network Support Specialist, MS Certified Systems Engineer, Help Desk Operator

6650/6651**COMPUTER NETWORK SOFTWARE (AM/PM)****1 Year Program**

- Credits: 2-3 Elective Credits*
 *2 elective credits taken in conjunction with a CATEC math class
- Grades: 10, 11, 12
- Prerequisites: A+ Certification or instructor's approval
- Certifications: Net +
- Verified Credits: 1 (certification, completer)
- College Credits: Students achieving a B average will earn 7 articulated college credits toward the PVCC Information Systems Technology Program.

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 install and configure network cards and connect them to networks. Instruction includes local area networks (LANs); planning and managing network file systems; login and file system security; network printing; protecting network data; network software and troubleshooting. The network operating system software utilized includes Win 2000 Server and Win 2003 Server. This course can lead to an Advanced Mathematics Technology Seal.

Fees: \$25 supplies. \$20 for SkillsUSA dues.

CAREER OPPORTUNITIES: Certified Network Administrator, Help Desk Operator

With further training: CISCO Certified Network Associate, Software Support Specialist, and Microsoft Certified Systems Engineer

	Average wage/hour	Median annual wage
Database Administrator	\$33.27	\$69,202
Support Specialist	\$26.08	\$54,246
Software Engineer	\$40.29	\$83,803
Computer System Analyst	\$31.97	\$66,498
Software Engineer Application	\$37.45	\$77,896

LEGAL AND PROTECTIVE SERVICES

8334	EMERGENCY MEDICAL TECHNICIAN (AM)	1 Year Program	
8706	FIRE FIGHTER I (AM)		
Credits:	<u>Emergency Medical Technician</u>	1 Elective Credit*	2 nd Semester
	<u>Firefighter I</u>	1 Elective Credit*	1 st Semester
	Class will run from 9:35 a.m. – 11:00 a.m. Monday – Friday		
	*Students can elect to take a math class at 11:00 a.m., if they desire and earn 1 additional credit. Student not taking math course at 11:00 a.m. will be required to have their own transportation back to their home school.		
Grades:	11, 12		
Prerequisites:	Must be 16 or older by start of school & 11 th or 12 th grader academically. Cumulative GPA 2.0 recommended.		
Certifications:	EMT Basic, Firefighter I		
Verified Credits:	1-2 (certification, completer)		
College Credits:	Students earning a B average will earn 6 articulated credits into PVCC EMT Certificate Program		

First semester instruction includes fire department organization, use of various equipment, methods of entry and rescue, salvage practices and equipment, and fire and arson inspection and investigation techniques. Supervised internships are provided with fire and rescue managed by the teacher. Second semester students focus on the role and responsibilities of emergency rescue workers, basic medical terminology, and health care skills that include first aid; cardiopulmonary resuscitation; aseptic technique; and related anatomy, physiology, and disease knowledge. Course requires strenuous physical activity & occasional exposure to smoke filled environments. Fees: approximately \$55 for uniform and shoes and \$27.50 for a workbook and \$20 for SkillsUSA dues.

CAREER OPPORTUNITIES: EMT/Paramedic, Firefighter and Medical Assistant

SERVICE INDUSTRIES

8740	BARBERING I (PM)	2 Year Program	
8741	BARBERING II (AM)		
Credits:	<u>Barbering I</u>	2 – 3 Elective Credits*	
	<u>Barbering II</u>	2 – 3 Elective Credits*	
	*2 elective credits taken in conjunction with a CATEC math class		
Grades:	11, 12		
Prerequisites:	C or better in Biology		
Certifications:	State Board License		
Verified Credits:	1-2 (certification, completer)		
College Credits:	NA		

Enter an exciting and rewarding profession that is in great demand! Two years of instruction provides students theory and hands-on experience in hair cutting and design, chemical treatment, and other barbering services. Students prepare in a clinical lab using mannequins and operate a full service salon that is open to the public by appointment. Good reading skills and a strong science background are recommended. Must be able to work independently. Fees: approximately \$250 for a supply kit and \$20 for SkillsUSA dues. Additional supplies may be needed for 2nd year.

CAREER OPPORTUNITIES: Barber

AVERAGE SALARY: \$22,922 - \$30,000 (Salaries vary depending upon location of barber shop and situation; straight salary, tips; commissions, booth rentals, etc.)

