

CENTRAL HIGH SCHOOL

PROGRAM OF STUDIES AND REGULATIONS

Grades 9-12



HOME OF THE ROYAL TIGERS

2022-2023

Table of Contents

King & Queen County School Board	4
School Board Office Administrative Staff	4
Central High School Administrative Staff	4
Vision, Mission, Beliefs, and Goal Statements	5
Central High School Program of Studies and School Regulations	6
Introduction	6
How to Use the Program of Studies	6
Scheduling	7
High School Credits & Promotion	7
Parent Conferences	9
Graduation Requirements & Diplomas	9
Standards of Learning Assessments	12
Advanced Course Options	13
Bridging Communities Regional Career and Technical Center	15
Programs for Students with Disabilities	15
English Learner (EL) Program	16
Homebound Instruction	16
Courses and Careers	17
Example Career and Course Options	18
Course Selection & Registration	21
Core Course Offerings	23
English	23
Mathematics	26
Laboratory Science	28
History and Social Sciences	30
Health & Physical Education	32
Elective Course Offerings	33
Electives in English	33
Electives in History & Social Sciences	33
World Language	33
Fine Arts	35
Visual Arts	35
Performing Arts	35
Career and Technical Education	37
Business & Information Technology	37
Trade & Industrial Education	37

Agriculture Education	37
Technology Education	38
Army Junior Reserve Officer Training Corps Program	39
Special Education	39
Supplemental Information	40
Library Media Centers	40
Library Books	40
School Counseling Services	40
Social Emotional Learning (SEL)	41
Student Records	41
Immunization Requirements	41

King & Queen County School Board

Mrs. Celestine Gaines, *Chairperson, Newtown District*

Mr. Howard Hill, *Vice-Chairperson, St. Stephens District*

Mrs. Shannon Amos, *Buena Vista District*

Ms. Harwood Hall, *Shanghai District*

Ms. Brenda Lee, *Stevensville District*

Mrs. Emma Hundley, *Clerk*

School Board Office Administrative Staff

Dr. Carol B. Carter
Superintendent

Mrs. Allison Jordan
Assistant Superintendent of Instruction

Mr. David Copsmith
Assistant Superintendent of Operations

Mrs. Emma Hundley
Chief Financial Officer

Mrs. Jennifer Perry
Director of Human Resources and Transportation

Mr. Michael Breunig
Director of Technology

Mrs. Stephanie Lambrecht
Director of Special Education and Student Services

Mrs. Jessica Harris
Gifted Coordinator

Central High School Administrative Staff

Mrs. Ashley Edwards
Central High School Principal

Mr. Christopher Walker
Central High School Assistant Principal

Mr. Preston McKellar
Middle School Assistant Principal

Mr. Dylan DeHart
Athletic Director

King and Queen County Public Schools Vision, Mission, Beliefs, and Goal Statements

Vision Statement

King and Queen County students will become engaged learners and good stewards of their community. They will be socially and academically responsible for their own success with support from their families, community and schools.

Mission Statement

The King and Queen County Public School Division strives to provide a quality education that challenges each student to maximize his or her full potential by offering programs that foster the skills of communication, critical thinking, resiliency and collaboration needed to compete in our global society.

Core Beliefs and Values

We Believe:

- Students learn best in safe and secure environments.
- Family and community involvement are essential to our mission.
- Each student is entitled to an excellent education that meets his or her individual needs.
- Student achievement and continuous growth are the core priorities of our school division.
- Recruiting and retaining a highly qualified and diverse staff are essential to the success of our students.

Strategic Goals

- GOAL 1: Instruction: To provide a high-quality education in fully accredited schools.
- GOAL 2: Personnel: To attract, recruit and retain quality personnel.
- GOAL 3: Community and Community Relations: To establish a responsive, caring and inclusive culture where all feel valued, supported and hopeful.
- GOAL 4: Safe/Secure Learning Environment: To maintain a safe and supportive environment that is conducive for learning. That engages students' unique abilities, talents, and aspirations to meet the challenges of the 21st Century. Promotes purposeful community and parental involvement in the total educational development of all students. Promotes the continuous improvement of student achievement.

Central High School Program of Studies and School Regulations

Introduction

The purpose of this *Program of Studies and School Regulations* is to describe programs and courses offered and explain regulations at Central High School. Included are descriptions of courses offered within each discipline from grades 9-12. Grade level designations represent the grade at which most students take the course described. Exceptions to the stated grade levels may be made to meet the educational needs of an individual student. The *Program of Studies* is designed to ensure that an effective and consistent educational program is developed and delivered for every child. The King & Queen County School Board has reviewed and adopted the *Program of Studies* for Central High School. This guide is designed to assist students and their parents/guardians with long-term program planning and selecting courses for the next school year. It is important that students consider the course descriptions and prerequisites, while keeping their personal abilities and interests in mind. Students should choose courses that contribute toward the accomplishment of their academic, personal, and career goals.

Parents/Guardians are asked to review the *Program of Studies* with their student(s). Information in this booklet should generate helpful discussions about career opportunities, diploma types, and educational plans. Program planning is an important part of a successful high school experience. Selecting a course of study is a cooperative effort that ideally involves parents/guardians, teachers, counselors, and the student. Students should give serious consideration to program planning and selecting the courses they will need to graduate from high school. Both students and families may seek the assistance of the school counselor and teachers to identify courses that will maximize educational and career opportunities. Progress in school, test scores, personality traits, interests, tentative career choices, and teachers' recommendations may be considered as students select courses and plan for the future.

King & Queen County Public Schools' educational programs have been designed to comply with the Virginia Standards of Quality, Virginia Standards of Learning, and Virginia Standards for School Accreditation. We are committed to working with students, parents/guardians, community leaders, businesses, and community centers to build a strong accountable school division.

Current copies of all division policies, program of studies, regulations, and the Code of Conduct are available on the division's website. Printed copies are available to citizens who do not have online access.

How to Use the Program of Studies

1. Read through this document and become familiar with the requirements for graduation.
2. Decide which diploma you will pursue: Advanced Studies, Standard, or Applied Studies.
3. Complete or update your plan and identify courses that meet your diploma choice requirements.
4. Discuss your choices with your parents/guardians and the School Counselor to finalize course selections.

Scheduling

High School Schedule

Central High School operates on a 7-period schedule with students taking 7 courses in one day. All courses are year-long unless otherwise noted. Early release is only available to seniors with their own transportation. Study halls are only available to juniors and seniors based on completion of graduation requirements.

Course Availability

Central High School course offerings have been designed to meet the needs of King & Queen County students. ***All courses may not be offered each year.*** Occasionally courses may not be offered when an insufficient number of students request the courses or when the appropriate teachers and/or facilities/materials are not available. If this occurs, students will be given the opportunity to make alternate selections.

Course Registration

Scheduling typically takes place at the start of the second semester. The school counselor will meet with classes to discuss course planning options for the next school year. Each student will complete a Google Form to indicate their preferred classes. Students and parents/guardians will have two weeks after course registration begins to make changes.

Elective Courses

Electives must support the student's academic and career plan and be approved by the school counselor. Students who wish to take courses at colleges or institutions outside of King & Queen County Public Schools must have those courses approved in advance by the school principal for high school credit to be awarded. Courses taken at institutions outside of King & Queen County Public Schools may not be awarded weighted credit.

Course Changes

Students should carefully plan their schedules each year to limit the number of course changes. At the beginning of the school year, students will **not** be allowed to change their class schedules **after (7) school days** have passed. New students who enroll during the school year will have three (3) days to make a schedule change.

High School Credits & Promotion

Standard Credit

A standard unit of credit is awarded for a high school course in which the student successfully completes 140 clock hours of instruction and displays mastery of goals and objectives of the course with a grade percentage of 60% or above.

Verified Credit

A verified unit of credit is awarded when a student earns a standard unit of credit and achieves a passing score on the corresponding end-of-course SOL test or a substitute assessment approved by the Virginia Board of Education.

Weighted Credit

Advanced Placement and Dual Enrollment courses earn *weighted credit* (i.e., *weight of 1.0 or .5*) because of the increased rigor of the curriculum and quality of student work accomplished. Courses

that carry weighted credit are listed within the Course Offerings section of the *Program of Studies* and can be identified by the following symbol: **••**.

Transfer Credit

Transfer grades and credit from other school divisions are accepted by King & Queen County Public Schools provided the courses are compatible with local and state regulations. Weighted credits are awarded only to those transfer courses that are also weighted in King & Queen County Public Schools and are computed according to KQPS procedure.

Promotion

High school students are promoted based upon achievement reflected in the number of standard credits earned. Credits listed are the minimum number of credits needed to be considered enrolled in a particular grade level. A standard credit is earned by earning a passing grade in a class in which you are enrolled.

Grade 10 - 5 standard credits

Grade 11 - 10 standard credits

Grade 12 - 15 standard credits

Computation of Grades

Children deserve the opportunity to earn a grade that accurately represents their achievement. In order to assure fairness and consistency in the evaluation and computation of all students' assessments and performances, the teachers of King and Queen County Schools shall use the same weighted grading system. Teachers shall compute nine-week, semester, and final grades according to the following criteria:

Nine Week Grades: (Grades 9 - 12)

Tests/Assessments/Evaluation	40%
Performance Assessment/Special Projects	30%
Classwork and Participation (Oral and Written)	20%
Homework	10%

Grading Scale

Courses taught at Central High School are assigned grade-point values as indicated below.

A	90-100	4 points
B	80-89	3 points
C	70-79	2 points
D	60-69	1 point
F	59 and below	0 points

Grade Point Average

Students are awarded points for the grades they earn at the close of each school year according to the following scale: A=4.0, B=3.0, C=2.0, D=1.0, and F=0.0. Advanced Placement courses are weighted one (1.0) additional point: A=5.0, B=4.0, C=3.0, D=2.0. Points earned are totaled and then divided by the number of courses attempted. The result, rounded to the hundredth, will equate to an overall letter grade. The numerical GPAs are then placed in order from highest to lowest to determine valedictorian and salutatorian. Central High School does not have class rankings other than valedictorian and salutatorian. Official calculations are done at the close of the junior year, mid-year senior year, and after graduation. The Grade Point Average (GPA) for students earning non-weighted and/or weighted credit is calculated following a prescribed formula and established procedure. GPA is used to determine Honor Roll and members of the National Honor Society. Students may request their GPA from the school counselor or registrar.

Report Cards and Interim Reports

Report cards are distributed after every 9 week quarter. In addition to report cards, students receive interim reports at the midpoint of each nine weeks. These reports communicate the student's current academic status, weaknesses, or recent changes, and offer suggestions for improvement.

Parent Portal

Parents/Guardians may access their student's grades and assignments anytime during the school year by visiting the Parent Portal at <https://kqps.powerschool.com/public/home.html>. Please call the school registrar at 804-785-6102 if you need assistance accessing the portal.

Parent Conferences

Parents can request a teacher conference at any time when they are concerned about their child's social-emotional or academic progress. Teachers will contact the parents of all children who are failing or in danger of failing throughout the school year to schedule a conference. The School Board encourages conferences on a continual basis with parents for the purpose of understanding and assisting the students. Where problems exist, conferences should be held as soon as possible.

