

HIGH SCHOOL COURSE OFFERINGS 2013-2014



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School Counseling Program

A well organized and administered Guidance and School Counseling program in each secondary school supports the instructional program and provides opportunities for meeting students' needs through: academic and educational planning; personal and social development; and career development and planning. Checklists and work sheets are provided in this booklet (pages 7 to 8) to keep track of these plans. For more information, please contact the Division Director of School Counseling at 727-0320.

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Welcome to school year 2013-14! High school is an exciting time for students and families as the final phase of the student’s educational experience begins.

The staff and administration of Hampton City Schools look forward to sharing this marvelous journey with you. Our goal is that your high school experience will build on the foundation of previous preparation and culminate with a readiness for any post-secondary education or career you desire!

This booklet provides vital information about courses that are required for graduation, as well as, providing opportunities to explore a variety of career opportunities. Please take time to review the courses and evaluate how they best fit your future goals.

Annually your school counselor will meet with each student to develop an individualized course of study. We encourage this to be a family activity as we all share the common goal of a successful high school experience leading to an even more successful future!

General Information

The information in this guide is designed to help students and parents with the selection of courses for grade 9 through grade 12. Students should read this information and consult with their parents, teachers and school counselors in developing their personalized Academic & Career Plan.

The High School Experience:

- Grades 9-12 offer a comprehensive program featuring offerings of academic, career & technical education and fine arts courses
- Comprised of 36 weeks divided into four 9-week marking periods
- The year consists of 2 semesters; one-half standard credit is awarded for each courses successfully completed each semester; some CTE courses may grant credit by the year rather than by the semester
- Block schedule: each day is divided into 4 equal blocks
- Total of 8 classes may be taken in 1 school year
- In order to graduate students must earn a specified number of standard and verified credits; the number is dependent upon the diploma type (see pages 10 and 11)
- A "standard credit" is awarded for each course with a grade of A, A-, B+, B, B-, C+, C, C- and D
- A "verified credit" is earned by passing the EOC (End-of-Course) SOL test and successful completion of the course associated with the SOL test
- In order to be promoted from one grade level to the next a required number of standard and verified credits are required (see page 9)
- "Levels" of rigor are associated with courses. These levels are average (2), honors (3-H), Advanced Placement (AP) and International Baccalaureate (IB). All college bound students are highly encouraged to take higher-level courses in order to be best prepared for a successful college experience.

Course Selections & Student Schedules

School counselors meet individually with students each spring to review academic progress toward on-time graduation status and to select courses for the following school year. In order to build a master schedule that best meets the needs of all students, the quantity and scheduling of specific courses must be based on student course requests.

Class offerings are contingent upon a minimum enrollment number. Changes to student schedules following the completion of the master schedule can negatively impact class size. Students should choose courses carefully during the course selection conference.

Parents are invited and encouraged to attend these conferences. Prior to the beginning of the new school year students will receive a copy of their Student Requests. It is imperative these requests be reviewed by student and parent before the beginning of the school year. If a revision is desired please contact the Guidance & Counseling Department of your school to make an appointment. Revisions will be made based on class availability and the impact to graduation status.

College & Career Readiness

In addition to a diploma, it is the goal of Hampton City Schools to prepare our students to graduate prepared for a successful future.

Our recommendations for best preparation for college are:

- Take math and science each year in high school. Most colleges require Algebra II as a minimum for entrance.
- Take at least 3 years of foreign language.
- Take the most rigorous courses available. HCS offers courses at the honors level in addition to AP, IB and Dual Enrollment. Course selections should follow a pathway to your career goals.
- Demonstrate community service and volunteerism throughout your high school experience.
- Take the PSAT in the 10th and 11th grade. Take the SAT and/or ACT in 11th grade and again in 12th grade if a higher score is desired. (See page 14)
- Discuss your plans with your school counselor, parents and teachers.
- Refer to page 13 for "What Do I Need to Get Into a Four Year College"

Our recommendations for best preparation for employment are:

- Take elective courses that explore a variety of careers.
- Choose a CTE (Career & Technical Education) pathway that interests you.
- Explore opportunities for job shadowing, internships and mentorships to give you a deeper insight to a career.
- Plan your course of study to give you the broadest range of experiences.

Early College Scholars Program (ECS)

While not all careers require a degree from a 2- or 4-year college or university, HCS wants all students to be prepared for college so they have that as an option upon graduation. The ECS program allows eligible high school students to earn at least 15 hours of transferable college credit while completing the requirements for an Advanced Studies or an Advanced Technical Diploma. The result is a more productive senior year and a substantial reduction in college tuition. Students earning a college degree in seven semesters instead of eight can save an average of \$5,000 in expenses.

To qualify students must:

- Have a "B" average;
- Be pursuing an Advanced Studies or Advanced Technical Diploma; and
- Take and complete college-level course work (AP, IB or dual enrollment) that could earn them at least 15 transferable college credits.

Participating students sign an Early College Scholars Agreement, which is also signed by the parent/guardian, principal and school counselor. Students who meet the terms of the agreement upon graduation receive a certificate from the Governor. ECS students may take courses through Virtual Virginia free of charge.

DIPLOMA SEALS

Governor's Seal:

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

Board of Education Seal

Students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with an average grade of 3.5 shall receive the Board of Education Seal on the diploma.

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

The Board of Education's Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard or Advanced Studies Diploma and satisfy all of the math requirements for the Advanced Studies Diploma (4 credits including Alg II; 2 verified credits) with a "B" average or better; and (a) either pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

The Board of Education's Seal for Excellence in Civics Education will be awarded to students who earn either a Standard or Advanced Studies Diploma and: complete Virginia & US History and Virginia & US Government courses with a grade of "B" or higher; and have good attendance and no disciplinary infractions as determined by local school board policies and complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy the requirements include, but are not limited to, volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; participating in Boys Scouts, Girl Scouts or similar youth organizations; participating in JROTC; participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the US military prior to graduation will be deemed to have met these community service requirements.

Class Rank

Rank in class will be based on a 4.0 grade point average (GPA) scale. Honors courses will receive a GPA added value of .5. Advanced Placement classes, IB classes and approved college level courses will receive a GPA added value of 1.0 weight. When a course is repeated, the highest grade earned will be calculated into the cumulative grade point average. Class rank for graduation purposes is calculated after the first semester of the senior year

Honor Graduate Designations

Students with a grade point average (GPA) between 3.0 – 3.49 will graduate with honors. Students with a grade point average of 3.5 and above will graduate with highest honors. Honors for graduation purposes are calculated after the first semester of the senior year. Designations are:

- Honors - grade point average between 3.0 - 3.49

- Highest Honors - grade point average of 3.5 and above.

Grading Scale:

A semester grade represents the average of two 9 weeks plus exam grades.

2012 GRADING SCALE AND GPA WEIGHTS

LETTER	NUMERICAL SPAN	Unweighted GPA WT	Honors (3) GPA WT	AP and IB GPA WT
A	93-100	4.0	4.5	5.0
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	3.0
C-	70-72	1.7	2.2	2.7
D	64-69	1.0	1.5	2.0
F	Below 64	0	0	0

HCS DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, DISABILITY, AGE OR OTHER PROTECTED CLASSES IN ITS PROGRAMS AND ACTIVITIES AND PROVIDES EQUAL ACCESS TO THE BOY SCOUTS AND OTHER DESIGNATED YOUTH GROUPS. THE FOLLOWING PERSON HAS BEEN DESIGNATED TO HANDLE INQUIRIES REGARDING THE NON-DISCRIMINATION POLICIES: ROBBIN G. RUTH, EXECUTIVE DIRECTOR, HUMAN RESOURCES - ONE FRANKLIN STREET, HAMPTON, VA 23669 • 757-727-2318

JULY 2012 (SECONDARY)

NCAA Eligibility: To play sports in NCAA Division I or II, a student must graduate from high school and successfully complete a core curriculum of at least 16 (Division I) or 14 (Division II) courses.

- NCAA Division I requires 16 core courses.
- NCAA Division II currently requires 14 core courses. Division II will require 16 core courses for students enrolling on or after August 1, 2013.

Test Scores

- Division I uses a sliding scale to match test scores and core grade-point averages.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Use the list as a guide.
- Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core grade point average. Use the list as a guide.

Programs & Related Services

Alternative Education

Alternative programs provide an opportunity to a particular student not experiencing success in a typical classroom structure. For more information, please contact the Director of Alternative Learning, Myra Chambers at 727-1327.

Dual Enrollment Between Virginia Public Schools & Community Colleges

A statewide framework exists for dual enrollment arrangements between Virginia public schools and community colleges.

These arrangements may be made between the representatives of local boards of education and the participating community colleges authorized to contract such agreements. They may be formed in three distinct ways:

- First, high school students may be enrolled in the regularly scheduled college credit courses with the other students taught at the community college.
- Second, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the high school.
- Third, high school students may be enrolled in specially scheduled college credit courses conducted exclusively for high school students taught at the community college.

All dual enrollment courses may be counted toward the 15 college credits required for a student to become an *Early College Scholar*.

Gifted Education

The Gifted Education Program is dedicated to identifying and developing the talents of all students, in particular, students whose abilities are so advanced that they need a differentiated education program, either through acceleration or enrichment, or both. Each high school offers honors and Advanced Placement courses to meet these needs. For more information, contact the Division Director of Academic Achievement and Enrichment at 727-2160.

Homebound Instruction Extended Services

Homebound Instruction is a program for students who are ill and expected to be out of school for more than 10 days, for special education students who need a more restrictive environment, or for

students on long-term suspension for whom another placement is unavailable. Applications for extended services are available in the home school or at the Adult Education Office. Requests for homebound instruction for medical reasons must be made in conjunction with a physician or clinical psychologist and based on a documented medical or psychological condition. For more information, please contact the program director at 727-1337.

Special Education Programs and Related Services

Hampton City Schools is committed to serving all identified youth with disabilities, ages 2-21, inclusive. All students are provided with free appropriate public education in the least restrictive environment. For more information, please contact the Division Director of Special Education Services at 727-2400.

Summer School

The Hampton City Schools' Traditional Summer Program is a tuition-based program that allows students to complete one semester of study and earn 0.5 standard credit toward graduation. Complete details are provided in a separate brochure in the spring of each school year.

The Hampton City Schools' Virtual Summer Program is a tuition-based program that allows students to take courses online. These courses maybe taken in addition to those in the traditional program offerings. For more information, please contact your school counselor.

Virtual (on-line) Offerings

In an effort to offer a variety of educational opportunities and experiences to our students, Hampton City Schools is participating in a variety of virtual (on-line) coursework offerings. These offerings are available to students for courses that we do not currently offer in our traditional building and/or to accommodate a scheduling conflict. While we encourage students to take advantage of these offerings we want to ensure a clear understanding for both parent/guardian and the student of this undertaking. We will provide support to each student in order to maximize his or her success. For more information, please contact your school counselor or visit the VA Department of Education at www.virtualvirginia.org

4-Year Timeline for High School Success

Freshman Year

The Counselor, Parent and Student Will...

- Review the Academic & Career Plan (ACP) developed in middle school
- Ensure ACP reflects goals and interests
- Monitor student's adjustment to high school
- Plan extracurricular activities, volunteer and community organizations and summer activities to enhance student's high school experience
- Review student's academic progress and select courses for the following school year
- Students with disabilities apply for college admission test accommodations

Sophomore Year

The Counselor, Parent and Student Will...

- Review the ACP
- Discuss student's past summer activities and extracurricular plans for the current year
- Take the PSAT (Preliminary Scholastic Aptitude Test)
- Review student's academic progress and select courses for the following school year
- Discuss options available at New Horizons for industry certifications and/or licensure

Junior Year

The Counselor, Parent and Student Will...

- Review academic history for accuracy, and status of meeting graduation requirements
- Discuss post-secondary plans and necessary steps to meet these goals
- Become familiar with college and other post-secondary options
- Identify several options to choose from (4 or 2 year college; technical school; military)
- Review PSAT scores noting areas of strength and those needing improvement
- Take the PSAT (Preliminary Scholastic Aptitude Test) for NMSQT eligibility
- Take the SAT and/or ACT or other required admissions criteria
- Begin visits to colleges and/or other options to narrow choices
- Review admissions and financial requirements of choices

Senior Year (1st semester)

The Counselor, Parent and Student Will...

- Review transcript for graduation status
- Discuss final post-secondary plans
- Develop a plan of the steps necessary to be prepared for your final goal
- Conduct scholarship search and other financial aid offers

The Student Will...

- Request applications, letters of recommendations, transcripts as required
- Retake the SAT and/or ACT if necessary
- Submit necessary applications
- Maintain grades and extracurricular activities

Senior Year (2nd semester)

The Counselor, Parent and Student Will...

- Review transcript for graduation status

The Parent Will...

- Complete financial aid forms (FAFSA)

The Student Will...

- Receive admission decisions
- Notify counselor, college and/or other institutions of acceptance decision
- Notify counselor of scholarship offers
- Request final transcript to be sent to final choice

Course Selection Planning Worksheet

Education and Career Planning

This worksheet is designed to assist you in planning your high school course of studies. Choose elective courses according to your developing interests, educational and career goals. Complete your worksheet in pencil. Each year your school counselor will review this plan with you. To use this planning worksheet:

- Review diploma requirements, courses, and course sequences
- List required and elective courses for each year of school
- Save this information for future planning

DIPLOMA: _____ Standard _____ Advanced Studies _____ Modified Standard

Grade 7 School Year: _____

High School Credit Bearing Courses

Math _____
 Foreign Language _____
 Other _____

Grade 9 School Year: _____

English _____
 Math _____
 Science _____
 Social Studies _____
 H/PE _____
 Foreign Language _____
 Elective _____
 Elective _____

Grade 11 School Year: _____

English _____
 Math _____
 Science _____
 VA/US History _____
 Foreign Language _____
 Elective _____
 Elective _____

Grade 8 School Year _____

High School Credit Bearing Courses

Math _____
 Foreign Language _____
 Other _____

Grade 10 School Year _____

English _____
 Math _____
 Science _____
 Social Studies _____
 H/PE _____
 Foreign Language _____
 Elective _____
 Elective _____

Grade 12 School Year: _____

English _____
 Math _____
 Science _____
 VA/US Government _____
 Foreign Language _____
 Elective _____
 Elective _____
 Elective _____

Please note: Courses are requested during spring course selection and program planning; however, elective choices cannot be guaranteed for the following year.

Academic & Career Plan (ACP)

Note to Students: These items will be discussed yearly with your school counselor and parent.

Please give careful consideration to your plans for after graduation. Early planning is essential!

Total number of credits earned to date: _____ Standard credits _____ Verified Credits
Sequential Electives: _____
Cumulative Grade Point Average: _____ Class Rank: _____
Diploma Requested: _____ Standard _____ Advanced Studies _____ Modified Standard

Post-Secondary Plans: _____

Career Cluster: _____

Colleges of interest (if applicable): _____

SAT I score(s): (if applicable)

Date taken _____ Score: Critical Reading _____ Math _____ Writing _____

Date taken _____ Score: Critical Reading _____ Math _____ Writing _____

Date taken _____ Score: Critical Reading _____ Math _____ Writing _____

SAT II score(s): (if applicable)

Date taken _____ Subject: _____ Score: _____

Date taken _____ Subject: _____ Score: _____

Date taken _____ Subject: _____ Score: _____

ACT scores(s): (if applicable)

Date taken _____ Score: Composite _____

Date taken _____ Score: Composite _____

Date taken _____ Score: Composite _____

Junior Checklist/Review:

- Graduation requirements
- Verified credits
- Promotion requirements
- SAT prep course
- Senior courses
- Post-secondary plan next steps
- SAT/ACT/SAT II
- Financial Aid information
- Scholarship information
- NCAA requirements
- Math in senior year

Counselor's Signature

Conference Date

GRADUATION REQUIREMENTS*

Graduating Class of 2014

Diploma Type	Standard		Advanced Studies		Modified
	Standard	Verified	Standard	Verified	Standard
English	4	2	4	2	4
Math	3	1	4	2	3
Science	3	1	4	2	2
Social Studies	3	1	4	2	2
Health/PE	2	-	2	-	2
Fine Art or CTE	1	-	1	-	1
Foreign Language	-	-	3	-	-
Electives	6	-	2	-	6
Student Selected SOL	-	1	-	1	-
Total	22	6	24	9	20

PROMOTION REQUIREMENTS*

From Grade 9 to 10

English

Additional Core Class

Other

5 Standard Credits

1 credit

1 credit

3 credits

1 Verified Credit

From Grade 10 to 11

English

Math

Science

Social Studies

Additional Core

Other

10 Standard Credits

2 credits

1 credit

1 credit

1 credit

1 credit

4 credits

2 Verified Credits

From Grade 11 to 12

English

Math

Science

Social Studies

Additional Core

Other

16 Standard Credits

3 credits

2 credits

2 credits

2 credits

1 credit

6 credits

4 Verified Credits

*Your school counselor will discuss complete details of graduation and promotion requirements.