8527 COSMETOLOGY I (AM/PM) 2 Year Program
8528 COSMETOLOGY II (AM/PM)

Credits: Cosmetology I: 2-3 Elective Credits*
Cosmetology II: 2-3 Elective Credits*
 *2 elective credits taken in conjunction with a CATEC math class

Grades: 11, 12

Prerequisites: C or better in Biology or Health Sciences

Certifications: State Board of Cosmetology License

Verified Credits: 1-2 (certification, completer)

College Credits: NA

Enter an exciting, rewarding, and artistic profession! Two years of instruction provides students theory and hands-on experience in hair design, skin care, chemical treatment, manicuring and other salon services. Students prepare in a clinical lab using mannequins and operate a full service salon that is open to the public by appointment. First year students will participate in a Job Shadowing program in order to introduce them to salon work place readiness skills. Second year students will participate in an internship within a salon in their second semester to advance their skills and encourage job placement. A good eye for color and a strong science background are recommended. Fees: Year I – approximately \$250 for supply kit, workbook and SkillsUSA membership dues. Year II - \$70 for supply kit and SkillsUSA membership dues.

CAREER OPPORTUNITIES: Hair Stylist, Salon Assistant, and Salon Manager

AVERAGE SALARY: \$24,000 + tips (Salaries vary depending upon location of salon and situation; straight salary, tips; commissions, booth rentals, etc.)

8521 CULINARY ARTS I (AM/PM) 2 Year Program
8522 CULINARY ARTS II (AM)

Credits: Culinary Arts I: 2-3 Elective Credits*
Culinary Arts II: 2-3 Elective Credits*
 *2 elective credits taken in conjunction with a CATEC math class

Grades: 10, 11, 12

Prerequisites: Ability to perform measurements, follow written directions and have strong reading ability

Certifications: Commercial Foods Assessment (NOCTI)

Verified Credits: 1-2 (certification, completer)

College Credits: N/A

Culinary Arts builds the proper foundation and perfects the skills needed to succeed in the food service industry. Be part of a team that emphasizes passion, attitude, character and team work in a disciplined and creative environment. Our emphasis on learning is academic, hands-on and community based service learning. Be part of a student team that creates gourmet meals and caters luncheons, dinners, and receptions in the community. In addition to mastering cooking and baking methods, you'll learn menu planning and the basic principles of food service management. Many students have gone into culinary institutes and colleges. Fees: \$85 for a uniform, lab workbook, \$20 SkillsUSA dues, and field trip.

CAREER OPPORTUNITIES:

Cook, Prep Cook, Baker, Dessert Maker, Short Order Cook, Cake Decorator

	* Average wage/hour	* Median Annual Wage
Short Order Cook	\$8.11	\$16,860
Bakers	\$10.26	\$21,330
Chef	\$13.39	\$27,851
Manager of Food Prep	\$12.75	\$26,520
Food Service Manager	\$18.47	\$38,418

*Salary varies based on skills required and responsibilities (could be a lot higher)

HEALTH AND PHYSICAL EDUCATION

Mr. Carroll Bickers, Chair

Health and Physical Education are sequential courses taught in grades 9 and 10. To earn a diploma from a Virginia high school, students must earn credit for Health and Physical Education 9 and Health and Physical Education 10.

7010 HEALTH EDUCATION 9
7015 HEALTH EDUCATION 9 – EARLY MORNING

Credit: ½ Health Credit

Grade: 9

*This course is usually taken concurrently with Physical Education 9. Topics covered in this course include: first aid, CPR, body systems, mental health, drug education, family life, and CASPAR (alcohol education program). **Early morning classes have limited enrollment – based on the curriculum needs of the student.***

7020 PHYSICAL EDUCATION 9
7025 PHYSICAL EDUCATION 9 – EARLY MORNING

Credit: ½ PE Credit

Grade: 9

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

*This course is usually taken concurrently with Health Education 9 and emphasizes sportsmanship, self-confidence, self-control, and fulfilling one's potential. Students develop skills and learn the rules necessary to be a knowledgeable participant or spectator in each sport or activity. **Early morning classes have limited enrollment – based on the curriculum needs of the student.***