Graduation Requirements & Diplomas

Graduation Requirements

The requirements for a student to earn a diploma from a Virginia high school are determined when that student enters 9th grade for the first time. Students may be awarded a diploma or a certificate upon graduation from a Virginia high school. King & Queen County Public Schools has several diploma options and certificates to meet the needs of students. School counseling offers regular opportunities for students and parents/guardians to evaluate student progress toward diploma requirements and to make adjustments in the type of diploma sought when necessary.

NOTE: Graduation and course requirements listed within the *Program of Studies* are subject to change due to possible modifications in state requirements. *See the Diploma Chart below.*

Diplomas

Advanced Studies Diploma – To earn an *Advanced Studies Diploma* (26 credits) in King & Queen County Public Schools, a student must successfully complete the following Standard Units of Credit: English: 4; History & Social Science: 4; Mathematics: 4; Laboratory Science: 4; Foreign Language: 3; Health & PE: 2; Fine Arts, or Career and Technical Education: 1; Economics & Personal Finance: 1; and Electives: 3. Students must earn 5 Verified Credits. Students are also required to take one virtual course prior to graduation and receive training in CPR, First Aid, and AED.

Standard Diploma – To earn a *Standard Diploma* (22 credits) in King & Queen County Public Schools, a student must successfully complete the following Standard Units of Credit: English: 4; History & Social Science: 3; Mathematics: 3; Laboratory Science: 3; Health & PE: 2; Foreign Language, Fine Arts, or Career and Technical Education: 2; Economics & Personal Finance: 1, and Electives: 4 (including 2 sequential electives). Students must earn 5 Verified Credits. Students are also required to take one virtual course prior to graduation, earn a Board-approved CTE credential, and receive training in CPR, First Aid, and AED.

Applied Studies Diploma – In accordance with the requirements of the Standards of Quality, a student with a disability who completes the requirements of their Individualized Education Plan and does not meet the requirements for other diplomas shall be awarded an Applied Studies Diploma.

Diploma Chart
ADVANCED STUDIES, STANDARD & APPLIED STUDIES DIPLOMAS

(Students entering 9th grade in 2018-2019 and beyond)

See key to chart notations under Clarifications & Explanations below.

<u>26 Credits/Advanced Studies Diploma</u>	Standard Credits	Verified Credits
English	4	2
History/Social Science	4	1
Mathematics	4	1
Science	4	1
Health & Physical Education	2	
Foreign Language	3	
Economics & Personal Finance	1	
Fine Arts or Career/Technical Education	1	
Electives	3	

Students are also required to complete one virtual course and receive CPR, First Aid, and AED training.

<u>22 Credits/Standard Diploma</u> (Students entering 9th grade in 2018-2019 and beyond)	Standard Credits	Verified Credits
English	4	2
History/Social Science	3	1
Mathematics	3	1
Science	3	1
Health & Physical Education	2	
Foreign Language	-	
Economics & Personal Finance	1	
Fine Arts or Career/Technical Education	2	
Electives	4	

Students are also required to complete one virtual course, achieve one CTE credential, and receive CPR, First Aid, and AED training.

Applied Studies Diploma – In accordance with the requirements of the Standards of Quality, a student with disabilities who completes the requirements of his or her Individualized Education Plan and does not meet the requirements for other diplomas shall be awarded an Applied Studies Diploma.

Certificate of Program Completion – A Certificate of Program Completion is awarded to any student who does not earn the required number of standard and verified credits for any diploma but who meets all other graduation requirements.

Clarifications & Explanations

- A. **History & Social Science:** For the *Advanced Studies Diploma*, credits must include: Virginia & U.S. History, Virginia & U.S. Government, and two (2) courses in World History & Geography. For the *Standard Diploma*, credits must include: Virginia & U.S. History, Virginia & U.S. Government, and one (1) course in World History & Geography.
- B. **Mathematics:** For the *Advanced Studies Diploma*, credits must include at least four (4) different course selections from the following options: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. For the *Standard Diploma*, credits must include: at least three (3) credits at or above the level of Algebra I and shall include at least two (2) different course selections from Algebra I, Geometry, Algebra Functions and Data Analysis (AFDA), Algebra II, or other mathematics courses above the level of Algebra II.
- C. **Science:** For the *Advanced Studies Diploma*, credits must include at least four (4) courses from at least three (3) different science disciplines: Environmental Science, Biology, Chemistry, or Physics. For the *Standard Diploma*, credits must include at least three (3) courses from at least two (2) different science disciplines: Environmental Science, Biology, Chemistry, or Physics.
- D. **Foreign Language:** For the *Advanced Studies Diploma*, credits must include three (3) years of one foreign language or two (2) years each of two foreign languages.
- E. **Foreign Language, Fine Arts, or Career/Technical Education:** One of the two (2) credits must be in Fine Arts or in Career & Technical Education (CTE).
- F. **Electives:** For the *Standard Diploma* and the *Advanced Studies Diploma*, credits must include two (2) **sequential electives**. Sequential electives are defined as any series of courses (e.g., Art I & Art II) in which the content increases or expands in scope as students move through the various levels of the courses. Sequential electives are not required to be taken in consecutive years. Courses that fulfill another specific graduation requirement or courses that are substituted for a particular graduation requirement may not be used as part of the sequential elective requirement. Sequential electives are noted within the Course Offerings section of this document. Electives must be approved by the counselor and must be in accordance with the educational career plan of the student.
- G. **Virtual Course:** To graduate with an *Advanced Studies* or *Standard Diploma*, students must successfully complete one virtual course, which may be non-credit bearing. This requirement can be satisfied by taking the Economics and Personal Finance course.
- H. **Career and Technical Education Credential:** To graduate with a *Standard Diploma*, students must earn a career and technical education credential approved by the Board of Education.
- I. **Additional Information:** For more information on high school graduation requirements in the Commonwealth of Virginia, visit the Graduation Requirements page on the Virginia Department of Education’s website at <https://www.doe.virginia.gov/instruction/graduation/index.shtml>.

Diploma Recognitions

The *Standards for Accrediting Schools in Virginia*, adopted by the Virginia Board of Education, establish high school graduation requirements and certain diploma seal recognitions.

- **State Board of Education Seal** – Students who earn the Standard Diploma with an average grade of “A” or a 3.5 GPA will receive the State Board of Education Seal.
- **Governor’s Seal** – The Governor’s Seal is awarded to students who complete the requirements for an Advanced Studies Diploma with an average grade of “B” or better, and successfully complete

college-level coursework that will earn the student college credits in Advanced Placement (AP), or dual enrollment courses.

- **State Board of Education Career & Technical Education Seal** – Students who earn the Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career/technical education concentration **and** maintain a “B” average in those courses **or** pass a certification examination **or** acquire a professional license will receive the State Board of Education Career & Technical Education Seal.
- **State Board of Education Seal of Advanced Mathematics & Technology** – Students who earn the Standard or Advanced Studies Diploma and satisfy all of the mathematics requirements for the Advanced Studies Diploma and maintain a “B” average in those courses **and either** pass a certification examination from a recognized industry, trade or professional organization or acquire a professional license in a career/technical area **or** pass an exam approved by the Board that confers college-level credit in a technology or computer science area will receive the State Board of Education Seal of Advanced Mathematics & Technology.
- **State Board of Education Seal for Excellence in Civics Education** – Students who earn the Standard or Advanced Studies Diploma **and** complete Virginia and U.S. History and Virginia and U.S. Government with a grade of “B” or higher **and** complete 50 hours of voluntary participation in community service or extracurricular **and** have good attendance with no disciplinary infractions as determined by the local school board receive the State Board of Education Seal for Excellence in Civics Education.

Standards of Learning Assessments

The Standards of Learning (SOL) for Virginia Public Schools establish minimum expectations for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history/social science and other, non-academic subjects.

SOL tests in reading, writing, mathematics, science, and history/social science measure the success of students in meeting the Board of Education’s expectations for learning and achievement. All items on SOL tests are reviewed by Virginia classroom teachers for accuracy and fairness and teachers also assist the Virginia Board of Education in setting proficiency standards for the tests. Visit doe.virginia.gov/testing for the most up-to-date information.

Technology-Enhanced Items

Today’s online SOL assessments challenge students to apply what they have learned in ways not possible with traditional multiple-choice tests. Reading, writing, mathematics, and science assessments include “technology enhanced” items that require students to demonstrate critical-thinking and problem-solving skills, much as they do in response to classroom assignments from teachers.

Participation and Inclusion

All students in tested grade levels and courses are expected to participate in Virginia’s assessment program, unless specifically exempted by state or federal law or by Board of Education regulations. Virginia’s assessment system includes students with disabilities and limited English proficient (LEP) students. Students with disabilities and LEP students may take Standards of Learning tests with or without accommodations or they may be assessed through alternate or alternative assessments. The tests that comprise the Virginia Assessment Program are offered in English only. Administration of the tests in other languages is not permitted.

Limited English Proficient (LEP) students who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL Reading and SOL History/Social Science tests in grades 3 through 8. LEP students may NOT be exempted from the SOL Mathematics and SOL Science tests.

Students with disabilities in the Commonwealth of Virginia include identified students under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and under Sections 504 of the Rehabilitation Act

of 1973 are expected to participate in all content area assessments that are available to students without disabilities. Students with disabilities may participate in SOL assessments with or without accommodations.

Retaking an SOL Assessment

Our goal is for all students to successfully complete the SOL tests. Students who do not meet State Proficiency on any SOL assessment will participate in specific remediation. Local school divisions may offer expedited retakes of the SOL reading, mathematics, science, and history tests to students in grades three through eight and high school students needing a passing score to earn a verified credit for graduation requirements and meet the following criteria. The student must:

- 1) Have passed the course associated with the test; and
- 2) Have parent permission (grades 3-8 only); and
- 3) Meet one of the following:
 - Failed the test by a narrow margin; or
 - Failed the test by any margin and have extenuating circumstances that would warrant retesting; or
 - Did not sit for the regularly scheduled test for legitimate reasons.

The “narrow margin” criteria shall be defined as a scaled score of 375-399. The division superintendent will be responsible for making the determination of what constitutes “extenuating circumstances” and “legitimate reasons” for the purposes of establishing eligibility for an expedited retest of a Standards of Learning test.

Advanced Course Options

ADVANCED PLACEMENT

The Advanced Placement (AP) Program offers students the opportunity to earn college credit while still attending high school. These courses can be offered both on campus and through Virtual Virginia for students in grades 11 and 12. The program exposes high school students to college-level material. Colleges may not grant credit, placement, or both to students who are not successful on the AP exam. Students must meet the following criteria to be eligible to participate in an AP course: pass all SOL tests, pass all end-of year exams, maintain at least a 3.0 GPA, and excel academically. Students enrolled in AP courses must maintain a “C” or above average and are encouraged to take the AP exam. There will be a fee for this exam that will be the responsibility of the parent/guardian of the student. Students taking AP courses through Virtual Virginia have twenty-one (21) days from the start of the course to drop without having to pay the \$75 withdrawal fee.

DUAL ENROLLMENT

Eligible students who achieve a satisfactory score on the Rappahannock Community College (RCC) Placement Test may earn college credit by enrolling in and successfully completing identified Dual Enrollment courses offered through RCC. Students in grades 11 and 12 may take advantage of KQPS’ Dual Enrollment agreement with RCC which allows them to meet the requirements for high school graduation while simultaneously earning college credits. In addition, RCC and KQPS have an agreement that allows eligible high school students to work toward an Associate’s Degree that could be awarded concurrently with a high school diploma. Courses that are available as Dual Enrollment are listed within the Course Offerings section of the *Program of Studies* and can be identified by the following symbol: **II**.