**STANDARD DIPLOMA
Requirements for Students
Who First Entered Ninth Grade
Prior to 2011-12**

The Standard Diploma requires twenty-two (22) credits for students who first entered ninth grade prior to 2011-12. Of the 22 credits, six (6) must be verified credits as follows: two (2) English, one (1) math, one (1) science, one (1) social studies and one (1) student-selected test students must have to graduate.

SUBJECT AREA	STANDARD CREDITS	VERIFIED CREDITS
English 9, 10, 11, 12	4	2
Mathematics (Courses completed to satisfy this requirement shall be at or above the level of Algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra and Geometry.)	3	1
Laboratory Sciences (Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: Earth Science, Biology, Chemistry, or Physics. NOTE: Oceanography is in the Earth Science Discipline and Ecology is in the Biology Discipline.)	3	1
History and Social Sciences (Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and one course in either world history or geography or both.)	3	1
Health and Physical Education	2	
Fine Arts or Career & Technical Education	1	
Student-Selected Test		1
Elective Courses *	6	
TOTAL	22	6

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

**STANDARD DIPLOMA
Requirements for Students
Entering Ninth Grade
In 2011-12**

The Standard Diploma requires twenty-two (22) credits for students entering ninth grade in 2011-12. Of the 22 credits, six (6) must be verified credits as follows: two (2) English, one (1) math, one (1) science, one (1) social studies, and one (1) student-selected test students must have to graduate.

SUBJECT AREA	STANDARD CREDITS	VERIFIED CREDITS
English 9, 10, 11, 12	4	2
Mathematics (Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, AFDA (Algebra, Functions, and Data Analysis), or Algebra II, or other mathematics courses above the level of Algebra II.)	3	1
Laboratory Sciences (Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: Earth Science, Biology, Chemistry or Physics or completion of the sequence of science courses required for the IB Diploma. NOTE: Oceanography is in the Earth Science Discipline and Ecology is in the Biology Discipline.)	3	1
History and Social Science (Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and one course in either world history or geography or both.)	3	1
Health and Physical Education	2	
Foreign Languages, Fine Arts, or Career & Technical Education	2	
Economics and Personal Finance	1	
Student-Selected Test		1
Elective Courses *	4	
TOTAL	22	6

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

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

**ADVANCED STUDIES DIPLOMA
Requirements for Students
Who First Entered Ninth Grade
Prior to 2011-12**

The Advanced Studies diploma requires twenty-four (24) credits for students who first entered ninth grade prior to 2011-12. Of the 24 credits, nine (9) must be verified credits as follows: two (2) English, two (2) math, two (2) science, two (2) social studies, and one (1) student-selected test students must have to graduate.

SUBJECT AREA	STANDARD CREDITS	VERIFIED CREDITS
English 9, 10, 11, 12	4	2
Mathematics (Courses completed to satisfy this requirement shall be at or above the level of Algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II.)	4	2
Laboratory Sciences (Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: Earth Science, Biology, Chemistry, or Physics or the sequence of science courses required for the IB Diploma. NOTE: Oceanography is in the Earth Science Discipline and Ecology is in the Biology Discipline.)	4	2
History and Social Studies (Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and two courses in either world history or world geography or both.)	4	2
Foreign Language (Courses completed to satisfy this requirement shall be three years of the same language or two years each of two languages.)	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Student-Selected Test		1
Elective Courses *	2	
TOTAL	24	9

**Courses to satisfy this requirement must include at least two sequential as required by the Standards of Quality*

**ADVANCED STUDIES DIPLOMA
Requirements for Students
Entering Ninth Grade
in 2011-12**

The Advanced Studies Diploma requires twenty-six (26) credits for students entering ninth grade in 2011-12. Of the 26 credits, nine (9) must be verified credits as follows: two (2) English, two (2) math, two (2) science, two (2) social studies, and one (1) student selected test students must have to graduate:

SUBJECT AREA	STANDARD CREDITS	VERIFIED CREDITS
English 9, 10, 11, 12	4	2
Mathematics (Courses completed to satisfy this requirement shall include at least three different course selections from among Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II.)	4	2
Laboratory Sciences (Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: Earth Science, Biology, Chemistry or Physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. NOTE: Oceanography is in the Earth Science Discipline and Ecology is in the Biology Discipline.)	4	2
History and Social Science (Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and two courses in either world history or world geography or both.)	4	2
Foreign Languages (Courses completed to satisfy this requirement shall be three years of the same language or two years each of two languages.)	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Economics and Personal Finance	1	
Student-Selected Test		1
Elective Courses *	3	
TOTAL	26	9

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

DIPLOMA OPTIONS FOR STUDENTS IDENTIFIED AS HAVING DISABILITIES

A student's IEP committee may consider two other diploma options for students identified as having disabilities. The **Modified Standard Diploma** requires twenty (20) standard credits, but no verified credits. Students seeking a Modified Standard Diploma must pass the 8th Grade Standards of Learning (SOL) tests in both English: Reading, Literature and Research (R/L/R) and Mathematics.

SUBJECT AREA	STANDARD CREDITS REQUIRED
ENGLISH 9, 10, 11, 12	4
Mathematics (Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and statistics in courses that have been approved by the State Board of Education.)	3
Science (Courses completed shall include content from at least <u>two</u> of the following: application of earth science, biology, chemistry, or physics in courses approved by the State Board of Education.)	2
History and Social Studies (Courses completed to satisfy this requirement should include one unit of credit in Virginia and U.S. History and one unit of credit in Virginia and U.S. Government in courses approved by the State Board of Education.)	2
Health and Physical Education	2
Fine Arts or Career and Technical Education	1
Elective Courses (<i>courses to satisfy this requirement must include at least two sequential electives in the same manner required for the Standard Diploma</i>)	6
TOTAL	20

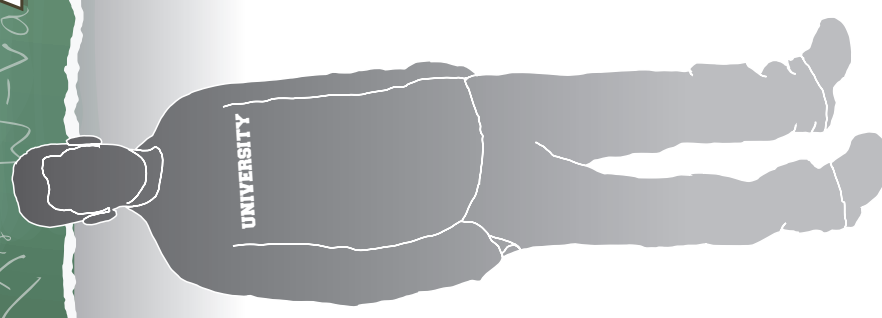
The **Special Diploma** is granted when a student does not qualify for other diplomas, but does meet the requirements of the Individualized Educational Plan developed for that student. Students who earn a **Special Diploma** or a **Modified Standard Diploma** may participate in commencement exercises.

The Certificate of Program Completion

The **Certificate of Program Completion** is designed for a student who has earned all of the required standard units of credit for graduation, but has not earned the appropriate corresponding verified credits. The student will be given the opportunity to earn verified credits in the summer and subsequent administrations of the SOL tests. If the student earns the appropriate verified credits, he/she will be considered a graduate and earn the appropriate diploma. If, however, the student does not earn the verified credits required, he/she can be awarded the **Certificate of Program Completion**.

The student who is awarded the **Certificate of Program Completion** *will not* participate in commencement exercises.

What Do I Need To Get Into A Four-Year College?



School Name	Public or Private	High School GPA Median	Math SAT Median	Verbal SAT Median	Writing SAT Median	ACT Composite
Bridgewater College	Private	3.5	520	500	500	20-24
Christopher Newport University	Public	3.7	570	580	NA	22-26
College of William & Mary	Public	4.08	670	680	670	28-32
Ferrum College	Private	2.75	430	430	NA	16-21
George Mason University	Public	3.6	580	570	NA	23-28
Hampton-Sydney College	Private	3.35	558	550	523	21-27
Hampton University	Private	3.55	507	515	NA	25-28
James Madison University	Public	3.75	580	570	NA	23-27
Liberty University	Private	3.33	510	520	510	19-25
Longwood University	Public	3.38	500	510	NA	19-23
Mary Baldwin College	Private	3.27	460	470	460	19-26
Norfolk State University	Public	2.79	430	430	420	17-18
Old Dominion University	Public	3.2	510	500	NA	18-24
Radford University	Public	3.11	500	510	490	17-21
Randolph Macon College	Private	3.57	530	540	520	22-27
Regent University	Private	3.62	510	550	NA	20-24
Roanoke College	Private	3.43	540	540	540	21-25.8
University of Mary Washington	Public	3.55	560	580	560	22-27
University of Richmond	Private	NA	660	640	640	28-31
University of Virginia	Public	4.2	680	670	670	28-32
University of Virginia @ Wise	Public	3.35	480	480	460	17-22
Virginia Commonwealth University	Public	3.45	540	540	530	20-26
Virginia Military Institute	Public	3.48	570	570	530	22-27
Virginia State University	Public	2.73	420	420	410	15-19
Virginia Tech	Public	3.92	620	590	NA	NA
Virginia Union University	Private	2.47	390	385	NA	13-17
Virginia Wesleyan College	Private	3.2	490	490	470	19-23

(Profile of 2011 First-Time Freshmen)

SAT: Why are you taking the test?

Am I Ready for the SAT?

- Are you planning to go directly into a four-year college?
Note: Community colleges do not require the SAT. They administer their own placement tests. However, you are encouraged to take the SAT after you have taken the appropriate courses.
- Does your college require the SAT? ACT?

Are you prepared to take the test?

- Have you taken higher-level courses in English and mathematics?
 - Honors, IB, AP English
 - Completed Algebra I, Algebra II, and geometry with solid academic grades
 - Higher level science and social studies classes
- Are you in an advanced studies diploma program?
- Have you examined your PSAT results to know what you need to do to be ready for success on the SAT?
 - Score report
 - MyCollegeQuickstart
 - Have you taken SAT preparatory classes?
 - TCA Online Prep - SAT practice tests on the TCA website
 - SAT on-line
 - College Board preparatory materials online
 - School or community based classes

Is this the right time for you to take the SAT?

- Are you as prepared as you can be?
- Are you in the spring semester of your junior year or beyond?
- Are you ready?
- Do you know what to expect?
- Length of test
- Types of questions on test
- Deadlines to register

If you answered “no” to any of these questions you need to talk to your school counselor about your options and support available to help you.

ENGLISH CORE COURSES

Required to Graduate:

4 standard credits and 2 verified credits in English

SOL English End-of-Course test:

English 10: Writing (1 verified credit) & English 11: Reading
(1 verified credit)

ENGLISH 9 World Literature

Levels: 2, 3-Honors

- Investigate themes in art, music, and literature
- Read selections that varies in time, place, and theme
- Study major writers, artists, and musicians
- Critique dramatic readings and make planned oral presentations
- Read and analyze a variety of literature
- Develop narrative, expository, and persuasive writings for a variety of purposes and audiences
- Apply grammar and usage rules
- Apply the writing process to refine narrative, literary, expository, and informational writing
- Study the fundamentals of research
- Apply learning tools (word processing, note taking, paraphrasing, summarizing, problem-solving, etc.)
- Increase vocabulary and improve spelling
- Incorporate technology
- Explore the impact of media messages

ENGLISH 10

Levels: 2, 3-Honors

- Communicate in group activities
- Analyze literary works from a variety of cultures and eras
- Refine writing skills
- Analyze printed consumer information
- Prepare a research product
- Apply grammar and usage rules
- Increase vocabulary and improve spelling
- Incorporate technology
- Examine, analyze & produce media messages
- Develop a variety of writing with emphasis on persuasion

ENGLISH 11 American Literature

Levels: 2, 3-Honors

- Develop and deliver a persuasive oral presentation
- Analyze persuasive presentations
- Identify prevalent themes and characterizations in American literature
- Assess the value of a variety of printed materials
- Recognize the contributions of other cultures to the development of American Literature
- Demonstrate mastery of persuasive, literary, expository and informational writing
- Create a documented research product
- Apply grammar and usage rules
- Increase vocabulary and improve spelling
- Incorporate technology

ENGLISH 12

Levels: 2, 3-Honors

- Plan and deliver an effective oral presentation
- Analyze British literature as well as literature from other cultures
- Assess the value of printed and electronic resources
- Produce technical, expository and persuasive papers
- Produce a well-documented research product
- Apply grammar and usage skills
- Increase vocabulary and improve spelling
- Incorporate technology
- Fine tune learning/thinking/study skills for experiences beyond high school

AP ENGLISH/LANGUAGE 11

- Develop and deliver persuasive presentation
- Analyze the development of American literature from the 17th century to the present
- Analyze independent readings
- Refine critical listening skills
- Increase vocabulary
- Demonstrate mastery of persuasive, literary, expository and informational writing
- Produce a documented research project
- Incorporate technology
- Students have the option to take the AP English Language exam
- Analyze rhetorical structure and style in a variety of texts

AP ENGLISH/ LITERATURE 12

- Review and demonstrate mastery of the Essentials of the Curriculum for English 12
- Focus on the historical and philosophical influence on literature
- Read various literary forms to stimulate creativity & focus on literary criticism
- Write assignments that require analysis, synthesis, and evaluation
- Present multimedia projects
- Apply knowledge of technology to writing
- Prepare for the AP English Examination
- Students have the option to take the AP English Literature exam

*Required summer reading for grades 9-12 will be available on the HCS website under Language Arts Department.