7030 HEALTH EDUCATION 10
7035 HEALTH EDUCATION 10 – EARLY MORNING

Credit: ½ Health Credit

Grade: 10

Prerequisite: Health and Physical Education 9

*Students in this course will cover health topics that include: mental health, personal health appraisal, thanatology, CASPAR (alcohol education program), and family life. The driver's education classroom instruction component is taught in the Health 10 classes during the first nine-week session of school. Students are encouraged not to be absent during this nine-week period as the DMV requirement of 36 classroom hours is strictly enforced. **Early morning classes have limited enrollment – based on the curriculum needs of the student.***

DRIVER'S EDUCATION – BEHIND THE WHEEL

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

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

7040 PHYSICAL EDUCATION 10
7045 PHYSICAL EDUCATION 10 – EARLY MORNING

Credit: ½ PE Credit

Grade: 10

Prerequisite: Health and Physical Education 9

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

This course is usually taken concurrently with Health and Driver Education 10. It provides students with more advanced skills than those learned in PE 9. Individual physical fitness is developed. Students participate in a variety of activities that include tennis, bowling, volleyball, basketball, and other lifetime sports. Early morning classes have limited enrollment – based on the curriculum needs of the student.

ASSISTANTS, MANAGERS, AND STUDY HALL

0022 MEDIA ASSISTANT I – 1st Semester

0023 MEDIA ASSISTANT I – 2nd Semester

Credit: ½ Credit

Grade: 9, 10, 11, 12

Prerequisite: Media Specialist approval.

Students learn information management and retrieval skills while providing assistance to the Media Center staff. Media Assistants shelve books and magazines, run the circulation desk, copy, and help prepare displays and bibliographies. The course includes written assignments on various instructional units including circulation procedures, the Dewey Decimal system, use of CD ROMs and databases and Internet searching.

0040 GUIDANCE ASSISTANT – 1st Semester

0045 GUIDANCE ASSISTANT – 2nd Semester

Credit: No Credit

Grade: 9, 10, 11, 12

Prerequisite: Counselor endorsement

0030 OFFICE ASSISTANT – 1st Semester

0035 OFFICE ASSISTANT – 2nd Semester

Credit: No Credit

Grade: 9, 10, 11, 12

Prerequisite: Counselor endorsement & Office Approval

0050 SCIENCE LAB ASSISTANT – 1st Semester

0055 SCIENCE LAB ASSISTANT – 2nd Semester

Credit: No Credit

Grade: 9, 10, 11, 12

Prerequisite: Science teacher endorsement

0060 TEACHER ASSISTANT – 1st Semester

0065 TEACHER ASSISTANT – 2nd Semester

Credit: No Credit

Grade: 9, 10, 11, 12

Prerequisite: Supervising teacher endorsement

0026 TV ASSISTANT
Credit: 1 Elective Credit
Grade: 9, 10, 11, 12
Prerequisite: Counselor endorsement
Required: Media Center Chairperson approval
Note: Class is limited to two students; an application may be required.

0072 BAND MANAGER – 1st Semester
0073 BAND MANAGER – 2nd Semester
Credit: No Credit
Grade: 9, 10, 11, 12
Prerequisite: Band Director endorsement

0074 CHORUS MANAGER – 1st Semester
0075 CHORUS MANAGER – 2nd Semester
Credit: No Credit
Grade: 9, 10, 11, 12
Prerequisite: Choral Director endorsement

0070 ORCHESTRA MANAGER – 1st Semester
0071 ORCHESTRA MANAGER – 2nd Semester
Credit: No Credit
Grade: 9, 10, 11, 12
Prerequisite: Orchestra Director endorsement

0090 STUDY HALL – 1st Semester
0095 STUDY HALL – 2nd Semester
9900 STUDY HALL – Full Year
Credit: No Credit – mark of "S" or "U" will be reported each nine weeks.
Grade: 9, 10, 11, 12
Note: Student will receive a mark of "S" for satisfactory use of time during study hall or a mark of "U" for unsatisfactory use of time during study hall. Students will earn a satisfactory grade if they follow the study hall rules and use the time to prepare for upcoming and current assignments quizzes, and/or tests. Students will earn an unsatisfactory grade if they do not follow the study hall rules and do not use the time to prepare for upcoming and current assignments, quizzes, and/or tests.
Note: Students may not take more than one study hall per semester. *If such a need occurs, permission must be granted by the principal or his designee*