GIFTED EDUCATION

Gifted students require unique, advanced, and challenging educational programs to help them realize their potential. To provide acceptable programs for gifted students, educational opportunities appropriate for exceptional abilities are offered. Gifted students are encouraged to enroll in Advanced Placement and dual enrollment courses and to follow the Advanced Diploma course sequence. The local plan for the education of the gifted is available via the King and Queen County website at www.kqps.net.

VIRTUAL VIRGINIA

Virtual Virginia is a part of the Virginia Department of Education’s Virginia Virtual Advanced Placement School. These online classes are a way for students to expand their academic course options. Classes feature a

rich variety of media including multimedia, online field trips, simulations, and interactive learning tools. Your school counselor has to enroll you. There are 15 free enrollments per class. Once those spots are filled, the courses cost \$175 per course. Their course selections can be found on the Virtual Virginia website: <https://www.virtualvirginia.org/6-12/#courses>

GOVERNOR’S SCHOOL PROGRAMS

King and Queen County Public Schools participates with two Governor’s school programs; The Chesapeake Bay Governor’s School for Marine and Environmental Studies, and Maggie Walker Governor’s School for Government and International Studies. Each of these programs is highly competitive and has a selective application process. Upon students meeting initial eligibility requirements they are provided with program information and invited to apply. The application process includes ability, achievement, and aptitude measures which allow the Division to nominate the best qualified applicant(s) for each program.

<p align="center">Maggie L. Walker Governor’s School for Government and International Studies</p> <p align="center">The Maggie L. Walker Governor’s School for Government and International Studies (MLWGS) is an innovative public high school offering a comprehensive college preparatory program emphasizing government, international studies, science, mathematics, languages, and fine arts. The school serves students selected on the basis of aptitude and interest in its mission.</p>			
Eligible to apply:	Criteria to Apply:	Program format	Benefits
Grade 8	<ul style="list-style-type: none"> -Students must have a B average in their core classes -Students must be enrolled in Algebra I or higher-level mathematics course for high school credit when they apply. 	Full-day program, on site at MLWGS in Richmond, VA	<ul style="list-style-type: none"> -Access to multiple AP courses -DE courses with VCU -Mentorship opportunities -Wide variety of academic electives
<p align="center">Chesapeake Bay Governor’s School for Marine and Environmental Studies</p> <p align="center">The Chesapeake Bay Governor’s School (CBGS) provides an educational option for high-ability and gifted students interested in math, science, and technology. Sophomores, juniors and seniors attend the Governor’s School during the morning at the Glenss RCC Campus. CBGS is a demanding program that supplements your home high school, by offering mathematics and science classes, along with a rich outdoor educational component. CBGS offers all classes as Dual Enrollment with RCC.</p>			
Eligible to apply:	Criteria to Apply:	Program format	Benefits
Grade 9	<p>Successful completion of the following courses prior to attending CBGS;</p> <ul style="list-style-type: none"> -Algebra I and Geometry (Algebra II may be helpful to have, but is not mandatory unless the applicant is a rising junior) -1 high school credit in Science for rising sophomores; 2 science credits for rising juniors (Biology preferred but not mandatory) <p>“B” average for the current and previous school years (based on local grading scale)</p>	Half-day, shared program; Students attend class at CBGS in the morning, and return to CHS for the remainder of their coursework.	<ul style="list-style-type: none"> -CBGS students can earn over 50 Dual Enrollment Credits -Students learn how to design and implement an extensive scientific research paper. -Classroom instruction is blended with immersive field coursework.

Bridging Communities Regional Career and Technical Center

Bridging Communities offers 1-2 year programs in a variety of career fields for students in grades 11 and 12. Tuition is free to students and covered by their local school division. Students can earn up to 34 college credits from Rappahannock Community College. All seven Dual Enrollment programs offer paths directly into careers or into a 2 or 4 year college. Bridging Communities programs offer work-based or service learning experiences. The following list includes current program offerings:

- Coding & Advanced Programming (2 years)
- Criminal Justice (2 years)
- Culinary Arts (2 years)
- Diesel Technology (2 years)
- Small Engine Technology (2 years)
- HVACR (1 year, 11th or 12th grade)
- Pre-Practical Nursing (1 year, 12th grade only)
- Pharmacy Technician (1 year, 12th grade only)

Limited seats are available for each program. Enrollment at the Technical Center is competitive and by application. Students interested in this program may be required to take the Virginia Placement Test. **This is a half-day program; students attend Bridging Communities in the morning and CHS in the afternoon or vice versa.**

Programs for Students with Disabilities

“**Special education**” means specially designed instruction to meet the unique needs of a child with a disability. “**Specially designed instruction**” means adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction,

- to address the unique needs of the child that result from the child’s disability; and
- to ensure access to the general curriculum, so that the child can meet the educational standards that apply to all children within the jurisdiction of the local educational agency. Programming for disabled students provides an array of services as determined by the IEP or Section 504 Plan.

Child Study Committee and Referrals

What should I do if I think my child has a disability or needs special education?

You, a teacher, another person, or the school-based team (referring source) may request an evaluation at any time by writing or by speaking to the special education administrator. Although you are not required to put your request in writing, a written request documents your referral and starts the timeline. The referring source must explain the reasons that an evaluation is requested and any efforts that have been made to address the concerns.

What is Child Study?

Child Study shall be used to assist educators in meeting the needs of students in the regular classroom who have been referred to the principal by parents, self, teachers, other agencies, private/parochial schools, any interested person/agency or through screening.

How Do You Make A Referral to the Child Study Committee?

Anyone who wishes to make a referral should notify the school counselor. The referring teacher will complete the Referral to Child Study Form. For non-teacher referrals, the principal will designate who will complete the form. After the Referral to Child Study form is completed and returned to the school counselor, a Child Study meeting must be scheduled within 10 administrative working days. Members of the Child Study Team will be assigned by the school counselor. All Child Study members will be notified of the date, time, location and any specific information they will need to bring to the meeting by the principal or designee.

English Learner (EL) Program

The King and Queen County Public School (KQPS) serves culturally and linguistically diverse students whose native language is not English. The objective of the program is to provide students with the English and academic skills they need to be successful, active participants in their local community. The enrollment process includes questions on the registration paperwork that help to determine if English Language Proficiency screening is applicable and if there is a need for possible English Learner services.

How will my child be instructed, and what are the EL program goals?

Students receive EL services from the EL tutor(s) who work with your child's classroom teacher and EL coordinator to meet their instructional needs, and to ensure success on academic achievement standards and state graduation requirements. EL tutors and classroom teachers teach English while also teaching Standards of Learning (SOL) objectives in reading, writing, math, science and social studies. The amount of EL service time differs depending on the proficiency level of the student and the student's academic needs. The goal of the program is to provide instruction so that students can become fully proficient in English while meeting the same challenging state academic content and student achievement standards.

How will my child exit the EL program?

Each year, EL students are required to participate in an English language proficiency assessment. The assessment covers listening, speaking, reading and writing. English language learners no longer receive EL services when they reach a proficiency level 4.4 or higher, which is considered "Fully English Proficient." "Fully English Proficient" is defined as scoring a 4.4 or above on the composite score of the spring end of year assessment (ACCESS).

What if my child needs special education, gifted/talented or other related services?

If your child is a student with a disability which requires an Individualized Education Plan (IEP) or a 504 Plan, the EL services will be provided together with your child's existing plan. EL students may also be eligible to receive services from Gifted and Talented, Title I, and/or other special programs offered by the school.

What if I do not want my child to receive EL services?

You have the right to decline services for your student in the EL program. You also have the right to remove him or her from the EL program at any time. If you do not want your student to participate in the program, you must complete and sign the "Refusal of EL Service Form" which is available at each school. You must sign and return this form each year you intend on removing your child from EL services.

Students who are **NOT** receiving EL services are still required to participate in the annual Language Proficiency Assessments (ACCESS) required by the state.

Homebound Instruction

Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education or related services, the Individualized Education Program (IEP) committee must revise the IEP, as appropriate, to direct off-site instruction. Credit for the work shall be awarded when it is done under the supervision of a teacher licensed by the Board of Education and meets the requirements of 8 VAC 20-131-110.

Homebound instruction is designed to provide continuity of educational services between the classroom and home or health care facility, for students whose medical needs, both physical and psychiatric, injury or pregnancy are unable to attend school for a limited period of time. At the time of the initial request, the student's Physician or Clinical Psychologist providing certification for homebound instruction must provide in writing to the King and Queen School Division a completed Homebound Instruction application. Homebound instructional services are not a guarantee that the student will progress in the academic program.

Courses and Careers

KNOW YOUR HOLLAND CODE

One way of exploring careers and courses is by looking at occupations according to occupational interest. John Holland conducted research that divided job seekers into six broad personality type categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The abbreviation of these is RIASEC. Your Holland Code is a combination of two or three of these interest areas.

The idea is that you are more likely to work best in an environment where you enjoy what you are doing. The same can be said for the classes you choose. Your Holland Code is a generalization, not likely to be an exact fit. However, it might help you discover where you can find classes and a career path you enjoy. Students can determine their interest profile at www.mynextmove.org/explore/ip.

Realistic

Realistic occupations frequently involve work activities that include practical, hands-on problems, and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

Investigative

Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.

Artistic

Artistic occupations frequently involve working with forms, designs, and patterns. They often require self-expression and the work can be done without following a clear set of rules.

Social

Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

Enterprising

Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking, and they often deal with business.

Conventional

Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. There is usually a clear line of authority to follow.

Example Career and Course Options

Realistic

High School Diploma With Some Training	Certificate/ Associate Degree	Bachelor Degree or Above	Central High School Classes
Agriculture Equipment Operator Plasterers and Stucco Mason	Dental Laboratory Technician Commercial Driver	Conservation Scientist Veterinarian	Biology Renewable Technologies Diesel Technology

Investigative

High School Diploma With Some Training	Certificate/ Associate Degree	Bachelor Degree or Above	Central High School Classes
Derrick Operator Logging Equipment Operator	Carpenter Coroner	Registered Nurse Water Resource Specialist	Ecology Renewable Technologies Diesel Technology

Example Career and Class Options

Artistic

High School Diploma With Some Training	Certificate/ Associate Degree	Bachelor Degree or Above	Central High School Classes
Floral Designer Tile and Stone Setter	Private Cook Cosmetologist	Choreographer Art Therapist	Art I, II, or III Theater I, II, or III Cosmetology Culinary Arts

Social

High School Diploma With Some Training	Certificate/ Associate Degree	Bachelor Degree or Above	Central High School Classes
Childcare Worker Home Health Aide	Massage Therapist Physical Therapist Assistant	Recreation Worker Athletic Trainer	Career Education Sports Entertainment & Marketing Nursing

Example Career and Class Options

Enterprising

High School Diploma With Some Training	Certificate/ Associate Degree	Bachelor Degree or Above	Central High School Classes
Barista Customer Service Representative	Chef and Head Cook Skincare Specialist	Sustainability Specialist Education Administrator	Career Education Renewable Technologies Ecology

Conventional

High School Diploma With Some Training	Certificate/ Associate Degree	Bachelor Degree or Above	Central High School Classes
Landscaping & Groundskeeping Worker Gambling Dealer	Dental Assistant Pharmacy Technician	Actuary Investment Fund Manager	Career Education Business Law Sports Marketing & Entertainment

Course Selection & Registration

What You Need to Know

The sample forms below are designed to help students think about their goals and draft a plan for their individual secondary program of study. The Academic and Career Plan (ACP) may change as students progress through high school and learn more about their abilities, interests, and the opportunities available to them. The counselor will work with students and parents/guardians to update the ACP each year and to assist students in the registration process for the next year's courses. When drafting this ACP, students and parents/guardians should refer to the **diploma requirements**, **suggested course sequences**, and **course descriptions** in the *Program of Studies*.