ENGLISH ELECTIVES

ENGLISH CAPSTONE SENIOR SEMINAR

Grade 12

- Apply reading strategies to assess comprehension
- Demonstrate an analytical focus on exposition, persuasion and argumentation in writing and presenting
- Make connections to a variety of content and areas through reading and analysis
- Incorporate research and technology into presentations
- Work toward Virginia's College and Career Reading English Performance Expectations

JOURNALISM I, II, III, IV and YEARBOOK I, II, III, IV

- Focus on writing skills and print media in the twentieth century
- Write news stories, features, sport stories, and editorials for publication of the school newspaper
- Develop skills in newspaper style, news, features, sports, editorials, captions, and editing/proof symbols
- Develop production/graphics skills in design, paste-up, advertising, circulation, photo cropping and sizing, and design elements
- Explore legal restraints on free speech that affects high school publications as well as metropolitan dailies
- Develop a newspaper vocabulary

CREATIVE WRITING

- For students interested in writing various kinds of poetry and prose
- Develop expression of feelings and ideas
- Students should have good compositions skills

ADVANCED CREATIVE WRITING

Prerequisite: Creative Writing or Teacher Recommendation

- Built on skills students have learned in Creative Writing
- Production of school literary magazine

CREATIVE WRITING III

Prerequisites: Advanced Creative Writing

- For students interested in writing various types of poetry and prose
- Students will work on creating longer pieces of literature
- Students will help write and edit the literary magazine
- Students should have good composition skills and be willing to write

PUBLIC SPEAKING

- 1 semester class (1/2 credit)
- Improve skills in oral communication
- Organize and present ideas with self-confidence
- Listening skills refined

TECHNICAL DRAMA

- 1 semester class (1/2 credit)
- Non performance class
- Basics of set construction and design, lighting and costume makeup
- Practical experience which supplements classroom theory

ACTING I

- 1 semester class (1/2 credit)
- Performance class
- Trains beginning dramatic students in use of voice and body in stage projection

ACTING II/DIRECTING

Prerequisite: Acting I and Technical Drama

- Act in and direct several one-act plays

ACTING III/ DRAMATIC LITERATURE & HISTORY

Pre-requisite: Acting II/Directing

- Students will expand their knowledge of Theater Arts through expression and performance
- Students will investigate dramatic literature, theatrical styles, and historical periods
- Students will study and respond to a variety of theatre experiences that will refine their communicative, collaborative, analytical, interpretive, and problem-solving skills
- Students will refine teamwork and leadership skills through production performances

ACT/SAT CRITICAL READING PREP

Prerequisites: Algebra I, Geometry, and a college-bound course of study

- 1 Semester Course: Half Math/Half Verbal & Writing
- Students may elect to receive a pass/fail grade or letter grade
- Uses ACT/SAT Software & ACT/SAT Practice Tests

MATHEMATICS

CORE COURSES

Required to Graduate:

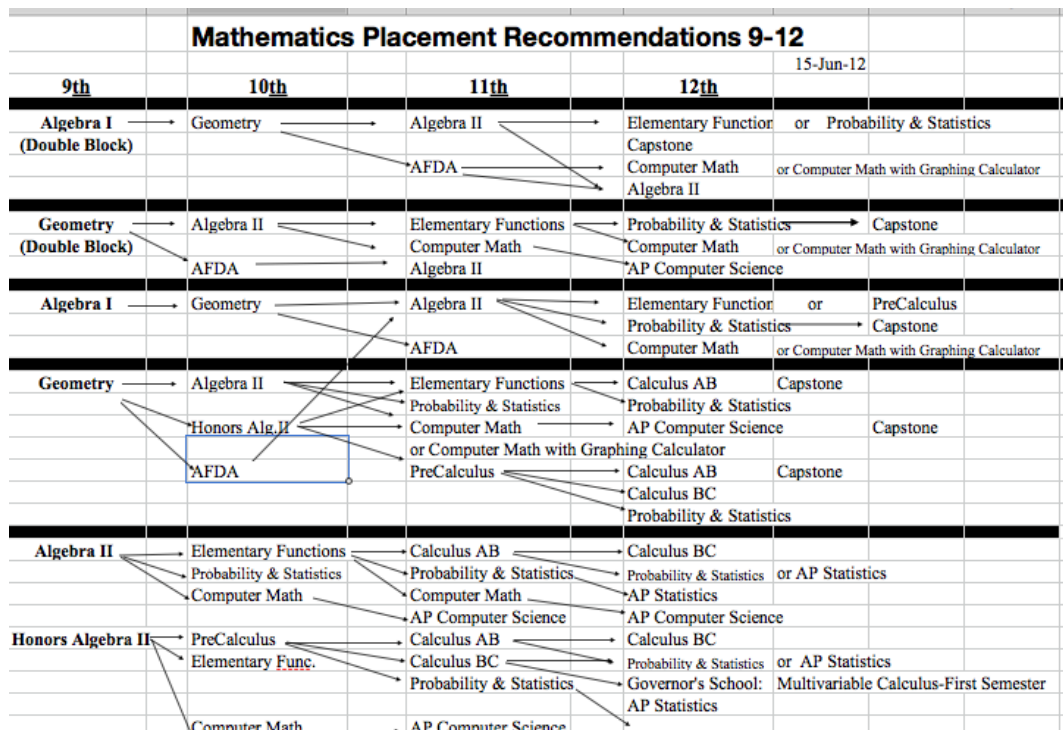
3 standard credits and 1 verified credit in math

Math SOL End-of-Course tests:

Algebra I, Geometry, Algebra II

The secondary mathematics program provides a sequence of courses designed to meet the individual ability, interests, needs, and career plans of each student. Important components of each mathematics course include the use of problem solving, communication, and higher order thinking skills throughout the delivery of instruction. Consequently, students should learn to apply mathematics in one context to other aspects of their lives, thus view and appreciate mathematics as important. Essential knowledge and skills are introduced in an organized and logical order and build on previously learned concepts. Mathematics is a powerful universal language that requires skills in communicating mathematical ideas and its interdependence and connections to other disciplines. Since technology is a tool used to represent mathematical ideas, students are encouraged to purchase an approved TI-84 graphing calculator for classroom and home use. All math courses require use of a graphing calculator. Hampton City Schools provides calculators for students to use in the classroom.

It is the expectation of HCS that all students will take 4 years of math in high school.



ALGEBRA I

Prerequisite: Pre-Algebra, Course II Honors or Course 3

- Reporting Categories: Expressions/Operations; Equations/Inequalities; Functions; and Statistics

ALGEBRA I DOUBLE BLOCK

Prerequisite: Pre-Algebra, Course II Honors or Course 3

- Student's entering the **9th grade** in 2010 and beyond, earn 1 math and 1 elective
- Reporting Categories: Expressions/Operations; Equations/Inequalities; Functions; and Statistics

GEOMETRY

Prerequisite: Algebra I or Algebra I Double Block

- Reporting Categories: Reasoning/Lines/Transformations; Triangles; Polygons/Circles; and Three-Dimensional Figures

GEOMETRY DOUBLE BLOCK

Prerequisite: Algebra I or Algebra I Double Block

- Student's entering the **9th grade** in 2010 and beyond, earn 1 math and 1 elective

ALGEBRA II

Prerequisites: Algebra I and Geometry

- Reporting Categories: Expressions/Operations; Equations/Inequalities; Functions; and Statistics
- Minimum math required for Governor's School Program

ALGEBRA II/ TRIGONOMETRY

Recommendation: Grade of A or B in Algebra I and Geometry

- Reporting Categories: Expressions/Operations; Equations/Inequalities; Functions; Statistics; and Trigonometry
- Recommended preparation for Governor School

MATHEMATICS ELECTIVES

Electives meet graduation requirements when taken with core courses

ALGEBRA, FUNCTIONS & DATA ANALYSIS

Prerequisite: Algebra I and Geometry

- May be used for a third math credit for a standard diploma
- May be used for a 4th credit for an advanced diploma with successful completion of Algebra II
- No End of Course SOL Test
- Investigate and Analyze Functions
- Model, Interpret, and Analyze Data from Life Situations
- Infusion of Technology
- Collect and Generate Equations for Graphing

MATHEMATICS CAPSTONE

COURSE: Seniors only

Prerequisite: Algebra, Functions and Data Analysis and or Algebra II; at least 2 verified Mathematics Credits

The mathematics capstone course is designed for high school seniors who: have satisfactorily completed the required mathematics courses based on the Standards of Learning including Algebra, Functions, and Data Analysis or Algebra II; have earned at least two verified credits in mathematics; and are college intending but may not be fully college ready.

The course may also support students who meet the same academic requirements but plan to enter the work force (prepared for further work force training) directly after graduation from high school

- May be used for a 4th credit for an advanced diploma with successful completion of Algebra II

COMPUTER MATH

Intro to Programming

Prerequisite: Algebra I

- May be used as 3rd math credit for a Standard Diploma
- Teaches programming concepts by implementing the Teach Scheme! Project
- Analyze a problem statement
- Express its essence abstractly and with examples
- Formulate statements and comments using the Scheme language
- Evaluate and revise in light of checks and tests
- Pay attention to details

PRE-CALCULUS

Recommendation: Grade A or B in Algebra II/Trigonometry or Teacher recommendation

- May be used as 4th math credit for an Advanced Studies Diploma
- Preparation for AP Calculus AB or AP Calculus BC
- Polynomials, Logarithmic and Exponential Functions
- Trigonometric Functions and Analytic Geometry
- Graphing in Cartesian and Polar Systems
- Sequences, Series
- Parametric Equations, Conics, Limits
- Introduction to the Derivative
- Recommended preparation for Governor School

ELEMENTARY FUNCTIONS

Prerequisite: Algebra II

- May be used as 4th math credit for an Advanced Studies Diploma
- Preparation for AP Calculus AB or AP Statistics
- Polynomials, Logarithmic and Exponential Functions
- Graphing in Cartesian and Polar Systems
- Parametric Equations, Conics
- Sequence and Series
- Trigonometry

PROBABILITY AND STATISTICS

Prerequisite: Algebra II

- May be used as 4th math credit for an Advanced Studies Diploma
- Develop statistical and probabilistic reasoning
- Use curve fitting to make predictions from data
- Apply Measures of Central Tendency, variability, & correlation
- Design a statistical experiment & use sampling techniques

PERSONAL LIVING AND FINANCES

- For students who have a disability and are unlikely to meet the requirements for a Standard Diploma
- Satisfies 1 of the math credits requirements for a Modified Standard Diploma
- Topics include: opening a bank account, balancing a check book, completing loan applications, personal insurance policies, simple contracts
- SOL end of course test is not required

ACT/SAT MATH PREP

Prerequisites: Algebra I, Geometry, and a college-bound-course of study

- 1 Semester Course: Half Math/Half Verbal & Writing
- Students may elect to receive a pass/fail grade or letter grade
- Algebra I, Geometry, and Algebra II Content
- Uses ACT/SAT Software & ACT/SAT Practice Tests

MATHEMATICS

ADVANCED PLACEMENT COURSES

AP COMPUTER SCIENCE

Prerequisite: Computer Math (Intro to Programming) and/or teacher recommendation

- May be used as 4th math credit for an Advanced Studies Diploma
- Programming Methodology with concentration on problem solving and algorithm development
- Equivalent to a semester college course in Computer Science
- Study data structures and abstractions
- Design and implement computer-based solutions to application problems
- Use well known algorithms and data structures
- Code fluently using Java in a well-structured fashion
- Read and understand large programs
- Identify major hardware and software components of a computer system
- Recognize ethical and social implications of computer use
- Students have the option to take the AP exam

AP CALCULUS AB

Prerequisite: Pre-Calculus or Elementary Functions

- May be used as 4th math credit for an Advanced Studies Diploma
- Follows the College Entrance Examination Board Syllabus
- College level course that requires fluency in algebraic and transcendental functions
- High concentration on limits, continuity, differentiation, integration, and applications
- Designed for students planning a career path requiring calculus in college
- Highly recommended as a prerequisite to AP Calculus BC
- Students have the option to take the AP exam

AP CALCULUS BC

Prerequisite: Pre-Calculus and/or AP Calculus AB

- May be used as 4th math credit for an Advanced Studies Diploma
- Follows the College Entrance Examination Board Syllabus
- College level course that requires fluency in algebraic and transcendental functions
- High concentration on limits, continuity, differentiation, integration, and applications
- Includes sequences, series, intervals of convergence, first order differential equations
- Designed for students planning a career path that requires calculus in college
- Students have the option to take the AP exam

AP STATISTICS

Prerequisite: Algebra II

- May be used as 4th math credit for an Advanced Studies Diploma
- Follows the College Entrance Examination Board Syllabus
- Presents concepts and techniques for exploring, collecting, and analyzing data, drawing conclusions, and making predictions
- Explore experimental design, produce models using probability and simulation, and select appropriate models for statistical inferences
- Applications will use a variety of disciplines including the social sciences of psychology and sociology, allied health fields, business, economics, engineering, the humanities, physical sciences, journalism, communications, and liberal arts
- Students have the option to take the AP exam

SCIENCE CORE COURSES

Required to Graduate:

- 3 standard credits and 1 verified credit in Science
- Science SOL End-of-Course tests:
Earth Science, Biology, Chemistry

BIOLOGY

Levels: 2, 3-Honors

- Biology is the science which deals with life
- Topics include specific organisms to the complex interrelationship of all living organisms, including man
- Minimum science required for Governors School

EARTH SCIENCE

Levels: 2, 3-Honors

- Earth Science deals with Earth and its place in the universe
- Topics included are geology, meteorology, oceanography, and astronomy

CHEMISTRY

Level: 3-Honors

Prerequisite: 1 credit of Algebra I

- Chemistry is the science which deals with the composition of matter including the many physical and chemical changes which matter undergoes
- Experiments concerning such topics as the gas laws, acids, bases, solutions, and structure of matter

PHYSICS

Level: 3-Honors

Prerequisites - 1 credit each of Algebra I and Geometry

- Physics is the science that deals with the physical changes in matter and energy relationships
- Laboratory work will be completed by the students, which will help them to fit into today's scientific world
- Topics are covered in a much more quantitative manner than in the earlier grades

SCIENCE ELECTIVES

EARTH SCIENCE II: INTRODUCTION to OCEANOGRAPHY

Level: 2

Prerequisites: 1 credit of Earth Science

- This level 2-science course is designed for the average student who is interested in the ocean environment
- A survey of the history, instruments, and related sciences involved with oceanography will be presented
- Application of the above to the local area of Hampton Road will involve student research and laboratory investigation

BIOLOGY II: ANATOMY/ PHYSIOLOGY

Level: 3-Honors

Prerequisites: 1 credit of Biology

- Physiology is in the study of biological processes, activities, functions, and structures
- Chemical and physical principals are applied to the study of body systems in this advanced science course
- Many highly quantitative laboratory studies will give the student valuable background for premedical and other scientific careers

BIOLOGY II: ECOLOGY

Level: 2

Prerequisites: 1 credit of Biology

- This course will cover ecological principals that govern ecosystems, such as energy flow through food webs, population growth and nutrient cycles
- Students will also study the effects humans have on ecosystems such as pollution, solid waste management, resource management and energy conservation
- Emphasis will be placed on how each individual can make a difference in preserving our environment both now and in the future

CHEMISTRY II – FORENSIC SCIENCE

Level: 3-Honors

Prerequisites: 1 credit of Biology and 1 credit of Chemistry

- This course is a multidisciplinary laboratory course and will include concepts in chemistry, anatomy, physics, biology, mathematics, statistics, psychology, communications and law
- Students will gain an appreciation of scientific concepts that are applied to real world situations
- Emphasis will be placed on the role of chemical reactions and techniques used to analyze evidence. There will be a strong focus on problem solving and synthesizing

evidence-based conclusions

- After learning basic concepts, students will use critical thinking to explore scientific principles through forensic investigation of crime scenes

SCIENCE

ADVANCED PLACEMENT COURSES

AP BIOLOGY

Prerequisites: 1 credit of Biology

- This course is offered for students who wish to complete a college-level course while in high school
- The course is offered to prepare students to take the Advanced Placement Examination
- A minimum of three hours of lecture and two hours of laboratory will be required per week
- All students have the option to take the AP Exam

AP CHEMISTRY

Prerequisites: 1 credit of Chemistry and 1 credit of Algebra I

- This course is offered for students who wish to complete a college-level course while in high school
- The course is offered to prepare students to take the Advanced Placement Examination
- A minimum of three hours of lecture and two hours of laboratory will be required per week
- All students are required to take the AP Exam

AP PHYSICS

Prerequisites: 1 credit each of Algebra I and Geometry

- This course is offered for students who wish to complete a college-level course while in high school
- The course is designed to correspond to a one-year college course in non-calculus based physics and focuses on a complete spectrum of the topics appropriate to Newtonian physics
- This course prepares the student to take the Advanced Placement Physics B exam sponsored by the College Entrance Examination Board
- Successful completion of the AP Physics B exam could be accepted as college credit in courses in which non-calculus based physics is appropriate
- All students enrolled in AP Physics B have the option to take the AP Exam

AP ENVIRONMENTAL SCIENCE

Prerequisites: 1 credit each of Biology, Earth Science, and Algebra I

Co-requisites: Chemistry and Algebra II

- The goal of this AP science course is to provide students with the scientific principals, concepts, and methodologies required to understand the interrelationships of the natural world