Getting Started

Sample 1 is an example of a *Standard Diploma (22-credit)* ACP, and **Sample 2** is an example of an *Advanced Studies Diploma (26-credit)* ACP. On the following page is a blank ACP for students and parents/guardians to use as they begin to plan for courses that meet students' individual educational and career objectives. Keep in mind that these are tentative plans and that students and parents/guardians will need to review plans annually with the counselor to make adjustments as necessary. **Good luck as you chart your course for success in school.**

SAMPLE 1			Standard Diploma (22-credit)/Academic and Career Plan				
Course	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Notes
1	English 7	English 8	English 9	English 10	English 11	English 12	
2	Civics & Economics	Global Studies	World History I	World History II or Elective	VA & U.S. History	VA & U.S. Government	
3	Math 7	Math 8	Algebra I	Geometry	Algebra Functions & Data Analysis or Algebra II	Elective	
4	Life Science	Physical Science 8	Environmental Science	Biology	Chemistry or Ecology	Elective	
5	Health & PE 7	Health/PE 8	Health/PE 9	Health/PE 10	Elective	Elective	
6	Elective	Elective	Fine Arts/CTE Elective	Economics & Personal Finance	Elective	Elective	
7	Elective	Elective	Elective	Fine Arts/CTE Elective	Elective	Elective	

SAMPLE 2			Advanced Studies Diploma (26-credit)/Academic and Career Plan				
Course	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Notes
1	English 7	English 8	English 9	English 10	English 11	English 12	
2	Civics & Economics	World History I	World History II	Economics & Personal Finance	VA & U.S. History	VA & U.S. Government	
3	Math 8	Algebra I	Geometry	Algebra II	Math Analysis	DE Math	
4	Life Science	Physical Science	Environmental Science	Biology	Chemistry	Ecology	
5	Health/PE 7	Health/PE 8	Health/PE 9	Health/PE 10	Elective	Elective	
6	Elective	Fine Arts/CTE Elective	Fine Arts/CTE Elective	Elective	Elective	Elective	
7	Elective	Foreign Language	Foreign Language	Foreign Language	Elective	Elective	

Academic Plan							
Course	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Notes
1	English 7	English 8	English 9	English 10	English 11	English 12	
2							
3							
4							
5							
6							
7							

Core Course Offerings

Overview

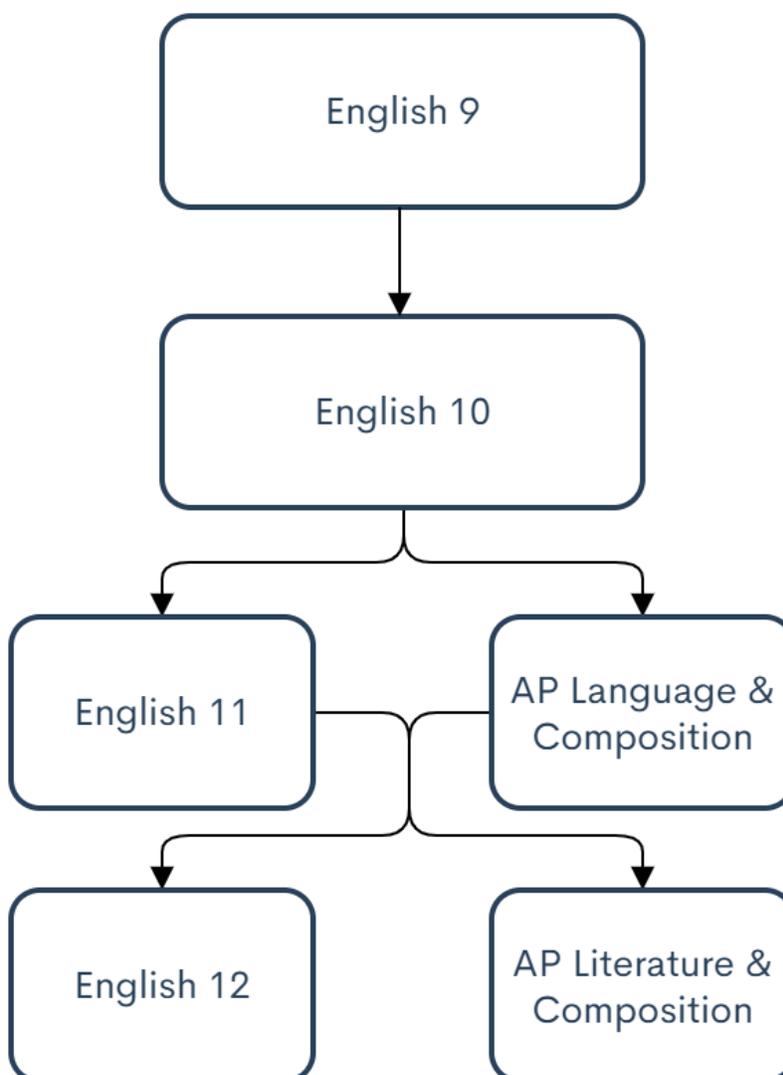
This section provides information on core courses offered by King & Queen County Public Schools. The courses outlined in this section are the possible course sequences for English, Mathematics, Laboratory Science, History and Social Sciences, Health and Physical Education.

Key: Weighted Course: ● Dual Enrollment Course: II New Course: NEW

English

Students must earn a minimum of four standard credits in English with two verified credits in order to graduate. Students will take the English Writing SOL and the English Reading SOL during 11th grade to receive the two verified credits. Placement of students in specific English courses is based on considerations that may include: previous English performance, English SOL performance, standardized test scores, and teacher/administrator recommendation.

See the chart below for the potential course planning options in English:



1130 ENGLISH 9 Grade 9 1 Credit***Prerequisite: English 8***

This course focuses on oral and written communication in the areas of research, literary analysis, and technical forms. Critical reading skills, knowledge of literary forms, oral presentation, and interdisciplinary approaches are incorporated into literature instruction. Reading comprehension, vocabulary development, grammar, mechanics, thinking skills, and oral communication skills are emphasized. **This course is a requirement for high school graduation.**

1140 ENGLISH 10 Grade 10 1 Credit***Prerequisite: English 9***

This course stresses reading from a variety of worldwide cultures and eras. Readings include various literary forms and consumer materials. Students use writing for evaluation and interpretation of ideas obtained through the readings. Small-group learning activities are used for the student to present and critique oral reports. In both reading and writing activities, including research, students gather information through the use of technology. Reading comprehension, vocabulary development, grammar, mechanics, thinking skills, and oral communication skills are emphasized. **This course is a requirement for high school graduation.**

1150 ENGLISH 11 Grade 11 1 Credit (SOL-Tested Course)***Prerequisite: English 10***

This course incorporates a study of American literature with interdisciplinary aspects of United States History. Emphasis is on written and oral communication encompassing expository, persuasive, and technical skills. Literary analysis, research, and technical writings are included. Reading comprehension, vocabulary development, grammar, mechanics, thinking skills, and oral communication skills are emphasized. Students will take the English Writing SOL and the English Reading SOL during this course. **This course, or AP English 11, is a requirement for high school graduation**

**1195 ADVANCED PLACEMENT LANGUAGE & COMPOSITION (AP ENGLISH 11) . Grade 11
1 Weighted Credit (SOL-Tested Course)*****Prerequisite: English 10 & a recommendation by the previous English teacher***

The focus of Advanced Placement English Language and Composition is rhetorical analysis and argumentative writing. Students will be trained in analyzing texts for tone, purpose, syntax, rhetorical strategies, diction, and figures of speech. At the same time, students will analyze persuasive speeches and essays for their validity in reasoning and effectiveness in persuasion. Students will become skilled synthesizers of information, utilizing a variety of sources to support an assertion. One of the benchmarks of the course is the researched argumentative research paper. The course will emphasize nonfiction, since this is the genre that appears on the College Board's examination. However, novels will also be used to aid students in linguistic analysis. The desire to read and research current events will be helpful to any student enrolled in Advanced Placement Language and Composition. Advanced Placement Language & Composition is an intensive writing course that prepares students for the type of argumentative and analytical writing that is expected of them at the college level. Student work will be required outside of class time. Students will take the English Writing SOL and the English Reading SOL during this course.

1160 ENGLISH 12 Grade 12 1 Credit***Prerequisite: English 11***

This course presents the cultural development of English (British) literature and literature of other cultures by stressing major literary forms, themes, and techniques in an interdisciplinary approach. The student develops expository and technical writings. Comprehensive oral presentations and research projects reflect organizational skills, audience awareness, and appropriate vocabulary/grammar. Reading comprehension, vocabulary development, grammar, mechanics, thinking skills, and oral communication skills are emphasized. **This course, or AP English 12, is a requirement for high school graduation.**

1196 ADVANCED PLACEMENT LITERATURE & COMPOSITION (AP ENGLISH 12) 3**Grade 12 1 Weighted Credit*****Prerequisite: English 11 & a recommendation by the previous English teacher***

This is a course in advanced literature and composition designed to prepare students for the Advanced Placement Exam. Emphasis is on critically-acclaimed authors from around the world. Reading comprehension, vocabulary development, grammar, mechanics, thinking skills, and oral communication skills are emphasized.

**ENG 111 & 112 DUAL ENROLLMENT ENGLISH / LITERATURE & COMPOSITION II Grade 12
1 High School Credit, 6 College Credits*****Prerequisite: English 11 & satisfactory score on RCC Placement Test***

Dual Enrollment English is a college-level course offered to eligible seniors and designed in accordance with the requirements of the affiliate school, Rappahannock Community College. The curriculum introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; examine a range of texts about the human experience; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities include exposition and argumentation with at least one researched essay. Students must be able to use word processing software. Before beginning ENG 112, students must successfully complete ENG 111.

**ENG 210 DUAL ENROLLMENT ADVANCED COMPOSITION II Grade 12
High School Credit, 3 College Credits****1*****Prerequisite or Corequisite: ENG 111 & 112***

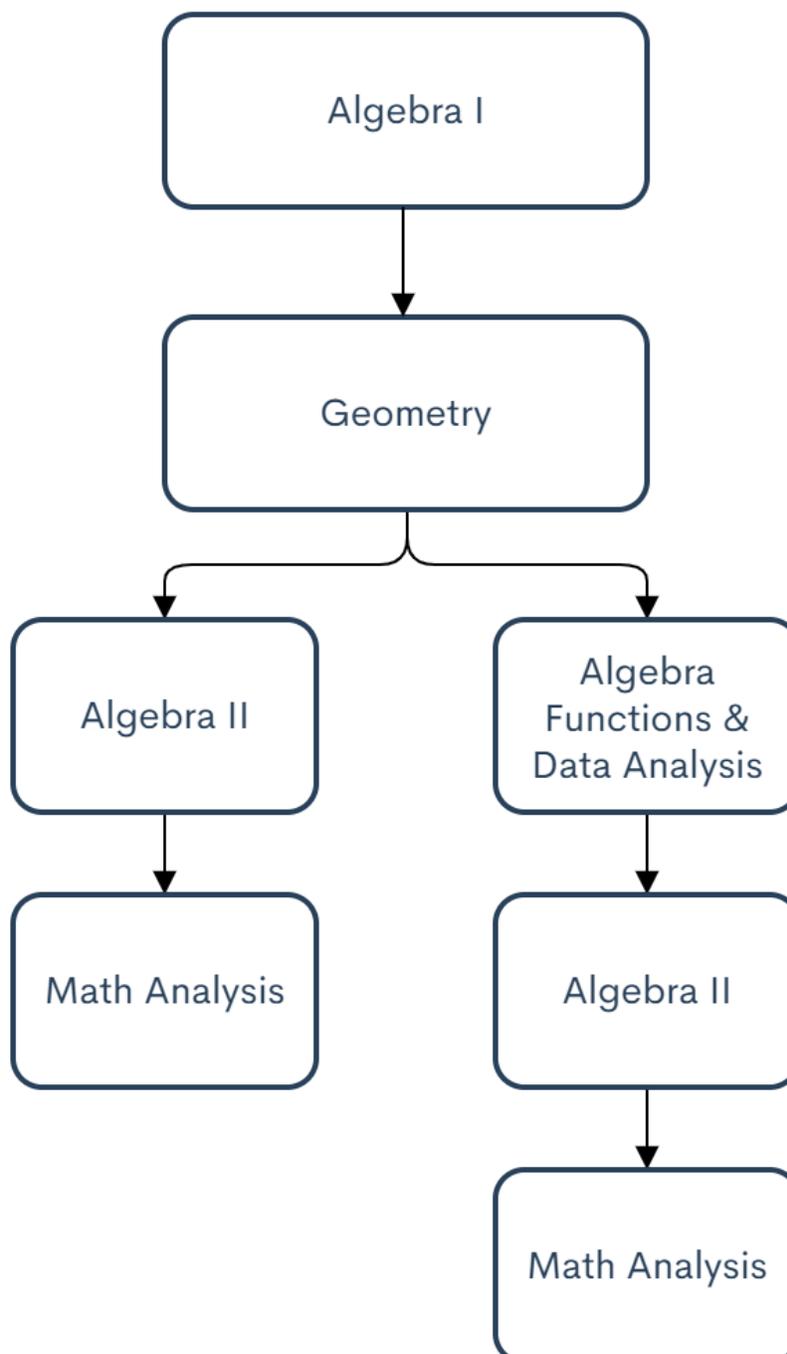
Dual Enrollment Advanced Composition is a college-level course offered to eligible seniors and designed in accordance with the requirements of the affiliate school, Rappahannock Community College. The course helps students refine skills in writing non-fiction prose, guides the development of individual voice and style, and introduces procedures for publication.

Mathematics

Students must earn a minimum of three standard credits in mathematics, with one verified to earn a *Standard Diploma*. Students must earn a minimum of four standard credits in mathematics, with two verified to earn an *Advanced Studies Diploma*. Placement of students in specific mathematics courses is based on considerations that may include: previous math performance, math SOL performance, standardized test scores, and teacher/administrator recommendation.

Key: Weighted Course: ● Dual Enrollment Course: II New Course: NEW

See the chart below for the course sequences in Mathematics. Students in the 9th grade may be able to start in Algebra I, Geometry, or Algebra II based on their previous math courses



3130 ALGEBRA I Grades 9-12 1 Credit (SOL-Tested Course)

This course is a study of the algebraic concepts needed to solve algebraic equations. Students use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs are used to interpret algebraic expressions, equations, and inequalities and to analyze functions. Students make connections and build relationships among algebra and arithmetic, geometry, and probability and statistics. Topics include: functions and graphs of lines, equations, inequalities, word problems with one and two variables, systems of equations and inequalities, statistics, polynomials, quadratic equations, and problem solving. **This course is a requirement for high school graduation.**

3143 GEOMETRY Grades 9-12 1 Credit (SOL-Tested Course)***Prerequisite: Algebra I***

The content of this course offers a study of plane, three-dimensional, and coordinate geometry. Methods of justification of theorems include: paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, and verbal arguments. The course emphasizes two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems, students gain an appreciation of the structure of geometry and develop powers of spatial visualization. Students will take an end-of-course SOL if a student needs the verified credit. **This course is a requirement for high school graduation.**

3135 ALGEBRA II Grades 9-12 1 Credit (SOL-Tested Course)***Prerequisite: Algebra I***

The content of this course provides a thorough treatment of advanced algebraic concepts through the study of functions, polynomials, rational expressions, complex numbers, sequences, and series. Emphasis is placed on practical applications and modeling. The courses also include a transformational approach to graphing functions. This course continues the study of algebraic equations, verbal problems, graphing, and other topics treated in Algebra I. This course introduces and develops new topics including complex numbers and fundamental concepts of analysis. Students will take an end-of-course SOL if a student needs the verified credit. **This course is a requirement for the *Advanced Studies Diploma*.**

3162 MATHEMATICAL ANALYSIS Grades 10-12 1 Credit***Prerequisite: Algebra II***

This course extends students' knowledge of function characteristics and introduces them to another mode of mathematical reasoning. Students enrolled in Mathematical Analysis have mastered Algebra II concepts. The content of this course serves as an appropriate preparation for a calculus course. Trigonometry concepts will be incorporated as well. Graphing calculators are used.

3134 ALGEBRA FUNCTIONS & DATA ANALYSIS (AFDA) Grades 10-12 1 Credit***Prerequisite: Algebra I***

AFDA is designed for students who have successfully completed the standards for Algebra I. The infusion of technology (graphing calculator and/or computer software) into this course assists in modeling, investigating functions, and data analysis.

DUAL ENROLLMENT PROBABILITY AND STATISTICS II Grades 11-12**1 High School Credit, 6 College Credits**

Dual Enrollment Probability and Statistics is a college-level course offered to eligible seniors and designed in accordance with the requirements of the affiliate school, Rappahannock Community College. This course introduces the methods of statistics including sampling from normally distributed populations, estimation, regression, testing of hypotheses, point and interval estimation methods.

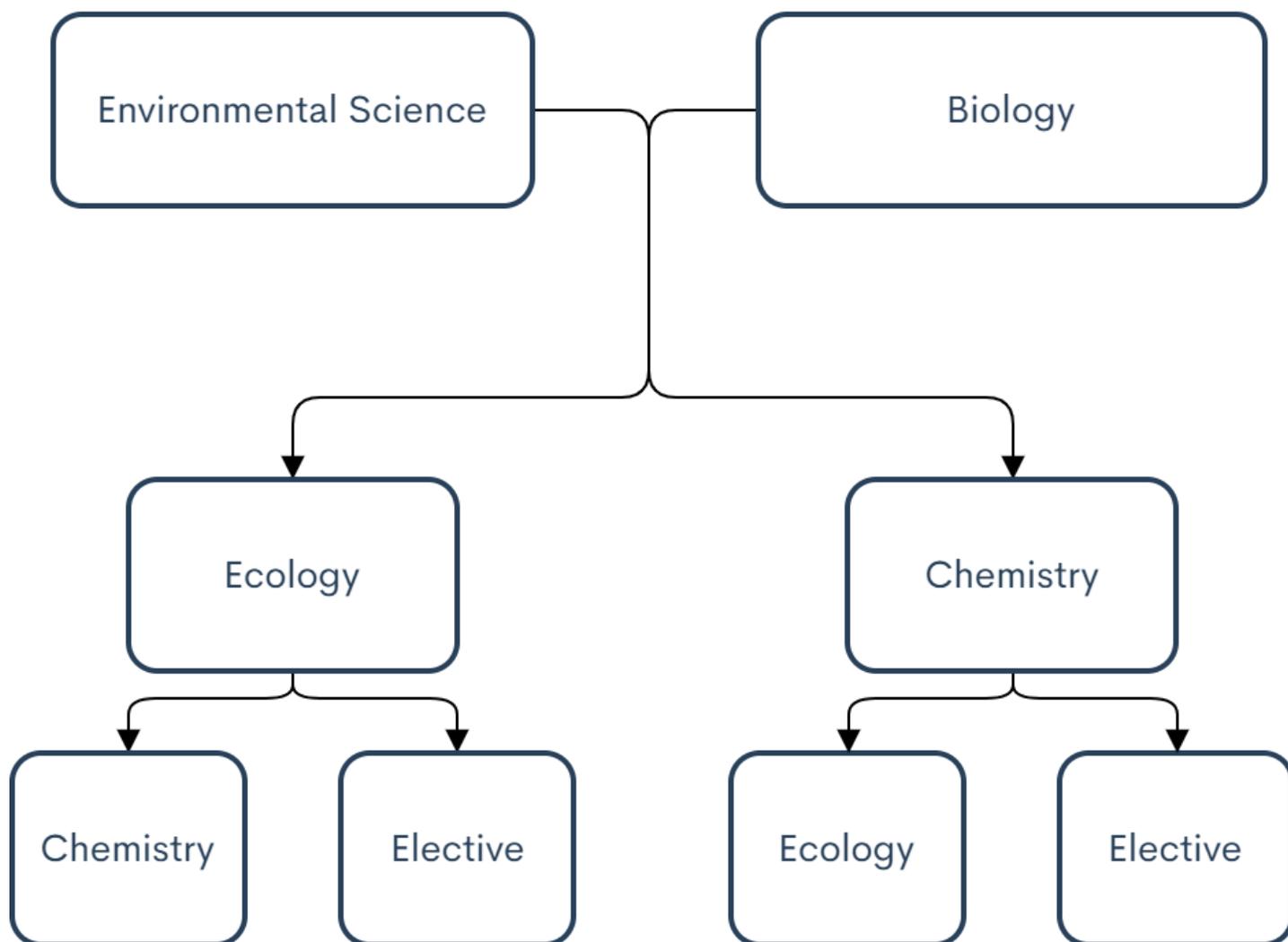
Laboratory Science

Students must earn a minimum of three standard credits in science to earn a *Standard Diploma*. For the *Standard Diploma*, they must take courses in at least two different science disciplines.

Students must earn a minimum of four standard credits in science to earn an *Advanced Studies Diploma*. For the *Advanced Studies Diploma*, they must take courses in at least three different science disciplines.

Key: Weighted Course: ● Dual Enrollment Course: II New Course: NEW

See the chart below for the potential course planning options in Laboratory Science. Students in 9th grade may be able to enroll in Environmental Science or Biology based on their academic performance in the previous school year.



4140 ENVIRONMENTAL SCIENCE Grades 9-12 1 Credit

Students will explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them.