- Students will identify and analyze environmental problems-both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them
- AP Environmental Science focuses on the “real science” behind environmental problems and issues
- Laboratory and field study are important elements of the course
- All students enrolled in AP Environmental Science have the option to take the AP Exam

SOCIAL STUDIES

CORE COURSES

Required to Graduate:

3 standard credits & 1 verified credit in Social Studies

SOL End-of-Course tests: World Geography, World History I, World History II, VA/US History

Americas, Africa, and Asia

- Analyze scientific, political and economic changes since 1500 AD
- Study the origins of our heritage using inquiry, research, and technology skills
- Challenge students to think like historians using primary and secondary sources

WORLD GEOGRAPHY

Levels: 2, 3-Honors

- Study the world's peoples, places, and environments, with emphasis on world regions
- Center on the world's population and cultural characteristics, landforms and climates, economic development, and migration and settlement patterns
- Spatial concepts used to study interactions between humans and their environments
- Emphasis on application of geographic concepts and skills in daily life and application of geographic information to decision making

WORLD HISTORY I:

WORLD HISTORY & GEOGRAPHY TO 1500

Levels: 2, 3-Honors

- Explore the historical development of people, places, and patterns of life from ancient times until 1500 AD
- Investigate the origins, beliefs, traditions, customs, spread and effects of major world religions
- Compare selected civilizations in Asia, Africa, and the Americas in terms of chronology, location, geography, social structures, forms of government, economy, and contributions
- Study the origins of our heritage using inquiry, research, and technology skills
- Challenge students to think like historians using primary and secondary sources

WORLD HISTORY II:

WORLD HISTORY & GEOGRAPHY, 1500-PRESENT

Levels: 2, 3-Honors

- Explore the historical development of people, places, and patterns of life from ancient times from 1500 AD to present
- Compare the locations and culture of empires in Western Europe, India, China, Japan, sub-Saharan African and Central America
- Analyze patterns of social, economic, and political change in the late Medieval period, including the emergence of nation-states
- Analyze the historical developments of the Renaissance and the Reformation
- Analyze the impact of European expansion into the

VIRGINIA and U. S. HISTORY

• Grade 11

Levels: 2, 3-Honors

- Learn political, economic, social, and cultural development of the United States
- Trace historical development of American ideas and institutions from the Age of Exploration to the present
- Examine American culture through a chronological survey of major issues, movements, people (individuals and groups), and events in United States and Virginia history
- Emphasis on recent United States history
- Challenge students to think like historians using primary and secondary sources

VIRGINIA and U. S. GOVERNMENT

• Grade 12

Levels: 2, 3-Honors

- Examine fundamental constitutional principles, rights and responsibilities of citizenship, political culture, policy-making process at each level of government, and operation of the United States market economy
- Identify personal character traits that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society
- Discuss constitutional issues of governmental power and guarantees of civil liberties
- Engage in structured debates and simulations
- Apply critical thinking skills to evaluate news reports, advertisements, and election campaigns

SOCIAL STUDIES

ELECTIVES

INTRODUCTION TO SOCIOLOGY

- Study of people and their activities in the social group
- Learn about pioneers in the field and their methodologies
- Emphasis placed on concept of socialization from infancy to adulthood centering on the growth of self and influences shaping that growth
- Study the impact of institutions upon society

PSYCHOLOGY

- Explore basic theories and principles of psychology
- Gain understanding about personal capacities for growth
- Study individual and group behavior, the effect of internal and external stimuli, and the interactions of individuals
- Increase critical thinking and improve communication through demonstrations, experiments, and simulations
- Emphasis on principles of learning, conditioning, memory and thought and stages of human development

AFRICAN AMERICAN STUDIES

- Study the history and culture of early African civilizations and empires
- Study the largest forced migration which sparked the creation of the New World
- Study African-American participation from the American Revolutionary War through the Civil Rights movement.
- Become familiar with the foundation of African American life today.

SOCIAL STUDIES

ADVANCED PLACEMENT COURSES

AP HUMAN GEOGRAPHY

- Students must take the SOL end-of-course test for World Geography
- This course can substitute for World Geography
- Systematic study of patterns and processes that have shaped human understanding, use and alterations of Earth
- Apply spatial concepts and analysis to understand social organization and environmental consequences
- Identify and evaluate regions and the changing interactions between them
- Prepare for Advanced Placement examination
- Use advanced writing skills to analyze readings, maps, and spatial data
- Students have the option to take the AP Human Geography exam

AP WORLD HISTORY

- Students must take the SOL end-of-course test for World History II
- This course can substitute for World History II (World History from 1500 to Present)
- Develop greater understanding of the growth and spread of societies from 8000 B.C.E. to present
- Examine the nature of changes in global history, the causes and consequences, and comparisons among major societies

- Understand how culture, institutions, technology and geography have shaped world history
- Study the origins of our heritage using inquiry, research, and technology skills
- Prepare for Advanced Placement examination
- Use advanced writing skills to analyze readings including primary resources
- Students have the option to take the AP World History exam

AP UNITED STATES HISTORY

• Grade 11

- Students must take the SOL end-of-course test for Virginia and United States History
- This course can substitute for Virginia and United States History, which is required for graduation
- Trace historical development of American ideas and institutions from colonization to the present
- Read historical material critically, weigh historical evidence, and arrive at conclusions
- Prepare for Advanced Placement examination
- Use advanced writing skills to analyze readings
- Students have the option to take the AP American History exam

AP EUROPEAN HISTORY

- This course can substitute for World History II
- Providing basic narrative of events and movements in modern European History since 1450
- Principle themes include cultural, economic, political, and social developments which impact present-day society
- Analyze historical evidence and interpretation
- Demonstrate the ability to express historical understanding in writing
- Students have the option to take the AP European History exam

AP GOVERNMENT and POLITICS: U.S.

• Grade 12

- This course can substitute for Virginia and United States Government
- Study concepts used to interpret American politics
- Analyze case studies
- Explore institutions, groups, beliefs, and ideas that make up the American political reality
- Develop deep understanding of politics and government in the United States from different perspectives
- Prepare for Advanced Placement examination
- Use advanced writing skills to analyze readings including primary resources, news reports, and election materials
- Students have the option to take the AP Government and Politics exam

AP GOVERNMENT and POLITICS: COMPARATIVE

- Grade 12
- This course can substitute for Virginia and United States Government
- Introduces students to fundamental concepts used by political scientists to study the processes and outcomes in a variety of country settings
- Students will compare their own political system to others
- Prepare for AP Comparative Government & Politics exam
- Emphasis on concepts of comparative politics
- Students have the option to take the AP Comparative Government & Politics exam

AP MICROECONOMICS / AP MACROECONOMICS

- Offered on alternating years
- Analyze the principles of economics that apply to an economic system
- Emphasize the study of national income and price determination
- Develop familiarity with performance measures, growth, and international economics
- Understand the global marketplace
- Understand government, business, and individual interaction within the market economy
- Emphasize functions of product markets, factor markets, and the role of government in promoting efficiency and equity in the economy
- Prepare for Advanced Placement examination
- Use advanced writing skills to analyze readings and graphs
- Students have the option to take the AP Micro or Macro economics exam

AP PSYCHOLOGY

- Study biological basis of behavior, developmental psychology, personality, testing and individual difference, treatment of psychological disorders, and social psychology
- Examines basic principles and theories of psychology
- Emphasis on learning and cognitive process, human development, understanding of basic problems of relationships to self and others, and choice selection
- Prepare for Advanced Placement examination
- Use advanced writing skills to analyze readings
- Students have the option to take the AP Psychology exam

WELLNESS EDUCATION

Health, Physical Education
& Drivers Education

Graduation Requirements:

- 1 credit in Health Education (Health 9 and Health 10) and
- 1 credit in Physical Education (PE 9 and PE 10)

HEALTH EDUCATION

Grade 9

- Credit: ½ credit required course.
- Students in Grade 9 Health will study a variety of health concepts to enable them to set lifelong health goals. These concepts include Nutrition, Substance Abuse Prevention, Violence Prevention, Communicable Diseases, Cardiovascular System, First Aid, Community Health and Wellness and Family Life Education.

GRADE 10 HEALTH & DRIVER EDUCATION

- Credit: ½ credit required course.
- The course is a combination of health and driver education.
- Students in Grade 10 Health will acquire an understanding of health and wellness concepts and knowledge. They will develop a conceptual understanding of the issues related to achieving and maintaining personal health. Topics include Violence Prevention, Living a Physically Active and Healthy Lifestyle, Consumer Health and Family Life.
- Driver Education classroom instruction prepares students for the driver education laboratory (Behind the Wheel) which is offered after school hours.
- Behind the Wheel program registrations can be completed at the home school or mailed to:
 - Driver Education
 - 1 Franklin St.
 - Hampton, VA 23669
- Applications for Behind the Wheel may be secured from the school guidance department or the physical education department.

PHYSICAL EDUCATION

Grade 9

- Credit: ½ credit required course
- PE 9 offers a variety of physical activities designed to encourage and prepare students to be active for life.
- Activities may include but are not limited to sport activities, lifetime physical activities and fitness education.
- Students will develop a personal fitness plan.

PHYSICAL EDUCATION

Grade 10

- **Credit:** ½ credit required course
- PE 10 offers a variety of physical activities designed to promote lifetime activity.
- Activities are designed to encourage students to become proficient in individual, dual or team sport, or other lifetime physical activities.
- Students will continue to improve the development of a personal fitness program.

WELLNESS EDUCATION ELECTIVES

ADVANCED HEALTH EDUCATION GRADES 11 - 12

Prerequisite: Successful completion of Health 9 and Health 10

- **Credit:** ½ credit per semester
- The course is dynamic and centered around anatomy, physiology, HEALTHY YOU concepts, and real life application of knowledge gained. Students should be prepared for critical thinking and real life application.

GRADE 11 ADVANCED PHYSICAL EDUCATION GRADES 11 - 12

Prerequisite: Successful completion of PE 9 and PE 10 with a grade of C or better.

- **Credit:** ½ credit per semester
- Offerings may include:

PE 11 INDIVIDUAL AND TEAM SPORTS

This course is designed to develop the specific sport skills and strategies necessary for engaging in team and individual play. Students will learn and apply rules of a variety of sports by officiating games. Sports may include but are not limited to: team handball, soccer, flag football, softball, and volleyball.

PE 11 LIFETIME SPORTS, RHYTHMS, DANCE

Students will develop fitness through a variety of lifetime activities. Activities may include but are not limited to: lifetime sports (tennis, bowling, badminton), step aerobics, Zumba, line dancing, and recreational sports and games.

PE 11 PERSONAL FITNESS: WEIGHT TRAINING, CONDITIONING AND AEROBICS

Students will design and implement a full fitness program to encompass all components of fitness: strength, flexibility, and cardiovascular fitness. Students will also learn basic fundamentals of exercise physiology, weight management and nutrition.

- Students will also further develop fitness goals and implement a fitness plan.

GRADE 12 ADVANCED PHYSICAL EDUCATION GRADES 11 - 12

Prerequisite: Successful completion of PE 9 and PE 10

- **Credit:** ½ credit per semester
- Offerings may include:

PE 12 INDIVIDUAL AND TEAM SPORTS

This course is designed to further develop the specific sport skills and strategies necessary for engaging in team and individual play. Students will learn and apply rules of a variety of sports by officiating games. Sports may include but are not limited to: team handball, soccer, flag football, softball, and basketball.

PE 12 LIFETIME SPORTS, RHYTHMS, DANCE

Students will develop fitness through a variety of lifetime activities. Activities may include but are not limited to: lifetime sports (tennis, bowling, badminton), step aerobics, Zumba, line dancing, and recreational sports and games.

PE 12 PERSONAL FITNESS: WEIGHT TRAINING, CONDITIONING AND AEROBICS

Students will design and implement a full fitness program to encompass all components of fitness: strength, flexibility, and cardiovascular fitness. Students will also learn basic fundamentals of exercise physiology, weight management and nutrition.

- Students will also further develop fitness goals and implement a fitness plan.

FINE ARTS

Required to Graduate:

One (1) standard credit in a Performing or Visual Arts Course is required.

Fine Arts courses include Visual Art and Music classes.

PERFORMING ARTS MUSIC COURSES

All music courses are one year

The Performing Arts courses include four pathways, Instrumental Band, Guitar, Chorus, and Non-Performance Music Classes. Students are not required to remain in a specific pathway and can take cross-over courses.

CO-CURRICULAR ACTIVITY

MARCHING BAND GRADES 9-12

This activity is open to all students enrolled in a band performance class. Participation in Marching Band is not a requirement to enroll in other band courses. Marching band is a co-curricular activity and accompanies specific band performance-class curriculums. Students attend performances to include, but are not limited to: football games, parades, community events, and field trips. After-school rehearsals are required. Performance attendance is required. Marching Band is not a class. No fine arts credit is earned for this activity.

BAND PERFORMANCE CLASSES

INTERMEDIATE BAND-Intermediate Level

This class is for students with no band experience or who are adding a new instrument.

No previous experience is necessary.

- Brass, Woodwind, and Percussion
- After-school rehearsals are required
- Performance attendance is required

CONCERT BAND- Advanced Level

Prerequisite: Middle School band or approval of Band Director

- Brass-Woodwind
- Marching Band is encouraged
- After-school rehearsals are required
- Performance attendance is required

SYMPHONIC BAND-Artist Level

Prerequisite: Audition and Approval of Band Director

- Brass-Woodwind
- Marching Band is required
- Marching Band is the lab to the Symphonic Band
- Honors event auditions are required
- Auditions occur second semester

- After-school rehearsals are required
- Performance attendance is required

PERCUSSION - DRUM LINE - Intermediate through Artist Levels

Middle School percussion experience is strongly recommended.

Prerequisite: Training Audition and Approval of Band Director

- Students perform on all concert and marching percussion instruments
- Auditions occur second semester
- After-school rehearsals are required
- Performance attendance is required

JAZZ BAND GRADES 10-12 - Artist Level

Prerequisite: Audition and Approval of Band Director

- Brass-Woodwind-Percussion
- Students learn music theory, perform jazz repertoire, and develop ad-lib solo skills
- Auditions occur second semester
- After-school rehearsals are required
- Performance attendance is required

BAND AUXILIARY

No experience is necessary.

Prerequisite: Training Audition and Approval of Band Director

- Flag, Rifles, Sabers, and/or Movement Techniques
- Marching Band is required
- This is a one-year class
- Students train and perform with the band after marching band season
- Auditions occur second semester
- After-school rehearsals are required
- Performance attendance is required

GUITAR PERFORMANCE CLASSES (Kecoughtan High School Only)

GUITAR I-Beginning Level

- No previous experience is necessary.
- Beginning: note/chord reading, technique, and music theory
- Students begin acoustic guitar in this class.
- After-school rehearsals are required.
- Performance attendance is required.

GUITAR II-Intermediate Level

Prerequisite: Guitar I or approval of Guitar Director

- Intermediate: note/chord reading, technique, and music theory
- Students perform using acoustic guitar, mandolin, and bass guitar.

- After-school rehearsals are required.
- Performance attendance is required.

GUITAR III-Advanced Level

Prerequisite: Audition and Approval of Guitar Director
Auditions are during the second semester.

- Advanced: harmonization, chord solos, and a variety of styles
- Auditions occur second semester.
- After-school rehearsals are required.
- Performance attendance is required.

GUITAR ENSEMBLE-Artist Level

Prerequisite: Audition and Approval of Guitar Director

- Artist: solos, ensembles, ad-lib, and sight-reading
- Auditions occur second semester.
- After-school rehearsals are required.
- Performance attendance is required.