4310 BIOLOGY Grades 9-12 1 Credit (SOL-Tested Course)

This course is designed to provide a detailed understanding of living systems. Emphasis is placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and acquire and use scientific literature. The history of biological thought and the evidence that supports it are explored and provide the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. Selected organisms are dissected. **This course is a requirement for high school graduation.**

4410 CHEMISTRY Grades 10-12 1 Credit (SOL-Tested Course)***Prerequisite or Corequisite: Algebra II***

This course is designed to provide a detailed understanding of the interaction of matter and energy. This interaction is investigated through laboratory techniques, manipulation of chemical qualities, and problem solving applications. Scientific methodology is employed in experimental and analytical investigations, and concepts are illustrated with practical applications. Technology, including graphing calculators and computers, are employed where feasible. Students understand and use safety precautions with chemicals and equipment. Course objectives emphasize qualitative and quantitative study of substances and the changes that occur in them. Students are encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively. Students will take an end-of-course SOL if a student needs the verified credit. **This course is a requirement for the *Advanced Studies Diploma*.**

4340 ECOLOGY (Biology II) Grades 11-12 1 Credit***Prerequisite: Biology***

In this course, students will develop a greater understanding of the workings of nature and the complex network of relationships and the relationship between people and their environment. Students will investigate the role of climate and the flow of matter and energy through the ecosystem. The course stresses the significance of ecosystems, food, water, air, soil, mineral, and energy resources. The course stresses laboratory experiences that provide a study of air, soil, and water pollution; food webs; endangered animals and habitats; energy sources; and recycling.

BIO 101 & 102 DUAL ENROLLMENT BIOLOGY II Grade 12**1 High School Credit, 8 College Credits**

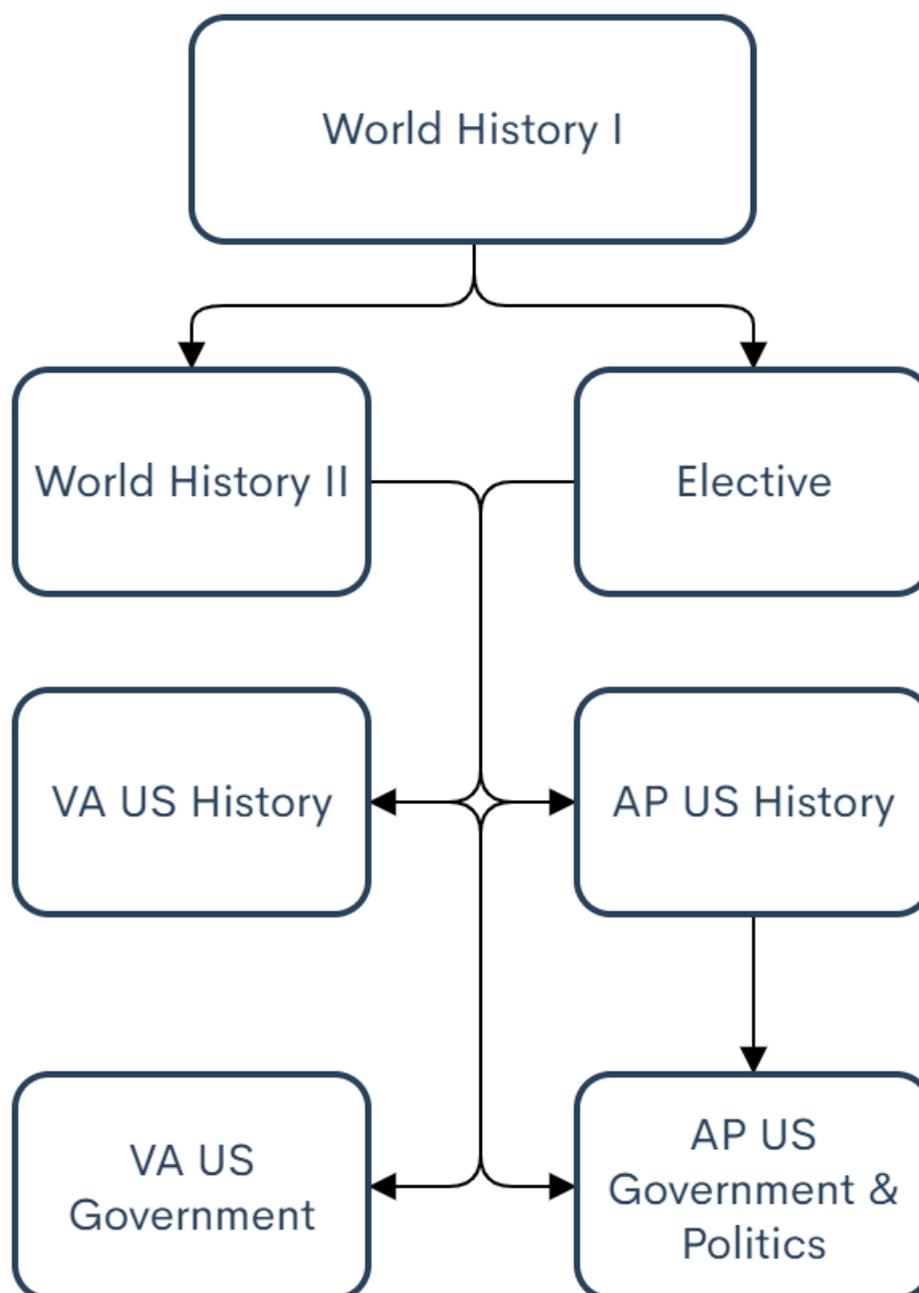
Dual Enrollment Biology is a college-level course offered to eligible seniors and designed in accordance with the requirements of the affiliate school, Rappahannock Community College. It explores the fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. Through lecture and laboratory work, the course introduces the diversity of living organisms, including their structure, function, and evolution. Before beginning BIO 102, students must successfully complete BIO 101.

History and Social Sciences

Students must earn a minimum of three standard credits with one verified in History/Social Science to earn a *Standard Diploma*. Students must earn a minimum of four standard credits with two verified in History/Social Science to earn an *Advanced Studies Diploma*.

Key: Weighted Course: ● Dual Enrollment Course: II New Course: NEW

See the chart below for the potential course planning options in History and Social Sciences. Students in the 9th grade may be able to enroll in World History I or World History II based on their 8th grade History and Social Sciences course.



2215 WORLD HISTORY I Grade 9 1 Credit (SOL-Tested Course)

This course offers a historical and cultural study of world history and geography that enables students to explore the development of peoples, places, and patterns of life from ancient times until 1500 A.D. Emphasis is placed on geographic influences, with increased attention to the development and evolution of the nation-state. The theme of change with regard to scientific and technological advancements is highlighted. Attention is also focused on the connections between people and events prior to 1500 A.D. and those of contemporary times. Students have the opportunity to work with a variety of artifacts as well as primary and secondary sources.

This course is a requirement for high school graduation.

2216 WORLD HISTORY II Grade 9-10 1 Credit (SOL-Tested Course)

This course offers an historical and cultural study of world history and geography that enables students to explore the development of peoples, places, and patterns of life from 1500 A.D. to the present. Emphasis is placed on geographic influences, with increased attention to the development and evolution of the nation state. The theme of change with regard to scientific and technological advancements is highlighted. Attention is also focused on the connections between people and events of contemporary times. Students have the opportunity to work with a variety of artifacts as well as primary and secondary sources to uncover and understand specific historic events and issues. Students will take an end-of-course SOL if a student needs the verified credit. **This course is a requirement for the *Advanced Studies Diploma*.**

2360 VIRGINIA & US HISTORY Grade 11 1 Credit (SOL-Tested Course)

This course provides a chronological study based upon an identification and analysis of the events, problems, issues, movements, and personalities that have affected the development of the United States from the Age of Exploration to the present. Emphasis is placed on developing a sense of historical time and chronology, expository writing skills, and research techniques. The student focuses on political, economic, cultural, and social history. Virginia's role in United States history is emphasized. Students will take an end-of-course SOL if a student needs the verified credit. **This course, AP US History, or DE US History, is a requirement for high school graduation.**

2319 ADVANCED PLACEMENT UNITED STATES HISTORY ⚡ Grade 11**1 Weighted Credit (SOL-Tested Course)*****Prerequisite: Recommendations from World History II teacher and English teacher***

This course is designed to provide advanced studies in the history of the United States while preparing the student to take the Advanced Placement Exam. Research writing and historical interpretive essay writing are incorporated into each unit of study. Extensive non-textbook reading is an integral part of the course. Students will take an end-of-course SOL if a student needs the verified credit.

2440 VIRGINIA & UNITED STATES GOVERNMENT Grade 12 1 Credit

This course is designed to ensure that students have an understanding of the origins and workings of the Virginia and United States political systems. The objectives require that students have knowledge of the Virginia and United States governments; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties, interest groups, and the media on policy decisions. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content covers the United States market system, supply and demand, and the role of the government in the economy. **This course, or AP US Government & Politics, is a requirement for high school graduation.**

2445 ADVANCED PLACEMENT US GOVERNMENT & POLITICS ⚡ Grade 12**1 Weighted Credit*****Prerequisite: Recommendations from AP U.S. History teacher and English teacher***

This course is designed to provide advanced studies in United States government while preparing students to take the Advanced Placement Exam. Research writing and historical interpretive essay writing are incorporated into each unit of study. The course is designed for students who want a comprehensive and demanding class. The course is heavily content-oriented and aims to further skills development. Students in this course examine the principles and processes of government in general and those of the U.S. government in

particular. Emphasis is on the national government, as well as state and local governments. The American political and economic systems and the people who facilitate those systems are emphasized. The course is designed to teach students how people behave politically and the design of the American political system. It shows how the system is structured and how it functions as a pluralistic system with various individuals and competing group interests.

PLS 211 & 212 DUAL ENROLLMENT GOVERNMENT II Grade 12

1 High School Credit, 6 College Credits

Dual Enrollment Government is a college-level course offered to eligible seniors and designed in accordance with the requirements of the affiliate school, Rappahannock Community College. This course teaches the structure, operation, and processes of national, state, and local governments. Students engage in an in-depth study of the three branches of the government and of public policy and examine the principles and processes of government in general with a focus on those of the U.S. government. American political and economic systems are emphasized. Before beginning PLS 212, students must successfully complete PLS 211.

Health & Physical Education

Students must earn a minimum of two credits (Health/PE 9 and Health/PE 10) in Health & Physical Education to graduate.

7300 HEALTH & PHYSICAL EDUCATION 9 Grade 9 1 Credit

This course focuses on the development of complex movement skills, cognitive understanding of movement principles, development of personal fitness plans, and understanding the principles of sportsmanship and fair play. Emphasis is placed on maintaining a physically active lifestyle. Physical education units include: instruction in physical fitness and conditioning, individual and dual sports, and team sports. Health topics include: personal health, body systems, substance abuse, first aid and CPR, nutrition, consumer and community health, and Family Life Education. The Family Life Education program (FLE) is based on the procedures and guidelines consistent with the provisions of state regulations and guidelines and shall conform to School Board-approved objectives. Only School Board-approved instructional materials and media included in the approved FLE Grade-Level Program is used for FLE instruction. All parents will be given the option to take advantage of the right to have their child “opt-out” of any or all parts of the FLE program. **This course is a requirement for high school graduation**

7405 HEALTH, PHYSICAL EDUCATION & DRIVER EDUCATION 10 Grade 10 1 Credit

Prerequisite: Health & PE 9

This course is designed to encourage students to maintain a physically active lifestyle. Emphasis is placed on understanding the relationship of movement and fitness principles to improve sports performance and fitness. The physical education curriculum includes the study of physical fitness, individual and dual sports, and team sports. The health curriculum includes Family Life Education. In the classroom part of driver education (taught during the first semester) students learn and practice appropriate driving techniques. The course provides students with detailed understanding of the fundamentals of driving and fosters responsible attitudes and behavior. As a result of quality traffic safety instruction, students will be able to demonstrate a working knowledge of the rules and procedures of operating a motor vehicle. Students identify and analyze the physical and psychological conditions that affect driver performance. Students apply knowledge, process and skills to become safe, competent users of the highway transportation system and display responsible driving behaviors when alone or with peers. Students must successfully complete a behind-the-wheel driving course with the instructor. **This course is a requirement for high school graduation.**

7640 ADVANCED PHYSICAL EDUCATION Grades 11-12 1 Credit

Prerequisite: Health & PE 9 & 10

The content for this course, based on the Standards of Learning, is determined by classroom instructors as appropriate to the skill level of the students. Physical education and health units are included.