CHORUS PERFORMANCE CLASSES

MIXED CHOIR - Intermediate Level

No previous experience is necessary

- After-school rehearsals are required
- Performance attendance is required

A CAPPELLA CHOIR -

Intermediate Level

Prerequisite: Middle School chorus or approval of Chorus Director

- After-school rehearsals are required
- Performance attendance is required

CONCERT CHOIR - Advanced Level

Audition and Approval of Chorus Director

- Auditions occur second semester
- After-school rehearsals are required
- Performance attendance is required

MEN'S CHORAL ENSEMBLE -

Advanced Level

Audition and Approval of Chorus Director

- Auditions occur second semester
- After-school rehearsals are required
- Performance attendance is required

WOMEN'S CHORAL ENSEMBLE -

Advanced Level

Audition and Approval of Chorus Director

- Auditions occur second semester
- After-school rehearsals are required
- Performance attendance is required

SMALL VOCAL ENSEMBLE -

Artist Level

Audition and Approval of Chorus Director

- Auditions occur second semester
- After-school rehearsals are required
- Performance attendance is required

NON-PERFORMANCE MUSIC COURSES

(Courses May Not Be Offered At Every High School)

MUSIC THEORY GRADES 10-12

Music Theory is the study of how music works.

- Introduces the basics of: melody, rhythm, harmony, form, and composition.
- Prepares students for AP Music Theory
- Course content is the equivalent of the first year of college music theory

AP MUSIC THEORY GRADES 10-12

- Introduces auditory skills and advanced composition
- Students are prepared for the AP Music Theory Exam if they elect to take the exam
- Course content is the equivalent of the second year of college music theory

MUSIC PRODUCTION - PRO TOOLS GRADES 10-12

Phoebus and Kecoughtan only

Students in this course learn the Pro Tools computer software, which is the leading editing program in the music and film industry.

- Students will learn to use the Pro Tools software
- Work at digital audio workstation
- Engage in several types of audio and MIDI recording, editing, and mixing
- Provides students a foundation in digital mixing and recording for a possible career in the music industry

VISUAL ART COURSES

The Visual Arts curriculum offers courses in four pathways. Students are not required to remain in a specific pathway and may take cross-over courses.

The **Art Foundations pathway** addresses the students interested in art-making, but do not desire the focused mastery content of advanced drawing or advanced painting skills and concepts.

The **Mastery Artistic pathway** addresses the needs of those students interested in further developing their artistic skills and style. Concentrated instruction in the traditional media of drawing and painting is geared to help the student advance to a mastery level of personal skill.

The **Art History pathway** addresses students interested in art and its historical significance without wanting a full complement of studio coursework. Minimal studio work is used to enhance the course content, not as a means to assess the student's artistic ability.

The **Art Technology pathway** addresses the needs of those students interested in computer generated art and can express their creativity through storyboarding and manipulation of 3D computer software and tools, as well popular graphic design software packages.

ART FOUNDATION COURSES

These courses teach design concepts and skills through manipulative production. No pre-requisites are required for these courses. Note that some are semester courses and may not be offered each semester.

ART APPRECIATION

(Semester course)

- Introductory course to understand art-making, how to talk about art, and a brief history of art
- Learn to view, analyze, and critic art and understand how the elements and principles of art are used to create works of art
- Explore how art history has evolved
- Participate in hands on activities to enhance learning

ART FOUNDATIONS: 2D DESIGN

(Semester course)

- Hands on art class that investigates the two-dimensional nature of art through paintings and drawings
- Learn how the elements and principles of art are used to create art
- Develop foundational skills using a variety of media such as pencil, ink, marker, paint, pastels, etc.
- Develop imagination and problem-solving skills
- Develop observational skills
- Expand vocabulary and writing skills through analyzing and critiquing artwork
- Explore art history and aesthetics in two-dimensional artwork

ART FOUNDATIONS: 3D DESIGN

(Semester course)

- Hands on art class that investigates the three-dimensional nature of art
- Learn how the elements and principles of art are used to create art
- Develop foundational skills using a variety of three-dimensional media such as clay, wire, wood, textiles, etc.
- Develop imagination and problem-solving skills
- Expand vocabulary and writing skills through analyzing

and critiquing artwork

- Explore art history and aesthetics in three-dimensional artwork

ART FOUNDATIONS: CULTURAL ART FORMS

(Year course)

- Project-based art class that investigates the history, aesthetics, and culture of crafts in a studio setting
- Will learn how the elements and principles of art are used to create art
- A variety of experiences will be offered such as jewelry-making, macramé, calligraphy, quilting, clay, textiles, leather-working, mask-making, paper making, etc. to create artwork in the traditions of various cultures from around the world
- Artwork will be both two-dimensional and three-dimensional
- Expand vocabulary and writing skills through analyzing and critiquing artwork

SCULPTURE

(Year course)

- Emphasis is on the design process
- Will apply design principles to creating 3D works of art
- Explore a variety of media such as clay, wood, wire, etc.
- Explore three-dimensional artists and art history
- Expand vocabulary and writing skills through analyzing and critiquing artwork
- Create a body of work suitable for a three-dimensional portfolio

MASTERY ARTISTIC ART COURSES

These courses are designed for the student who has an advanced level of knowledge and technical skill. There are no pre-requisites, but students must show evidence of advanced knowledge and technical skill in drawing and/or painting and receive permission or a recommendation from the art instructor to take the class. These are not introductory courses.

ADVANCED DRAWING

(Year course)

- This course is designed as a pathway for students who are interested in continuing to AP Studio Art with an emphasis in a Drawing or 2D Design portfolio submission.
- Course content is rigorous and intended to address advanced drawing techniques
 - Students should expect to continue work on artwork outside of scheduled class time
 - Students will develop a personal style of drawing
 - Emphasis on technical drawing skills

- Observational skills and life drawing skills are emphasized
- Will develop figure drawing skills through the use of models
- Will study and apply a variety of drawing media
- Expand vocabulary and writing through analyzing and critiquing artwork
- Create a body of work suitable for a drawing or 2D design portfolio

ADVANCED PAINTING

(Year course)

This course is designed as a pathway for students who are interested in continuing to AP Studio Art with an emphasis in a Drawing or 2D Design portfolio submission.

- Course content is rigorous and intended to address advanced painting theory and techniques
- Students should expect to continue work on artwork outside of scheduled class time
- Students will develop a personal style of painting
- Emphasis on technical drawing and painting skills
- Color theory and its application to creating art is further developed
- Will study and apply a variety of painting media
- Expand vocabulary and writing through analyzing and critiquing artwork
- Create a body of work suitable for a Drawing or 2D design portfolio

ART PORTFOLIO PREP (NON-AP)

(Year course)

This course is designed as a pathway for students who are interested in continuing to AP Studio Art with an emphasis in a Drawing, 2D Design, or 3D portfolio submission.

- Course content is rigorous and intended to address advanced drawing, advanced painting, color theory, and three-dimensional techniques
- Students should expect to continue some work on their artwork outside of scheduled class time
- Commitment to rigorous completion of quality work
- Explore areas of personal quality within the artwork
- Determine and explore an area of concentration focusing on a personal visual interest or problem
- Demonstrate continued proficiency in formal, technical, and expressive means within the artwork
- Expand vocabulary and writing skills through analyzing and critiquing artwork
- Create a body of work suitable for an AP portfolio or college portfolio submission

AP STUDIO ART

(Year course)

Students are required to complete a body of work that fulfills the AP Studio Course Requirements for portfolio submission, even if the student elects not to submit the AP portfolio as an exam.

- Students should be aware that this class requires advanced artistic knowledge, techniques, and skills
- Commitment to rigorous coursework and to complete a body of quality work
- Students should expect to continue work on their artwork outside of scheduled class time
- Explore areas of personal quality within the artwork
- Determine and explore an area of concentration focusing on a personal area of interest
- Demonstrate proficiency in formal, technical, and expressive means within the artwork
- Expand vocabulary and writing skills through analyzing and critiquing artwork
- Create a body of work suitable for an AP portfolio and college portfolio submission

ART HISTORY COURSES

These courses provide an alternative for those students interested in art, but do not desire the experience of concentrated studio work.

ART HISTORY (NON-AP) – MODERN ART

(Semester course)

- This course will focus on the styles and movements of modern art, which include movements current at the present time
- Course readings that complement the subject matter are required
- Hands-on activities to enhance learning
- Expand vocabulary and writing skills through analyzing and critiquing artwork

AP ART HISTORY

(Year course)

Students have the option to take the AP Art History exam.

- College level course spanning the history of art beginning with pre-historic and continuing through the present
- Understand and analyze the role of architecture, sculpture, painting, and other art forms within historical and cultural contexts
- Analyze and critique artists, art styles, and art movements
- Commitment to rigorous academic work which meets college standards
- Course readings and writings are required
- Expand vocabulary and writing skills through analyzing and critiquing artwork
- Participation in field trips is required

ART TECHNOLOGY COURSES

Students interested in art and technology will find a pathway in the Computer Animation and Computer Graphic Design offerings.

COMPUTER GRAPHIC DESIGN

(Year course)

The creation of quality art is accomplished through technology and appropriate software. Students will see how technology and traditional artwork can work together to create art.

- Apply the design principles to artwork created using computer graphic software
- Explore concepts of two-dimensional art and design
- Studio projects emphasize the print media and real life applications in graphic art and illustration design fields
- Commitment to rigorous completion of quality work
- Develop technology and software skills
- Develop vocabulary skills while analyzing and critiquing artwork
- Create a body of work for a digital portfolio

3D COMPUTER ANIMATION - LEVEL I

(Year course)

This course uses a three-dimensional software program that is not readily available to individuals. Students must be committed and manage their time to finish the coursework within the class period.

- Dual Credit course with Thomas Nelson Community College
- Explore concepts of 3D animation using the computer
- Commitment to rigorous completion of quality work
- Demonstrate skill in object modeling, layout, and movement
- Manipulate computer cameras and lights
- Create and apply textures and surfaces to simple objects
- Create storyboards and analyze story line
- Develop vocabulary skills and analyze artwork
- Create a body of work for a digital portfolio

3D COMPUTER ANIMATION – LEVEL 11

(Year course)

This course uses a three-dimensional software program that is not readily available to individuals. Students must be committed and manage their time to finish the coursework within the class period.

- Prerequisite is successful completion of 3D Computer Animation Level I
- Dual Credit course with Thomas Nelson Community College

- Apply basic concepts introduced in Level I
- Commitment to rigorous completion of quality work
- Create advanced character modeling and layout techniques
- Use more advanced features of the animation program
- Apply special effects, such as fire or explosions
- Create finished storyboards and analyze story line
- Develop vocabulary skill sand analyze work
- Create a body of work for a digital portfolio

3D COMPUTER ANIMATION – LEVEL III

(Year course)

This course uses a three-dimensional software program that is not readily available to individuals. Students must be committed and manage their time to finish the coursework within the class period.

- Prerequisite is successful completion of 3D Computer Animation Level I and Level II
- Expectation that an advanced animation will be created by the end of the course
- Commitment to rigorous completion of quality work
- Explore and expand knowledge of modeling and layout concepts
- Photoshop and multimedia programs are integrated into the coursework
- Apply advanced storyboard and story line ideas
- Expand vocabulary skill sand analyze work
- Crete a body of work for a digital portfolio

FOREIGN LANGUAGE COURSES

Modern Foreign Language includes French I-V, German I-IV and Spanish I-V

MODERN FOREIGN LANGUAGE I

- Exchange simple spoken and written information in the foreign language
- Sustain brief oral and written exchanges in the foreign language
- Understand simple spoken and written language based on familiar topics that are presented through a variety of media
- Use verbal and non-verbal cues to understand simple spoken and written messages in the foreign language
- Present orally and in writing information in the foreign language using a variety of familiar vocabulary, phrases and structural patterns
- Present rehearsed material in the foreign language, including dialogues, poetry and/or songs
- Develop an awareness of perspectives, practices and products of cultures where the foreign language is spoken

- Recognize that the perspectives, practices and products of the cultures studied are interrelated
- Recognize how information acquired in the study of foreign language and information acquired in other subjects reinforce one another
- Demonstrate an understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States
- Compare basic elements of the foreign language to the English language
- Identify situations in which foreign language skills and cultural knowledge may be used beyond the classroom setting for recreational, educational and occupational purposes

MODERN FOREIGN LANGUAGE II

Prerequisite: successful completion of Modern Foreign Language I

- Exchange spoken and written information and ideas in the foreign language
- Demonstrate skills necessary to initiate, sustain and close brief oral and written exchanges in the foreign language using familiar and recombined phrases and sentences
- Understand basic spoken and written modern language based on new topics in familiar contexts that are presented in a variety of media
- Use verbal and non-verbal cues to interpret spoken and written texts in the foreign language
- Present orally and in writing information in the foreign language that combines learned as well as original language in simple sentences and paragraphs
- Present rehearsed and unrehearsed material in the foreign language including skits, poems, play and/or songs
- Demonstrate an understanding of perspectives, practices and products of the cultures and how they are interrelated
- Use information acquired in the study of modern language and information acquired in other subject areas to reinforce one another
- Demonstrate an understanding of cultural similarities and differences between the cultures studied and the US
- Develop a better understanding of the English language through the study of the foreign language
- Develop and apply foreign language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational and occupational purposes

MODERN FOREIGN LANGUAGE III

Prerequisite: successful completion of Modern Foreign Language II

- Engage in original and spontaneous oral and written communications in the foreign language

- Demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the foreign language applying familiar vocabulary and structures to new situations
- Comprehend spoken and written language based on new topics in familiar and unfamiliar contexts that are presented in a variety of media
- Present orally and in writing information in the foreign language that combines learned as well as original language in increasingly complex sentences and paragraphs
- Present student-created as well as culturally authentic stories, poems and/or skits in the foreign language
- Discuss the interrelationship among the perspectives, practices and products of the cultures studied
- Reinforce and broaden his/her knowledge of connections between the foreign language and other subject areas including language arts, science, history and social studies, science, mathematics, physical education, health, and/or the arts
- Discuss in the foreign language why similarities and differences exist within and among cultures
- Strengthen his/her knowledge of the English language through the study and analysis of increasingly complex elements of the foreign language
- Improve foreign language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes

MODERN FOREIGN LANGUAGE IV

Prerequisite: successful completion of Modern Foreign Language III

- Exchange a wide variety of information orally and in writing in the foreign language on various topics related to contemporary and historical events and issues
- Demonstrate skills necessary to sustain extended oral and written exchanges in the foreign language
- Comprehend spoken and written language found in a variety of authentic sources that have been prepared for various purposes
- Relate information in the foreign language that combines learned as well as original language in oral and written presentations of extended length and complexity
- Present or perform in the foreign language both student-created and culturally authentic essays, poetry, plays, and /or stories
- Discuss in the foreign language how various perspectives reflect the practices and products of the cultures studied
- Demonstrate an understanding of the connections between content studied in the foreign language class and in other subject areas
- Use the foreign language at an appropriate level to discuss the effects of cultural similarities and differences on social, economic, and political

- relationships in the global community
- Expand his/her understanding of the English language through the study and analysis of increasingly complex elements of the foreign language
- Apply language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes

MODERN FOREIGN LANGUAGE V

Prerequisite: successful completion of Modern Foreign Language IV

- Students will continue to develop and perfect the skills that were presented in Modern Foreign Language IV
- Exchange a wide variety of information orally and in writing in the foreign language on various topics related to contemporary and historical events and issues
- Demonstrate skills necessary to sustain extended oral and written exchanges in the foreign language
- Comprehend spoken and written language found in a variety of authentic sources that have been prepared for various purposes
- Relate information in the foreign language that combines learned as well as original language in oral and written presentations of extended length and complexity
- Present or perform in the foreign language both student-created and culturally authentic essays, poetry, plays, and /or stories
- Discuss in the foreign language how various perspectives reflect the practices and products of the cultures studied
- Demonstrate an understanding of the connections between content studied in the foreign language class and in other subject areas
- Use the foreign language at an appropriate level to discuss the effects of cultural similarities and differences on social, economic, and political relationships in the global community
- Expand his/her understanding of the English language through the study and analysis of increasingly complex elements of the foreign language
- Apply language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes

LATIN I

- Understand simple written Latin based on various topics that are presented through a variety of media
- Use orally, listen to, and write Latin as part of the language learning process
- Develop an awareness of perspectives, practices, and products of Roman culture
- Recognize how information acquired in Latin and information acquired in other subjects reinforce one another
- Demonstrate an understanding of the significance of

culture through comparisons between Roman culture and that of the United States

- Compare the basic structures, vocabulary, and sound system of Latin with those of English
- Identify situations in which Latin language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes

LATIN II

Prerequisite: successful completion of Latin I

- Understand written Latin based on topics presented through a variety of media
- Continue to use orally, listen to, and write Latin as part of the language learning process
- Demonstrate an understanding of the perspectives, practices, and products of Roman culture and how they are interrelated
- Use information acquired in the Latin classroom and information acquired in other subject areas to reinforce one another
- Demonstrate an understanding of the cultural similarities and differences between the Roman world and the United States
- Develop a better understanding of the English language through the study of Latin
- Develop and apply knowledge of the Latin language and Greco-Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes

LATIN III

Prerequisite: successful completion of Latin II

- Comprehend and interpret adapted and authentic Latin based on a variety of topics
- Increase skills in using and interpreting Latin orally
- Discuss the interrelationship among the perspectives, practices, and products of the Greco-Roman civilization
- Reinforce and broaden his/her knowledge of connections between Latin and other subject areas including language arts, science, history and social studies, mathematics, physical education, health, and/or the arts
- Discuss why similarities and differences exist within and among cultures
- Strengthen his/her knowledge of the English language through analysis of complex linguistic and syntactical elements of Latin
- Apply knowledge of the Latin language and Greco-Roman culture beyond the classroom setting for recreational, educational, occupational purposes

LATIN IV

Prerequisite: successful completion of Latin III

- Interpret and analyze authentic Latin texts in selected genres
- Refine skills in using and interpreting Latin orally
- Discuss how various perspectives reflect the practices and products of the Greco-Roman World
- Demonstrate increased understanding of the connections between content studied in Latin class and the content studied in other subject areas
- Discuss the social, economic, political, and artistic influences of the Greco-Roman world on the modern global community
- Expand understanding of the English language through analysis of complex linguistic and syntactical elements of the Latin language
- Apply knowledge of the Latin language and Greco-Roman culture beyond the classroom setting for recreational, educational, and occupational purposes

AP SPANISH LANGUAGE COURSE

Students will develop proficiency and integrate their language skills using authentic materials and resources. AP Spanish Language will help students demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal, Interpretive, and Presentational) and in the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities. The goals of this course are to:

- Develop strong communicative skills.
- Develop a strong command of Spanish linguistic skills – accuracy and fluency.
- Comprehend Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.
- Produce Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, and registers.
- Acquire information from authentic sources in Spanish.
- Be aware of some cultural perspectives of Spanish-speaking peoples.

ENGLISH as a SECOND LANGUAGE

(ESL Center is located at Hampton High School)

Students are evaluated prior to enrollment in the ESL program. This testing determines eligibility, as well as, placement level. Adjustments may be made to the ESL sequence in order to meet the needs of the individual student. The ESL Office must approve such adjustments.

LEVEL I

- Foreign Language ESL
- Foreign Language ESL
- English ESL

LEVEL II

- Foreign Language ESL
- Foreign Language ESL
- English ESL

LEVEL III

- Foreign Language ESL
- English ESL

LEVEL IV

- Foreign Language ESL
- English ESL

MONITORING STATUS 1 & 2

- No direct services will be provided for this student; however, the individual student will be closely monitored for academic success.

CAREER & TECHNICAL EDUCATION (CTE)

Required to Graduate: 1 Fine Art or 1 CTE

CTE courses meeting the graduation requirements are offered in Business & Information Technology, Family & Consumer Sciences, Health & Medical Sciences, Junior Reserve Officers Training Corps, Marketing, Technology Education, and Trade & Industrial Education. CTE courses:

- prepare students for employment.
- provide knowledge and skills through classroom, laboratory and job-site experiences.
- possibly qualify for dual enrollment at TNCC.
- are taught using unique methods such as Virtual Enterprise and The Firm.
- provide the foundation for industry certification and/or licensures.
- offer membership in co-curricular student organizations which encourage development of personal employment and leadership skills.

BUSINESS & INFORMATION TECHNOLOGY

ECONOMICS & PERSONAL FINANCE

Grades 10, 11, 12

- Students navigate financial decisions learn to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance
- Develop financial literacy skills necessary for independence and success
- Develop understanding of economic principles
- Learn the basics of responsible citizenship and career success
- Study basic occupational skills and concepts in preparation for entry-level employment in the field of finance. The course incorporates all economics and financial literacy objectives included in the Code of Virginia §22.1-200-03B
- Meets graduation requirements for class graduates of 2015 and beyond

PRINCIPLES OF BUSINESS & MARKETING

- Explore the roles of business and marketing in the free enterprise system and the global economy
- Gain knowledge and appreciation of the American business system
- Make decisions as consumers, wage earners, and citizens
- Plan for further study in business and marketing careers
- Research and projects are computer based

ACCOUNTING

Prerequisite: Algebra I with a grade of "C" or better

- Learn accounting principles and the need for established procedures to deal with finances
- Learn the need for financial management and records in business and home
- Use electronic calculators by the touch system
- Evaluate accounting done manually, mechanically, and electronically by computers

ACCOUNTING ADVANCED

Prerequisite: Accounting

- Use microcomputers to automate and interpret payroll, inventory, accounts payable, and accounts receivable
- Learn management of financial records through business activities, partnership and corporate accounting, general ledger, and cost accounting

BUSINESS LAW

- 1 semester course (1/2 credit)
- Students examine the foundations of the American legal system and learn the rights and responsibilities of citizens
- Students gain practical knowledge and life skills by exploring economic and social concepts related to laws governing business and individuals
- Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, and careers in the legal profession

BUSINESS MANAGEMENT

- 1 semester course (1/2 credit)
- Acquire an overview of national and international business
- Explore the social and economic environments of business
- Learn facts about business ownership, finance, communications, human resources, and management functions
- Students learn how to establish and operate a business
- Marketing, business management, accounting, & business plan development skills are emphasized
- Recruits a local business to be a consultant

BUSINESS VIRTUAL ENTERPRISE

Prerequisite: Two business classes and one teacher recommendation

- Acquire an overview of national and international business
- Explore the social and economic environments of business
- Learn facts about business ownership, finance, communications, human resources, and management functions
- Participate in creating and running a virtual business
- Dual Credit opportunity with TNCC

COMPUTER INFORMATION SYSTEMS

Prerequisite: Keyboarding Applications or Digital Input Technologies

- Industry certification testing offered; course may be used for SOL verified credit when student passes industry test
- Learn computer terminology and develop proficiency in using spreadsheet, word processing, database management, and graphics software
- Explore applications using presentation and desktop publishing software
- Learn the fundamentals of Windows and programming concepts
- Learn many areas of MS Office
- Dual Credit opportunity with TNCC

COMPUTER INFORMATION SYSTEMS, ADVANCED

Prerequisite: Computer Information Systems

- Industry certification testing offered; course may be used for SOL verified credit when student passes industry test
- Evaluate software programs for features and functionality
- Create professional documents demonstrating principles of layout design and desktop publishing
- Use computer peripherals such as scanners, digital cameras, and video devices to produce multimedia presentations or interactive web pages
- Analyze scanned/digitized audiovisual elements, documents, and electronic graphs that may be used legally but are ethically questionable
- Prepare for and test for MS Office Specialist certifications with teacher recommendation

INFORMATION TECHNOLOGY (IT) FUNDAMENTALS

- Industry certification testing offered; course may be used for SOL verified credit when student passes industry test
- Use MS Office applications

- Investigate careers in Information Technology
- Maintain, upgrade, and troubleshoot computers
- Understand network and Internet fundamentals
- Understand programming basics
- Apply basics of web page design
- Use graphics and interactive media
- Internet and Computing Core Competency (IC3) certification testing is available with teacher recommendation
- Dual Credit opportunity with TNCC

INTRODUCTION TO VIDEO GAME PROGRAMMING

Prerequisite: Algebra I (C or better grade)

- Students explore computer concepts, use logic procedures, and implement programming procedures using one or more programming languages, such as Java, and C++. In addition, HTML may be used to create dynamic Web pages. To view applets, Alice and Game Maker software will be used to create animated video games.

WEB PAGE DESIGN

Prerequisite: Keyboarding, Keyboarding Applications or Digital Input Technologies

- Develop proficiency in using desktop publishing software to create a variety of business publications
- Work with hardware and software to develop interactive multimedia presentations
- Design and produce web pages using HTML, Cascading Style sheets, JavaScript, and Studio MX
- Dual Credit opportunity with TNCC

WEB PAGE DESIGN, ADVANCED

Prerequisite: Web Page Design

- Industry certification testing offered; course may be used for SOL verified credit when student passes industry test
- Design and produce more advanced web pages using HTML, Cascading Style sheets, JavaScript, and Studio MX

SENIOR MENTORSHIP

- Seniors may gain experience in a chosen career path by participating in a mentorship
- Non-paid activities will be provided by local business and industry
- 140 mentorship hours and a culminating activity are required
- Students must submit an application, which is available in the guidance office
- Students must be 16, and have a 2.5 grade point average, good attendance, good discipline record, and able to provide own transportation
- A coordinator will assist in placement and follow-up

FAMILY AND CONSUMER SCIENCES

COLLEGE AND CAREER PATHWAYS

- 1 semester course (1/2 credit)
- Career research will be conducted on 3 most suitable careers for each student
- SAT applications will be completed
- Resumes, cover letters and job applications will be completed
- Mock interviews will be conducted
- Colleges, vocational schools and military will be researched for opportunities after high school
- Financial aid, scholarships and grants will be researched for aid opportunities for further education
- Develop an education and career-planning portfolio including student's short and long-term goals
- Consider factors to establish credit and acquire loans for automobiles, mortgages, etc

LIFE PLANNING

- This course emphasizes critical thinking and practical problem solving through relevant life applications
- Develop skills to face a variety of challenges in today's
- Develop a life-management plan which includes career, community, and life connections
- Apply problem-solving processes to real life situations
- Create and maintaining healthy relationships
- Develop strategies for lifelong career planning
- Develop a financial plan
- Examine components of individual and family wellness
- Demonstrate leadership within the community

PARENTING

- Assess the impact of the role of parenting in society
- Learn to take responsibility for individual growth within the parenting role
- Prepare for healthy emotional and physical beginning for parent and child
- Meet developmental needs of children and adolescents
- Build positive parent-child relationships
- Learn positive guidance techniques and discipline to promote self-discipline, self-respect, and socially responsible behavior
- Learn to obtain parenting information, support, and assistance
- Plan ways that families and society can share in nurturing children and adolescents
- Use critical thinking, practical problem solving, and entrepreneurship opportunities within the area of parenting responsibilities and education
- Use mathematics, science, and communication as it relates to the parent role

RELATIONSHIPS (SEMESTER COURSE)

- Learn to strengthen knowledge of yourself, clarify personal values, and understand personal relationships
- Analyze the significance of the family, development throughout a person's life span, and factors that build and maintain healthy relationships
- Develop communication patterns that enhance relationships and effectively resolve conflict
- Learn to manage work and family roles
- Identify responsibilities and analyze social forces that influence families throughout life

NUTRITION AND WELLNESS

Prerequisite: Life Skills

- Learn decision-making skills that promote wellness and good health
- Obtain and safely store food for self and family
- Prepare and serve nutritious meals and snacks
- Select and use equipment for food preparation
- Emphasis is placed on exploratory skills used in food service

INDEPENDENT LIVING

Develop successful strategies to:

- Live independently
- Navigate and problem-solve relationships
- Become financially literate
- Manage life resources (apparel, nutrition, wellness, and housing)
- Develop leadership skills to reach individual goals
- Plan for careers
- Learn consumer choices in a global environment

CULINARY ARTS, INTRODUCTION

Kecoughtan and Phoebus High School only

- Class is designed to explore careers in culinary arts such as sous chef, pastry chef, and executive chef
- Students work in a commercial kitchen and prepare food on a small scale
- Learn customer service and food service employability skills

CULINARY ARTS I

Phoebus High School Blue Phantom Inn

- Class meets every day (students earn 2 credits)
- Preference given to students who completed Intro to Culinary Arts
- This is the first year of a two-year occupational program designed to prepare students for occupations in the foods service industry
- Study the care and use of institutional foods equipment, safety requirements, health practices, sanitation and storage of food
- Explore food career paths

- Learn customer service, proper dress, and manners
- Study basic skills in food preparation and waiter/waitress training
- Earn ServSafe food handler certification

CULINARY ARTS II

(Phoebus High School Blue Phantom Inn)

Prerequisite: Culinary Arts I, food handler certification

- Class meets every day (students earn 2 credits)
- This is the second year of a two-year occupational program designed to prepare students for food industry occupations
- Emphasis is on quantity cookery
- Learn the operation of a food establishment and catering techniques
- Study cost analysis and restaurant management in a working restaurant
- Create menus, work schedules, and assign staff to duties in a working restaurant
- Opportunity to earn ProStart certification and ServSafe food handler certification

CULINARY ARTS III

1/2 credit, 2 credits with co-op) Suggested Grade Level: 12

Prerequisites: One or more ServSafe Certificates, Instructor Approval

- Enhance skills planning menus, applying nutritional principles, implementing sanitation and safety standards, and exploring careers
- Specialize in one of the following food-preparation techniques: Baking and Pastry, Catering/Banquet, Restaurant/Business, or Quantity Foods
- Emphasis is on critical thinking, practical problem solving, and entrepreneurial opportunities within the field of culinary arts
- Combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year.

FASHION DESIGN OCCUPATIONS

Phoebus High School only

- Learn the apparel and accessories industry
- Develop technical skills in design
- Design and construct apparel items
- Learn fabrics, color, texture, pattern-making, tailoring, industrial sewing, computer-aided design, and customer service
- Learn human physiology and anatomy as it relates to clothing

TEACHER CADET I (VIRGINIA TEACHERS FOR TOMORROW I) GRADE 11

Prerequisites: Cumulative GPA of 2.70, interest in teaching, learning, or psychology, and five written teacher recommendations, 11th grade

- Students are introduced to teaching as a career option
- Study learning styles, barriers to learning, and methods of working with students
- Learn teaching strategies, lesson plan development, and teach mini-lessons
- Learn what to expect working for a school, school district, and the personnel structure of schools
- Learn basic school law
- Complete observations at a variety grade levels (K-12)
- Complete nine week internship at grade level of choice
- Earn Parapro Certificate

TEACHER CADET II (VIRGINIA TEACHERS FOR TOMORROW II) GRADE 12

Prerequisites: Teacher Cadet I, Parapro Certificate, & Instructor Approval

- Continue to explore careers in Education and Training.
- Enhance teaching skills and exploring teaching as a career.
- Gain additional internship experience working with teachers in Elementary, Middle, or High School.
- Emphasis is on critical thinking, practical problem solving, and career and college preparation.
- Learn the Teacher Certification Process

JUNIOR RESERVE OFFICERS TRAINING CORPS (JROTC)

No obligation to the military services or college ROTC programs is incurred although, advanced standing can be earned. Uniforms are provided.

JROTC - MILITARY SCIENCE

No obligation to the military service or college ROTC is incurred, although advanced standing in either may be earned. Uniforms are provided.

- Study basic U.S. citizenship rights and responsibilities, history, communication techniques, disciplined study habits, management skills, map reading, and physical fitness.
- Learn leadership skills, military customs and courtesies, proper uniform wear, and personal appearance guidelines within leadership lab, drill, and military ceremonies.
- All students are expected to meet their appropriate rank for a cadet with each year and must agree to adhere to JROTC dress, appearance, and conduct standards (including academics).