7650 WEIGHT TRAINING & CONDITIONING **Grades 11-12** **1 Credit****Prerequisite: Health & PE 9 & 10**

Weight Training & Conditioning is an elective class which requires students to dress for activity daily. Weight lifting and Conditioning will enable students to better develop their cardiovascular system, muscular structure, and overall agility through weight training and plyometric activities.

Elective Course Offerings

Overview

This section provides information on elective courses offered by King & Queen County Public Schools. The courses outlined in this section are the possible course sequences for electives in English, History & Social Sciences, World Language, Fine Arts, Career & Technical Education, Trade & Industrial Arts, and Army Junior Reserve Officer Training Corps Program.

Key: *Weighted Course:* ● *Dual Enrollment Course:* II *New Course:* NEW

Electives in English

1190 PUBLIC SPEAKING **Grades 8-12** **1 Credit**

This course highlights basic speech communication theories. Topics of focus include interviews, group dynamics, delivery techniques, and informative and persuasive presentations.

Electives in History & Social Sciences

AFRICAN AMERICAN HISTORY NEW **Grade 12** **1 Credit**

Students will be able to do the following by the end of the course: identify and understand the African origins and developments of the Black experience in North America; evaluate how African Americans have shaped, contributed to, and have been shaped by the institutions, policies, and laws established by federal, state, and local governments; evaluate and interpret the various paths of civic responsibility that led to quests for equality, justice, and freedom for individuals and communities facing barriers and oppression based on race, class, and gender; and analyze and understand how the institution of slavery in the United States shaped beliefs about race and the supremacy of one race over another and influenced America's economy and politics. The course also includes a capstone project requiring students to conduct independent research on a question or problem of their choosing and to demonstrate a deeper understanding of African American history.

World Language

Students must earn a minimum of three credits in World Languages to earn an Advanced Studies Diploma. For the Advanced Studies Diploma, credits must include three years of one language or two years each of two languages. Students must earn a minimum of two credits in the areas of Foreign Languages, Fine Arts, or Career/Technical Education to earn a *Standard Diploma*. For the *Standard Diploma*, at least one of the two credits must be in Fine Arts or Career/Technical Education. ***Current Foreign Language sequential electives include: Spanish I & Spanish II.***

5510 SPANISH I **Grades 9-12** **1 Credit**

Level I modern foreign language courses provide an introduction to culture, elementary grammar, conversational skill development, and introductory reading and writing in the language. These courses examine the sequential development of Spanish communicative skills. Students use the language for oral and

written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. **This course, or French I, is a requirement for the *Advanced Studies Diploma*.**

5520 SPANISH II Grades 9-12 1 Credit

Prerequisite: Spanish I

Level II modern foreign language courses include: cultural studies, intermediate grammar, conversational skill development, and intermediate reading and composition in the language. Students in Level II courses continue the sequential development of Spanish communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. **This course is a requirement for the *Advanced Studies Diploma*.**

5530 SPANISH III Grades 10-12 1 Credit

Prerequisite: Spanish II

Level III modern foreign language courses include: cultural studies, advanced grammar, conversational skill development, and advanced reading and composition in the language. Students in Level III courses continue the sequential development of Spanish communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. **This course is a requirement for the *Advanced Studies Diploma* if a student is taking courses in one world language.**

5540 SPANISH IV Grades 11-12 1 Credit

Prerequisite: Spanish III

Level IV modern foreign language courses include: cultural studies, literature and other advanced reading, conversational skill development, and interpretive and expressive composition. Students in Level IV courses continue the sequential development of Spanish communicative skills. They continue to increase their proficiency in using the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers.

FRENCH I  Grades 9-12 1 Credit

Level I modern foreign language courses provide an introduction to culture, elementary grammar, conversational skill development, and introductory reading and writing in the language. These courses examine the sequential development of French communicative skills. Students use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. **This course, or Spanish I, is a requirement for the *Advanced Studies Diploma*.**

Fine Arts

Students must earn a minimum of one credit in Fine Arts or Career/Technical Education to earn an *Advanced Studies Diploma*. Students must earn a minimum of two credits in the areas of Foreign Languages, Fine Arts, or Career/Technical Education to earn a *Standard Diploma*. For the *Standard Diploma*, at least one of the two credits must be in Fine Arts or Career/Technical Education. ***Current Fine Arts sequential electives include: Art I & Art II; Beginning Band & Intermediate Band; Chorus I & Chorus II; and Theater I & Theater II.***

Visual Arts

9120 ART I Grades 9-12 1 Credit

This course emphasizes the development of students' ability to recognize visual arts content, concepts, and skills to create, discuss, and understand original works of art. The course includes basic study of the components of art design and the creation of art products. Students develop understanding and appreciation for the visual arts through visual communication and production, cultural context and art history, judgment and criticism, and aesthetics.

9130 ART II Grades 9-12 1 Credit

Prerequisite: Art I

This course builds upon successful completion of Art I. Emphasis is on content, concepts, and skills involved in the creation of original works of art. The course includes: the study of visual communication and production, cultural context and art history, judgment and criticism, and aesthetics.

9140 ART III Grades 10-12 1 Credit

Prerequisite: Art II

This course continues the emphasis on the development of abilities to organize and analyze visual art content and concepts and on skills in creating works of art. The focus on art history, evaluation, and aesthetics expands to include cultural and stylistic problem solving. Students begin to develop personal direction in the production of their works of art.

9190 PHOTOGRAPHY, COMMUNICATION DESIGN Grades 9-12 1 Credit

This course provides instruction in processes and design of black and white photography and/or digital photography. Topics include: theme development, color slides as a narrative, video as a story and as documentation, and a history of photography from the camera obscura to video and the Internet. This course also provides students with the opportunity to work on the production/publication of the school yearbook.

9196 3D ART Grades 10-12 1 Credit

This course provides the opportunity for students to develop perceptual, creative, technical, and problem-solving skills in a sculptural context. Students will learn basic world histories of three-dimensional design as well as becoming aware of contemporary ideas. Students in this course will explore and learn the basic concepts of three-dimensional design, the technical application of a variety of tools and materials, and develop perceptual skills through analyzing and identifying three-dimensional visual components. Activities will include both additive and subtractive methods in a diverse range of media.

Performing Arts

9232 BEGINNING BAND Grades 7-12 1 Credit

This course offers the opportunity for students to learn the basic fundamentals of tone production, rhythmic concepts, proper articulation, and the performance of high school-level band literature. This is a performance-oriented course and requires rehearsals and performances outside of school hours. The purpose

of this course is to enable students to develop fundamental technical skills on wind, brass, and percussion instruments through the refinement and performance of high school music literature.

INTERMEDIATE HIGH SCHOOL BAND NEW **Grades 8-12** **1 Credit**

This course will provide a continued focus on instrumental music and band literature. Students will develop their technique and ensemble skills on Grade 1 music selections. Winds and Percussion will be together. This course is for students who have developed an intermediate skill level on their instruments but need more hands-on instruction to increase their ability and music comprehension. Students may join Pep Band or Marching Band.

ADVANCED HIGH SCHOOL BAND NEW **Grades 8-12** **1 Credit**

Prerequisite: Beginning Band

This course will provide a continued focus on instrumental music and band literature. Students will develop their technique and ensemble skills on Grade 2+ music selections. There will be solo opportunities and community performances. Winds and Percussion will be together. This course is for students who have developed a more advanced skill level on their instruments and are capable of ensemble playing without constant one-on-one guidance. Teacher recommendation will be required for enrollment. Students will generally be expected to participate in performances for Pep Band, Drumline, or Marching Band.

9260 CHORUS I **Grades 9-12** **1 Credit**

This course emphasizes the development of basic vocal techniques and skills including: good posture, tone quality, breath support, diction, and attack and release. Attention is given to the understanding and practice of basic elements of music including music reading skills. Students may have the opportunity to sing in foreign languages while studying a variety of styles of choral music. Vocal independence is emphasized in the performance opportunities that will be given. No previous experience is required. After-school rehearsal and performances may be required of students.

CHORUS II NEW **Grades 9-12** **1 Credit**

Throughout this course students are taught intermediate music theory, vocal function, and a variety of choral music. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to, tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature. At least one passing grade in a previous Chorus course is required. After-school rehearsal and performances may be required of students.

1410 THEATER I **Grades 9-12** **1 Credit**

This course explores the theater from the perspectives of history, culture, and performance. Students read and perform plays, gaining an in-depth knowledge of non-verbal and verbal communication skills and oral presentation. A variety of theatrical opportunities are offered, including behind-the-scenes work such as set design, set construction, and set technology.

1420 THEATER II NEW **Grades 9-12** **1 Credit**

Prerequisite: Theater I

This course continues the exploration of the theater with an emphasis on genre and the role of drama in contemporary society. Students read and perform plays, gaining an in-depth knowledge of ensemble presentation and the role of the audience. Students will have the opportunity to participate in a variety of theatrical opportunities, including behind-the-scenes work such as set design, set construction, and set technology.

Career and Technical Education

Students must earn a minimum of one credit in Fine Arts or Career/Technical Education to earn an *Advanced Studies Diploma*. Students must earn a minimum of two credits in the areas of Foreign Languages, Fine Arts, or Career/Technical Education to earn a *Standard Diploma*. For the *Standard Diploma*, at least one of the two credits must be in Fine Arts or Career/Technical Education. Students must earn a career and technical education credential approved by the Board of Education to graduate with a *Standard Diploma*. **Current Career/Technical Education sequential electives include: Principles of Technology I & Principles of Technology II; Electronic Systems I & Electronic Systems II.**

Business & Information Technology

6120 ECONOMICS & PERSONAL FINANCE Grades 10-12 1 Credit

This course provides students with the opportunity to explore the many facets of financial decision-making involved in daily life. Topics include: money management, banking, investments, insurance, credit, budgeting, and other related financial issues. As they cover the various units of study in this course, students learn key strategies for planning a future that is financially secure. **This course is a requirement for the *Advanced Studies Diploma* and the *Standard Diploma*.**

6630 DESIGN, MULTIMEDIA, & WEB TECHNOLOGIES Grades 10-12 1 Credit

In this course, students develop proficiency in designing and creating desktop-publishing projects, multimedia presentations/projects, and Web sites, using industry-standard application software. Students apply principles of layout and design in completing projects. Students create portfolios that include a resume and a variety of desktop-published, multimedia, and Web-site projects produced in the course.

Trade & Industrial Education

8702SB CRIMINAL JUSTICE I Grades 9-12 1 Credit

Students are introduced to the legal foundations and processes, and the principles, techniques, and practices for exploring careers within the criminal justice system.