JROTC programs and curriculum vary per high school based on branch of service as follows - Bethel HS: Army; Hampton HS: Air Force; Kecoughtan HS: Navy, Phoebus HS: Marines

JROTC I

Any student may enroll. Students will follow a set leadership curriculum and are expected to abide by curriculum requirements

JROTC II

Prerequisite: JROTC I

Any student may enroll. 2nd Year Cadets are expected to meet all diploma and rank requirements and be on time graduate.

JROTC III

Prerequisites: JROTC II and Instructor Approval

Students must have successfully completed first year of JROTC and achieved an appropriate rank (per service branch requirement), maintained at least a 2.0 GPA.

JROTC IV

Prerequisites: JROTC III and Instructor Approval

Selection based on the needs of the unit, the cadet's demonstrated performance, and desire to remain within JROTC. Cadets requesting JROTC IV must have demonstrated leadership ability within JROTC, demonstrate they are highly motivated to lead, and are interested in careers within the United States Armed Forces. Cadets will be responsible for assisting the class instructors in day to day operations of the unit and oversee training of junior cadets. Cadets must have achieved appropriate rank for a fourth year cadet, maintained at least a 2.0 GPA, and will be eligible for the most senior cadet leadership positions within the unit.

MARKETING

MARKETING, INTRODUCTION

- Acquire an understanding of marketing & its importance
- Prepare for entry-level marketing employment
- Develop social, economic, mathematical, marketing, job search, and occupational decision-making competencies for employment in retail, wholesale, or service businesses
- Combine classroom instruction and a minimum of 90 hours of occupational experiences

MARKETING, COOPERATIVE EDUCATION

- Students may earn 2 credits with work experience completion
- Industry certification testing offered; course may be used for SOL verified credit when student passes industry test

- Study the functions in the marketing of goods & services
- Develop the competencies for successful marketing employment
- Develop social and economic competencies in conjunction with marketing competencies
- Combine classroom instruction and a minimum of 396 hours of continuous, supervised on-the-job training when participating in cooperative education

MARKETING, ADVANCED COOPERATIVE EDUCATION

Prerequisite: Marketing

- Students may earn 2 credits with work experience completion
- Industry certification testing offered; course may be used for SOL verified credit when student passes industry test
- Acquire knowledge of the marketing functions and supervisory responsibilities for those functions
- Prepare for supervisory employment and advancement to other management positions
- Develop advanced marketing competencies in professional selling, planning, mathematics, purchasing, physical distribution, advertising & visual merchandising
- Develop economic and social competencies related to the supervision of employees
- Combine classroom instruction and a minimum of 396 hours of continuous supervised on-the-job training throughout the school year when participating in cooperative education
- Dual Credit opportunity with TNCC

MARKETING, SPORTS ENTERTAINMENT & RECREATION

- Develop a thorough understanding of fundamental marketing concepts and theories as they relate to the sports, entertainment, and recreation industries
- Investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports, entertainment and recreation events
- The course also supports career development skills and explores career options
- Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course
- The cooperative education method is available for this course. Students combine classroom instruction and supervised on-the-job training in an approved position with continuing supervision throughout the school year (Opportunity to earn 2 credits with work completion)
- Industry certification testing offered: course may be used for SOL verified credit when student passes industry test

MARKETING VIRTUAL ENTERPRISE

- Learn marketing theory and applications that serve as a foundation for future study and/or ownership/management business
- Acquire knowledge of marketing, identified as the “new” business priority by employers
- Participate in creating and running a virtual business

FASHION MARKETING

- Develop marketing competencies for employment in fashion merchandising
- Develop marketing competencies applied to the apparel and accessories industries
- Develop competencies unique to fashion merchandising

FASHION MARKETING COOPERATIVE EDUCATION

- Students may earn 2 credits with work experience completion
- Industry certification testing offered; course may be used for SOL verified credit when student passes industry test
- Develop marketing competencies for employment in fashion merchandising
- Develop marketing competencies applied to the apparel and accessories industries
- Develop competencies unique to fashion merchandising
- Combine classroom instruction and a minimum of 396 hours of continuous supervised on-the-job training

FASHION ADVANCED COOPERATIVE EDUCATION

- Prerequisite:** Marketing or Fashion Marketing
- Students may earn 2 credits with work experience completion
 - Industry certification testing offered; course may be used for SOL verified credit when student passes industry test
 - Gain knowledge of the apparel and accessories industry
 - Develop skills for supervisory employment in apparel businesses
 - Develop advanced skills applied to the apparel and accessories industry in the areas of professional selling, merchandising, marketing research, product/service technologies, marketing mathematics, and supervision

TECHNOLOGY EDUCATION

TECHNICAL DRAWING/DESIGN

- Learn the graphic language of business and industry
- Develop precision skills in mechanical drafting
- Develop sketches using different projections
- Learn lettering skills, board skills, and two dimensional computer aided design and drafting (CADD)

ENGINEERING DRAWING/DESIGN

Prerequisite: Technical Drawing

- Possible dual enrollment credit
- Continue Technical Drawing skill development
- Create complex mechanical drawing
- Learn 3-dimensional Computer Aided Design & Drafting
- Learn mechanical drafting skills that engineers use to solve design problems
- Gain exposure to solid modeling programs
- Gain exposure to rapid prototyping processes

ADVANCED ENGINEERING DRAWING/DESIGN

Prerequisite: Technical Drawing/Design AND Engineering Drawing/Design

- Use graphic language for product design and technical illustration
- Learn to use 3-D parametric modeling to create innovative designs
- Increase understanding of drawing techniques learned in the Engineering Drawing and Design course
- Research design-related fields and the role of advanced drawing and design processes in manufacturing industry
- Apply the design process, analyze design solutions, reverse engineer products, create 3-D solid models, construct physical models, rapid prototypes, and create multimedia presentations of finished designs
- Students must complete a work portfolio based on a graphic project

ARCHITECTURAL DRAWING/DESIGN

Prerequisite: Technical Drawing

- Continue Technical Drawing skill development
- Learn principles of architectural drafting
- Draw site plans, foundations, and house plans
- Draw elevations and sections
- Draw electrical, heating, ventilation and air conditioning (HVAC), plumbing and mechanical plans
- Create models of houses

ADVANCED ARCHITECTURAL DRAWING/DESIGN

Prerequisites: Technical Drawing/Design AND Architectural Drawing Design

- Further develop design skills needed for building design
- Learn to use Architectural CADD software
- Increase understanding of drawing techniques learned in Architectural Drawing and Design
- Research building design-related fields and the role of advanced drawing and design processes in the construction industry
- Apply the design process, analyze design solutions, construct physical models, and create multimedia presentations of finished designs
- Students must complete a work portfolio based on a graphic project

COMMUNICATIONS SYSTEMS

- Learn a variety of communication technologies such as photography, GPS, GIS, and CAD
- Study layout and design, composition, and finishing operations
- Learn basic photographic principles
- Learn to use digital and film cameras to create a variety of photographic images
- Use software to manipulate digital photographs
- Learn basic audio, video, video game design and animation principles
- Learn basic CAD principles

IMAGING TECHNOLOGY

- Learn photography technologies such as camera use and film exposure
- Study layout and design, composition, and finishing operations
- Learn to use film cameras to create a variety of photographic images
- Use software to process digital photographs
- Learn basic photography and film development processes
- Learn photographic history
- Study how photography is used in the workplace.

VIDEO AND MEDIA TECHNOLOGY

Center for High Tech / PHS only

Prerequisite: Communication Systems or Imaging Technology

- Offers students an opportunity to study all aspects of video and media production
- Students will operate studio and editing equipment
- Students will gather news and information from individuals, research, and online resources to plan and write for production
- Students are introduced to analog and digital principles of production

ENGINEERING, EXPLORATION

- Explore engineering careers, history, practices, and concepts
- Use tools and machines for designing and analyzing materials or products
- Apply mathematical and scientific principles to technical problems
- Use a computer to analyze data and mechanical/electrical systems to solve problems
- Write reports and create drawings to solve problems

GEOSPATIAL TECHNOLOGIES

Prerequisites: Earth Science and Algebra I

- Learn Geospatial Technologies and Information Technology as it applies to careers in engineering, architecture, and geography
- Use GPS units, photography, and geographical information systems (GIS) to create themes and maps
- Graphically represent data to analyze complex environmental, political, and social needs
- Learn about the world of smart maps, satellite imagery, and emerging fields

ENGINEERING, ADVANCED

Prerequisite: Engineering I

- Work as a member of an engineering team
- Work on hands-on projects to solve engineering problems
- Use 3-D solid modeling programs, graphics, mathematics, and science to solve engineering problems

CONSTRUCTION TECHNOLOGY

Hampton and Kecoughtan only

- Learn basic carpentry, electrical, and mechanical skills used in the construction industry
- Learn the safe use of shop tools and equipment
- Learn basic blueprint reading
- Learn various building materials and standards related to the construction industry
- Design and build wood projects of various sizes and structures

MATERIALS AND PROCESSES TECHNOLOGY

- Learn the science of material design and use
- Study composition, strength, and properties of a variety of materials
- Design and build a product
- Learn how to process plastics, ceramics, woods, metals, and composite materials

PRODUCTION SYSTEMS

- Produce a major project of advanced design
- Learn the safe use of tools and equipment
- Use and maintain hand tools and power equipment
- Design and build products in a manufacturing or automation environment
- Course may be designed around woods, metal, plastics, or other materials
- Analyze markets, design and develop prototypes, and plan a business venture

PROJECT LEAD THE WAY (PLTW) PROGRAM

This technical education program offers a rigorous 4-year course of study designed for students desiring a career as an engineer or engineer technician. All courses are offered in the PHS Center for High Tech and select courses are offered at HHS. These courses meet the requirement for the GAITE Academy diploma seal and possible dual enrollment credit.

PLTW • INTRODUCTION TO ENGINEERING DESIGN

PHS & HHS only

Level: 3 - Honors

- Possible dual enrollment credit
- A rigorous curriculum for Pre-Engineering students equivalent to college-level coursework
- Explore general engineering careers, history, practices, and concepts
- Use tools and machines for designing and analyzing mechanical parts
- Apply mathematical and scientific principles to technical problems
- Write reports and create drawings to solve problems

PLTW • PRINCIPLES OF ENGINEERING

PHS & HHS only

Level: 3 - Honors

- Possible dual enrollment credit
- A rigorous curriculum for Pre-Engineering students equivalent to college-level coursework
- Explore general engineering careers, history, practices, and concepts
- Use tools and machines for designing and analyzing materials or products
- Apply mathematical and scientific principles to technical problems
- Use a computer to analyze data and mechanical/electrical systems to solve problems
- Write reports and create drawings to solve problems

PLTW • DIGITAL ELECTRONICS

PHS & HHS only

Prerequisite: Algebra I

Level: 3 - Honors

- Possible dual enrollment credit
- A rigorous curriculum for Pre-Engineering students equivalent to college-level coursework
- Explore electronic engineering careers, history, practices, and concepts
- Use tools and machines for designing and analyzing digital circuits
- Apply mathematical and scientific principles to technical problems
- Use a computer to program integrated circuits
- Write reports and create drawings to solve problems

PLTW • COMPUTER INTEGRATED MANUFACTURING

Prerequisite: PLTW Intro to Engineering Design, PLTW Principles of Engineering

Level: 3 - Honors

- Possible dual enrollment credit
- A rigorous curriculum for Pre-Engineering students equivalent to college-level coursework
- Explore industrial and mechanical engineering careers, history, practices, and concepts
- Setup and program automated machines used in industry
- Apply mathematical and scientific principles to technical problems
- Write reports and create drawings to solve problems

PLTW • ENGINEERING DESIGN AND DEVELOPMENT

Prerequisite: PLTW Intro to Engineering Design, PLTW Principles of Engineering, PLTW Digital Electronics, and PLTW Computer Integrated Manufacturing

Level: 3 - Honors

- Possible dual enrollment credit
- A rigorous curriculum for Pre-Engineering students equivalent to college-level coursework
- Explore industrial and mechanical engineering careers, history, practices, and concepts
- Capstone course for Project Lead The Way
- Design and build a project using the previous PLTW courses
- Apply mathematical and scientific principles to technical problems
- Write reports and create drawings to solve problems

TRADE & INDUSTRIAL EDUCATION

ROBOTICS I

Prerequisite: Algebra I

- Learn to use and analyze mechanisms, electric circuits, and pneumatic systems
- Develop skills in applied physics, design, and problem solving
- Develop programming skills to move robots to accomplish a task
- Focus is on Computer Integrated Manufacturing and control technology

ROBOTICS II

Prerequisite: Robotics I

- Further develop skills in electronics, engineering, electro-pneumatics, and automation
- Develop design and engineering skills
- Develop programming skills to run manufacturing operation
- Program industrial controllers (PLCs) in an automation processes
- Design and build FIRST Robotics and/or Battlebots competition-ready robot
- Prepare for and compete in Skills USA Robotics and Mechatronics events

TRANSITION PLAN CAREER COURSES

EDUCATION FOR EMPLOYMENT, INTRODUCTION

- Develop goals and values important for employment
- Receive occupational preparation
- Acquire human relations skills
- Appropriate for students preparing for EFE I

EDUCATION FOR EMPLOYMENT I

- Investigate various occupational fields
- Develop employability skills
- Practice solving real-world problems

EDUCATION FOR EMPLOYMENT II

Prerequisite: EFE I

- Experience a motivational program to help achieve a higher level of success
- Develop skills to get a job and be successful on the job
- Participate in a paid-work experience
- Become familiar with educational and career options

OFFICE SPECIALIST I

- Develop keyboarding and computer skills
- Develop business communications skills
- Learn to use telecommunication equipment
- Explore business careers
- Develop a resume and demonstrate job interview skills

OFFICE SPECIALIST II

Prerequisite: Office Specialist I

- Improve keyboarding and computer skills
- Learn to process numeric data and properly use a calculator
- Learn to maintain financial records
- Learn to make photocopies and maintain the photocopier
- Learn to file and manage records
- Enhance communication skills and use electronic communication equipment
- Prepare for employment by making a resume and job application

OFFICE SPECIALIST III

Prerequisite: Office Specialist II

- Produce complex business documents
- Learn to maintain an appointment calendar and greet visitors
- Manage data files and financial records
- Develop more photocopying skills
- Learn search skills on the Internet
- Enhance math skills
- Prepare further for employment by developing an employment portfolio

BUSINESS INDIVIDUALIZED PROGRAM

- Develop keyboarding and computer skills
- Develop communication and interpersonal skills
- Learn proper telephone technique and note taking
- Prepare for employment by exploring careers
- Develop business skills for handling data and money
- Develop photocopying skills
- Learn to solve problems individually and in groups
- Develop workplace readiness skills in reading, writing, math, communication, computers, problem solving, and decision-making

CAREER ACADEMIES

Career Academies were identified as component of the COMPASS School Reform plan. Currently listed under Goal One: Maximize Every Child's Learning in the Hampton City Schools 2015 Strategic Plan, Career Academies are based on the National Career Academies Coalition National Standards of Practice for career academies. These were developed by an informal consortium of national career academy organizations and draw from over 40 years of research and practice. The ten standards are key elements for successful, sustained implementation of academies. Research shows that academies make a positive difference in graduation and dropout rates, guiding career choices for young people, and in academic achievement. These Standards are a way to ensure that academies are adhering to rigor on multiple levels, including academics. Additionally, the term "career academy" is defined as a smaller learning community and provides an immersive academic experience with a career focus. The standards are vehicle for academies to share strategies, challenges and successes on a level playing field.