CRIMINAL JUSTICE II NEW Grades 10-12 1 Credit

Students learn the legal foundations and processes, the principles, techniques, and practices for exploring careers within the criminal justice system, and the history of terrorism in the United States.

Agriculture Education

8006 FOUNDATIONS OF AGRICULTURE, FOOD, & NATURAL RESOURCES Grades 8-12 1 Credit

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

8007 INTRODUCTION TO PLANT SYSTEMS Grades 9-12 1 Credit

Students develop competencies in each of the major areas of the Plant Systems career pathway, including applied botany, plant propagation, and plant care and selection. Instructional content also includes an introduction to the various divisions of the plant systems industry. Students learn agricultural mechanics

applicable to plant systems. As with all agriculture courses, students will be exposed to the principles of leadership and opportunities within student organizations, along with Supervised Agricultural Experience opportunities.

8073 APPLIED AGRICULTURAL CONCEPTS Grades 9-12 1 Credit

Students who have limited or no agricultural background or experience learn fundamental agricultural competencies needed for rural or urban living. Areas of instruction include meat grading and selection; maintenance of home appliances and equipment; and the study of plumbing, electrical wiring, and carpentry fundamentals. Teachers may incorporate additional competencies in the study of soil fertility and in cultural practices for shrubs, lawns, gardens, and fruit trees. The course emphasizes leadership development activities.

8034 HORTICULTURE SCIENCES Grades 10-12 1 Credit

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

8035 GREENHOUSE PLANT PRODUCTION & MANAGEMENT Grades 11-12 1 Credit

Prerequisite: Horticulture Sciences

Students are taught the operating procedures for a greenhouse. Units of instruction include developing plant production facilities, science application in plant production, and identification of plants. Business management, leadership development, and marketing skills are emphasized to prepare students for careers in the greenhouse plant production and management industry.

Technology Education

8414 SUSTAINABILITY AND RENEWABLE TECHNOLOGIES Grades 9-12 1 Credit

This course explores issues that affect global citizens in the areas of economics, culture, and the environment. The course introduces students to the historic, economic, political, environmental, and cultural issues that impact the global community and its future. Students will address issues affecting the health of the environment and explore solutions offered by sustainable agriculture, energy efficient building design, and renewable energy sources.

8416 ELECTRONIC SYSTEMS I Grades 9-12 1 Credit

Electronics devices are everywhere in modern life and business, and, as a result, opportunities abound for any who should master the knowledge and skills required to design, alter, repair, and construct them. This course allows students the opportunity to explore principles of electricity, apply knowledge in mathematics and science, and conduct experiments with electronics. Students solve problems using simple electrical devices and circuits and build electronic projects using DC and AC devices and circuits.

8412 ELECTRONIC SYSTEMS II Grades 10-12 1 Credit

Prerequisite: Electronic Systems I

Electronics devices are everywhere in modern life and business, and, as a result, opportunities abound for any who should master the knowledge and skills required to design, alter, repair, and construct them. This course allows students the opportunity to explore principles of electricity, apply knowledge in mathematics and science, and conduct experiments with electronics. Students solve problems using simple electrical devices and circuits and build electronic projects using DC and AC devices and circuits.

9811 PRINCIPLES OF TECHNOLOGY I Grades 9-12 1 Credit

This course provides students with experience in the application of the principles of physics and mathematics as they relate to modern technological systems. A unified systems approach is used to explore mechanical, fluid, electrical, and thermal systems. This course prepares students for further studies in engineering.

9812 PRINCIPLES OF TECHNOLOGY II Grades 10-12 1 Credit***Prerequisite: Principles Technology I***

This course provides students with expanded experience in the application of the principles of physics and mathematics as they relate to modern technological systems. A unified systems approach is used to explore mechanical, fluid, electrical, and thermal systems. This course prepares students for further studies in engineering.

Army Junior Reserve Officer Training Corps Program

The Army Junior Reserve Officer Training Corps (AJROTC) program complements the Central High School curriculum and overall school program. The program offers students a unique opportunity for personal and scholastic growth. As a single course, AJROTC is remarkably comprehensive. To a base of American citizenship and history, the course adds a battery of values and skills indispensable to success in school and beyond. AJROTC courses teach self-discipline, confidence, organization, ethics, integrity, and responsibility. Students are trained to think on their feet, to make decisions, to work as team members, to motivate themselves and others, and to lead. AJROTC instructors serve as role models for their students, and as mentors who provide strong incentives to stay in school and graduate. Participation in AJROTC offers students an advantage in competition for military academy and college ROTC scholarships. ***Current AJROTC sequential electives include: Army Junior ROTC I, Army Junior ROTC II, Army Junior ROTC III, & Army Junior ROTC IV.***

7913 ARMY JUNIOR ROTC I Grades 8-12 1 Credit

A student must be 14-years-old to enroll in this program. This course is a study of basic Army organization, the operating forces of the Army, and Army history from the early beginning in colonial days to the commencement of World War II. Students study leadership skills, behavioral sciences, and health education. Infantry drill sessions are utilized to develop student leadership skills.

7916 ARMY JUNIOR ROTC II Grades 9-12 1 Credit***Prerequisite: Army Junior ROTC I***

This course is the continued study of Army history with an emphasis on World War II. The curriculum includes: further study of the various facets of leadership, adjustment and behavioral sciences. Health information such as first aid techniques is included in the course.

7918 ARMY JUNIOR ROTC III Grades 10-12 1 Credit***Prerequisite: Army Junior ROTC II***

This course is the continued study of Army history including a review of present day warfare. A complete study of the military roles of all of the armed services is included. This course offers an advanced study of behavioral sciences, and the teaching of leadership skills through continued practice is emphasized.

7919 ARMY JUNIOR ROTC IV Grade 11-12 1 Credit***Prerequisite: Army Junior ROTC III***

This course is the continued study of the more technical aspects of the military and our national defense system. Independent study by individual cadets in the areas of their interest and completion of requirements specified by the Army are included in this course. Content includes the student's duties as a military aide and special assistant to the AJROTC instructor.

Special Education

Special education courses are provided for students eligible for special education services. These courses may include but are not limited to: Applied English, History, Math, and Science; Practical English, History, Math, and Science; Life Skills; Pre-Vocational Training & Independent Living; Pre-Vocational Skills; and Study Skills.

Supplemental Information

Library Media Centers

The school library and media center is an integral part of the instructional program. Books, periodicals, reference materials, and instructional technology equipment housed in these centers support and enrich the curriculum and help students develop independence in learning as well as a desire for continuing education. These materials are especially chosen to enable students to complete assignments and pursue research in a number of disciplines. Materials may be checked out with the exception of reference materials. Students will be charged a late fee for all library books and materials that are not returned on time. If library books or materials are not returned by the end of the school year, parents will be sent an invoice to cover the cost of replacing the library books or materials.

Library Books

Library books are checked out for two weeks or ten scheduled school days. They may be renewed by the patron either by bringing the book, or by simply stopping by the library and requesting a renewal. (Items requested and reserved by the other patrons may not be renewed.) Notices go out on the day a book is due and are sent to the classroom teacher for distribution. Fines start accruing on the third day after the book is due, not to exceed two dollars per item. If a book is lost or damaged, students will be responsible for paying for it in order to purchase a replacement. Once an item is overdue another item may not be checked out unless it is needed for a graded assignment. This must be verified by the assigning teacher.

School Counseling Services

King and Queen County Public Schools School Counseling Department seeks to help all students succeed. All students are encouraged to develop competencies in the academic, personal/social, and career development domains in a safe, equitable and accessible learning environment. Proficiency in all of these domains is viewed as necessary in order for students to be successful and reach their maximum potential in our complex and ever-evolving world.

School Counselors hold a Master of Education degree in school counseling and are licensed through the Virginia Department of Education. The school counselors belong to school counseling associations and participate in professional development each year.

Professional school counseling services are available at the high school for all grade levels. The counseling program is considered an integral part of the child's total educational process. The program focuses on the developmental needs of students and is preventive as well as remedial in nature. Emphasis is placed on being proactive and addressing any student needs as soon as they arise.

The goal of the school counseling program is to increase the opportunities for students to acquire the knowledge and skills essential for academic competency and responsible social behavior both within and outside the school environment. School counseling services will adequately prepare students to be global citizens and exit high school. Objectives are set forth in the academic development, social/emotional, and career development domains as defined in the Standards for School Counseling Programs in Virginia Public Schools and the American School Counseling Association (ASCA) National Model.

Professional School Counselors deliver a core counseling program through developmentally appropriate classroom lessons that include character education, academic skills, social/emotional learning, and career readiness skills. They also provide short-term direct counseling services to students in both individual and small group settings on various developmental issues or concerns throughout the school year. Counselors will

communicate with families according to individual student needs. Counselors collaborate closely with teachers and other educational staff, families, and community agencies in order to meet the diverse needs of all learners.

Social Emotional Learning (SEL)

SEL generally refers to the skills and knowledge that students need to communicate effectively, interact with peers, resolve conflicts, and manage their emotional responses to stressful situations. Developing social-emotional and academic skills is the responsibility of the whole school community. Professional learning activities, direct instruction, student experiences, family engagement, administrative leadership, and day-to-day operations provide students with the opportunity and support to develop these competencies. The Collaborative for Academic, Social, and Emotional Learning (Link: [CASEL](#)) provides multiple resources for integrating social-emotional learning into the school curriculum and day-to-day operations.

Student Records

The protection and confidentiality of all student records and information is the responsibility of all King and Queen County School administrators, teachers, staff, and employees. In accordance with local, state, and federal policies on the release of student records, the Freedom of Information Act, and the Family Educational Rights and Privacy Act, no personal or confidential information concerning students will be released without written consent of a parent or guardian.

Students' academic achievements, honors, awards, athletic, and extracurricular recognition may be published unless a parent specifically requests otherwise. Parents are to notify the school principal in writing if they do not want their child's achievements to be published during the school year.

Immunization Requirements

King and Queen County Public Schools shall comply with the Code of Virginia requirements for student immunizations. According to the Code of Virginia Section 22.1-271.2, no student shall be admitted by a school unless at the time of admission the student or his parent/guardian submits documentary proof of immunizations to the admitting official of the school or unless the student is exempt from immunization pursuant to Subsection C of the Code.

- DTP – a minimum of three doses are required. One dose must be administered after the age of four. Please note the additional dose required for sixth grade students. In 2006, the Virginia Assembly passed a law requiring all sixth grade students to receive a tetanus, diphtheria, and pertussis (Tdap) booster if at least five years have passed since the last shot.
- OPV or IPV – A minimum of three doses are required. One dose must be administered after the age of four. However, if four doses were given before the age of four, the child does not need any more to enter school.
- MMR – This immunization is usually given on or after the child's first birthday. A second dose is required before admission to kindergarten.
- Hepatitis B – A complete series of 3 doses of Hepatitis B vaccine is required for all children. However, the FDA has approved a 2-dose schedule **ONLY** for adolescents 11-15 years of age **AND only when the Merck Brand (RECOMBIVAX HB) Adult Formulation Hepatitis B Vaccine** is used. If the 2-dose schedule is used for adolescents 11-15 years of age it must be clearly documented on the school form.
- Varicella (Chickenpox) – All susceptible children born on and after January 1, 1997 shall be required to have one dose of chickenpox vaccine administered at age 12 months or older.