The Ten Standards are that each academy has a (n):

- 1) **Defined Mission And Goals;**
- 2) **Academy Structure;**
- 3) **Host District And High School;**
- 4) **Faculty And Staff;**
- 5) **Professional Development;**
- 6) **Governance & Leadership;**
- 7) **Curriculum & Instruction;**
- 8) **Employer, Higher Education & Community Involvement**
- 9) **Student Assessment; and**
- 10) **Cycle of Improvement.**

Students have the opportunity to participate in a variety of special programs designed to support and enhance their high school experience. These include:

- The New Horizons Regional Educational Center
- The New Horizons Governor's School for Science and Technology
- International Baccalaureate (Hampton High School)
- The Architecture and Applied Arts Academy (Kecoughtan High School)
- The Center for High Technology (Phoebus High School)
- The Health Science Academy (Bethel High School)
- The Information Design & Engineering Academy (Phoebus High School)

More information about Career Academies may be found @ www.ncacinc.org

GAiTE ACADEMY

The Governor's Academy for Innovation, Technology and Engineering (GAiTE) is designed to foster a vibrant economy for the Virginia Peninsula and the Commonwealth by creating a culture of innovation and technology. These careers are necessary for businesses to remain competitive in a global economy.

GAiTE's focus is on the Science, Technology, Engineering, and Mathematics (STEM) career cluster and is located within Hampton High School.

The goals of this academy are 85% of GAiTE Students:

- successfully take advanced mathematics beyond Algebra II by senior year;
- complete four years of science;
- earn dual enrollment credit;
- raise their awareness of the nature and value of engineering technology careers and workplace rewards;
- possess DOE Board of Education approved credentialing.

For more information on the GAiTE Plans of Study, Application process, and activities visit:<http://hhs.sbo.hampton.k12.va.us/>

ARCHITECTURE AND APPLIED ARTS ACADEMY

The Architecture and Applied Arts (AAA) Career Academy, housed at Kecoughtan High School, provides students with progressive coursework in the architectural and visual design fields. The focus of the AAA Academy is to develop students through rigorous academic and professional experiences. Students may choose one of four strands as a career focus: architectural design, civil engineering and building design, graphic arts, and fashion design. Students of the AAA Academy will be immersed in visual arts and design curriculum that is intertwined in an academic environment designed to help them become visually fluent, experience the career field of their choice and achieve college readiness.

Grade	Subject	Strand 1 (Architect)		Strand 2 (Architecture Engineering)	
		Course		Course	
9th	English	English 9/Honors		English 9/Honors	
	Math	Geometry/Alg. II Trig		Geometry/Alg. II Trig	
	Social	World History /Geography		World History /Geography	
	Science	Earth Science/Biology		Earth Science/Biology	
	Foreign	Foreign Language I		Foreign Language I	
	Health/P.E.	Health/P.E. 9		9 th grade Health/P.E.	
	Elective	Art Foundations: 2-D Design + Art Foundations: 3-D Design		Art Found: 2-D Design + Art Found: 3-D Design	
	Elective	Technical Drawing		Technical Drawing	
10th	English	English 10/Honors		English 10/Honors	
	Math	Alg. II Trig/Elem Functions		Alg. II Trig/Elem Functions	
	Social	World History II		World History II	
	Science	Biology/Chemistry		Biology/Chemistry	
	Foreign	Foreign Language II		Foreign Language II	
	Health/P.E.	Health/P.E. 10		Health/P.E. 10	
	Elective	Architectural Drawing and Design		Architectural Drawing and Design	
	Elective	Art Foundations: Cultural Art Forms		Sculpture	
11th	English	English 11/Honors/AP		English 11/Honors/AP	
	Math	Alg II Trig/Elem Functions/Calc		Alg II Trig/Elem Functions/Calc	
	Social	US History/AP		US History/AP	
	Science	Chem./AP Biology		Chem./AP Biology	
	Foreign	Foreign Language III		Foreign Language III	
	Required	Economics and Personal Finance		Economics and Personal Finance	
	Elective	AP Art History		AP Art History	
	Elective	Architectural Drawing and Design II		Engineering Exploration or Construction Technology	
12th	English	English 12/Honors/AP		English 12/Honors/AP	
	Math	Elem Functions/Calc./Stats		Elem Functions/Calc./Stats	
	Social	Government/AP		Government/AP	
	Science	AP Biology/Physics/AP Physics		AP Biology/Physics/AP Physics	
	Elective	Business Management & Business Law		Business Management & Business Law	
	Elective	Geospatial Technologies		Engineering Analysis and Applications or Production Systems	
	Academy	Portfolio Prep (Digital)		Portfolio Prep(Digital)	
	Academy	Capstone Project		Capstone Project	
Grade	Subject	Strand 3 (Applied Arts – Graphic Design)		Strand 4 (Applied Arts – Fashion Design)	
		Course		Course	
9th	English	English 9/Honors		English 9/Honors	
	Math	Geometry/Alg. II Trig		Geometry/Alg. II Trig	
	Social	World History /Geography		World History /Geography	
	Science	Earth Science/Biology		Earth Science/Biology	
	Foreign	Foreign Language I		Foreign Language I	
	Health/P.E.	Health/P.E. 9		Health/P.E. 9	
	Elective	Art Found: 2-D Design + Art Found: 3-D Design		Art Found: 2-D Design + Art Found: 3-D Design	
	Elective	Art Foundations: Cultural Art Forms		Art Foundations: Cultural Art Forms	
10th	English	English 10/Honors		English 10/Honors	
	Math	Alg. II Trig/Elem Functions		Alg. II Trig/Elem Functions	
	Social	World History II		World History II	
	Science	Biology/Chemistry		Biology/Chemistry	
	Foreign	Foreign Language II		Foreign Language II	
	Health/P.E.	Health/P.E. 10		Health/P.E. 10	
	Elective	Computer Graphic Design		Computer Graphic Design	
	Elective	Intro to Marketing		Intro to Marketing	
11th	English	English 11/Honors/AP		English 11/Honors/AP	
	Math	Alg II Trig/Elem Functions/Calc		Alg II Trig/Elem Functions/Calc	
	Social	US History/AP		US History/AP	
	Science	Chem./AP Biology		Chem./AP Biology	
	Foreign	Foreign Language III		Foreign Language III	
	Required	Economics and Personal Finance		Economics and Personal Finance	
	Elective	Advanced Marketing		Advanced Marketing	
	Elective	Art Foundations: Print Making		Fashion Design I	
12th	English	English 12/Honors/AP		English 12/Honors/AP	
	Math	Elem Functions/Calc./Stats		Elem Functions/Calc./Stats	
	Social	Government/AP		Government/AP	
	Science	AP Biology/Physics/AP Physics		AP Biology/Physics/AP Physics	
	Elective	Entertainment Marketing		Fashion Design II	
	Elective	Art Elective – Student Choice		Art Foundations: Textiles	
	Academy	Portfolio Prep		Portfolio Prep	
	Academy	Capstone Project		Capstone Project	

HEALTH AND MEDICAL SCIENCES CAREER ACADEMY

(housed at Bethel High School)

The Health and Medical Sciences Career Academy (HMSA) is an immersive education environment focused on building a foundation of medical knowledge, skills, and experiences in students while completing high school. With this foundation, students will make informed decisions to pursue education, training, and licensing in healthcare and related careers. By being part of this career academy, students will apply their core academics in the context of medical careers to help them find the path that best suits their aptitudes and interests.

Academy Strands

Students may pursue their high school course offerings in three career stands related to the field of health and medical science:

Strand 1: Medical Doctor, D.D.S., RN, LPN

Strand 2: Technical, Bio-Engineering, Medical Equipment

Strand 3: Allied Health (to include a variety of industry certification programs)

Application Process: Students entering the ninth grade will be able to apply to enroll in the HMSA. Download an application @ http://bhs.sbo.hampton.k12.va.us/hmsa/docs/2011_12application.pdf. All applications are due by March 1, 2012. Please note that this is a multi-part application (Parent, Student, School Counselor and Teacher Recommendation are all required).

Application approval is required for participation in the Academy. Space is limited to 60 students and all out of zone students must provide their own transportation. If you have any questions please view the Health Occupations Brochure or contact the Guidance & Counseling Department at 825.4424.

Grade	Subject	HMS Academy Strand 1 (Dr. D.D.S., RN, LPN)	HMS Academy Strand 2 (Technical, Bio-Engineering, Medical Equipment)	HMS Academy Strand 3 (Allied Health to include industry certifications)
9th	English	Honors English 9	English 9	English 9
	Math	Geometry/Alg II/Alg II Trigonometry	Algebra I/Geometry	Algebra I/Geometry
	Soc. Stud.	World History I/Geography (H)	World History 1	World History 1
	Science	Biology	Biology	Biology
	F. Lang.	Latin 1*	Latin 1*	Spanish 1
	H/PE	9th Grade H/PE	9th Grade H/PE	9th Grade H/PE
	Elective	Health Occupations	Health Occupations	Health Occupations
	Elective	9th Grade E-List	Technical Drawing or Communications Systems	Communications Systems
10th	English	Honors English 10	English 10	English 10
	Math	Alg II/Alg II Trig/Elem Functions	Geometry/Alg II/Alg II Trigonometry	Geometry/Alg II/Alg II Trigonometry
	Soc. Stud.	World History II	World History II	World History II
	Science	Chemistry	Chemistry	Chemistry
	F. Lang.	Latin II	Latin II	Spanish II
	H/PE	10th Grade H/PE	10th Grade H/PE	10th Grade H/PE
	Elective	Medical Term	Medical Term	Medical Term
	Elective	10th Grade E-List	Engineering Dwg & Design or Imaging Tech	Imaging Technology
11th	English	Honors English 11/AP	English 11	English 11
	Math	Alg II Trig/Elem Functions/PreCal	Alg II/Alg II Trig/Prob Stat/Elem Functions	Alg II/Alg II Trig/Prob Stat/Elem Func
	Soc. Stud.	US History Honors/AP	US History	US History
	Science	Biology AP/Physics/Physiology/Forensics	Biology AP/Physiology/Forensics	Biology AP/Physiology/Forensics
	F. Lang.	Latin III/F. Lang 1	Latin III/F. Lang 1	YR 1 NHREC Medical Elective
	H/PE	Sports Med	9th Elective	9th Elective
	Elective	HMS	HMS	HMS
	Elective	Economics & Personal Finance	Economics & Personal Finance	Economics & Personal Finance
12th	English	Honors English 12/AP	English 12	English 12
	Math	Pre Cal/AP Calculus/Prob Stats	Pre Cal/Prob Stat	Pre Cal/Prob Stat
	Soc. Stud.	Government Honors/AP	Government	Government
	Science	Physics/Physiology/Anatomy/Forensics	HMS Elective	HMS Elective
	F. Lang.	Latin IV/F. Lang II	Track Elective	Year 2 NHREC Medical Elective
	Elective	HMS Elective	Track Elective	Track Elective

HMS Elec: Sports Med, Food& Nut., Psychology, AP Psychology, Parenting, Health Occupations (2)

9th Elec: Principles of Business, Communication Systems, Tech Drawing, Digital Input, Journalism

10th Elec: Completer list for 9th Grade Elective as per APG

Track Elec: EMT 1 & 2, Firefighting, LPN, Med Asst. Cert Nurse Asst.

Future Elec: (9) Intro to Fam & Human Services, (10-12) Fam & Human Services I II,

*Applicants who are already in a foreign language other than Latin in the middle school can continue in that language.

INFORMATION DESIGN AND ENGINEERING ACADEMY

(housed at Phoebus High School)

The Information Design and Engineering Career Academy (**IDEA**) serves students that aspire to be information designers or engineers by providing a rigorous curriculum supported by 21st Century technology. The IDEA academy prepares students for post-secondary education and career readiness by maintaining high standards of personal responsibility and student expectations in an academic environment enhanced by industry knowledge and expertise.

Academy Strands:

Strand 1: Engineering (Engineer, Engineering Technologist, Manufacturing Technician, Robotics Technician)

Strand 2: Information Technology & Design (Business Programmer, Video Game Programmer, Web Designer)

Strand 3: Media Technology & Design (Graphic Designer, Videographer, Print Technologist in vinyl, screen, embroidery, etc.)

Apply at <http://phs.sbo.hampton.k12.va.us/ide-academy>

Grade	Subject	IDE Academy Strand 1 (Engineering)	IDE Academy Strand 2 (Information Technology & Design)	IDE Academy Strand 3 (Media Technology & Design)
9th	English	English 9 Honors	English 9	English 9
	Math	Geometry/Algebra II/Alg II Trigonometry	Geometry/Algebra II/Alg II Trigonometry	Geometry/Algebra II/Alg II Trigonometry
	Soc. Stud.	World History I/Geography (H)	World History I	World History I
	Science	Biology	Biology	Biology
	F. Lang.	Foreign Language I/II	Foreign Language I/II	Foreign Language I/II
	H/PE	9th Grade H/PE	9th Grade H/PE	9th Grade H/PE
	Elective	PLTW Intro To Eng. Design	IT Fundamentals	Communications Systems
Elective	Basic Tech Drawing	Art Animation I	Journalism/Public Speaking	
10th	English	English 10 Honors	English 10	English 10
	Math	Algebra II/Alg II Trig/PreCal/Elem Func	Algebra II/Alg II Trig/Elem Functions	Algebra II/Alg II Trig/Elem Functions
	Soc. Stud.	World History II	World History II	World History II
	Science	Chemistry	Chemistry	Earth Science/Chemistry
	F. Lang.	Foreign Language II/III	Foreign Language II/III	Foreign Language II/III
	H/PE	10th Grade H/PE	10th Grade H/PE	10th Grade H/PE
	Elective	Principles of Engineering	Web Page Design/Video Game/Intro Marketing	Imaging Technology
Elective	Robotics I	Art Animation II	Acting I/Technical Drama	
11th	English	English 11 Honors/AP English	English 11	English 11
	Math	Elem Functions/Pre Calculus/AP Cal AB	Elem Functions/PreCal/Prob Stat	Elem Functions/PreCal/Prob Stat
	Soc. Stud.	US History AP	US History	US History
	Science	Physics/AP Physics	Biology AP/Physiology/Forensics	Biology II/ Chemistry/E Sci II
	F. Lang.	Foreign Language III/IV/For Lang I	Foreign Language III/IV	Foreign Language III/IV
	Elective	CTE - Student Selected	Economics and Personal Finance	Video and Media Technology
	Elective	Computer Integrated Manufacturing	Advanced Web Page Design/Marketing/Intro Mark	Acting II/Directing/Music Prod Pro Tools
Elective	Robotics II	Art Animation III	Creative Writing	
12th	English	English 12 Honors/ AP	English 12	English 12
	Math	AP Cal AB/AP Cal BC/AP Prob Stats	Elem. Functions/Pre-Cal/AP Cal AB	Elem. Functions/Pre-Cal/AP Cal AB
	Soc. Stud.	Government AP	Government	Government
	Science	AP Physics/Anatomy/Forensics/AP Env Sci	Physiology/ Forensics/Physics	Chemistry/Physics
		Economics and Personal Finance	Video Game Programming	Technology/Design Elective
		Engineering Design and Dev. (Capstone)	Marketing/ Intro Marketing	Economics and Personal Finance
	Elective	Digital Electronics	Academy Capstone	Academy Capstone
Foreign Language IV/V/AP or For Lang II		Internship/Fashion Marketing/Sports Marketing	Internship/Fashion Marketing/Sports Marketing	

NEW HORIZONS REGIONAL CAREER and EDUCATION CENTER

- The New Horizons Regional Center is a comprehensive regional education institution serving Gloucester, Hampton, Newport News, Poquoson, Williamsburg, James City County and York County
- Students wishing to attend should obtain applications from their high school counselor
- This is a time-shared program
- Students attend classes at both New Horizons and their home school
- Courses may be taught at either the Hampton (Butler Farm Road) or the Newport News (Woodside Lane) Campus
- Courses may be 1-year or 2-year programs
- Courses are available in the morning or afternoon
- Enrollment in certain courses may earn up to 1 or 2 semesters of college credits from Thomas Nelson Community College or Tidewater Community College
- Most courses provide the opportunity for industry certification
- For more information visit the web site at: www.nhrec.org or call 766-1100



NEW HORIZONS CAREER AND TECHNICAL EDUCATION COURSE OFFERINGS SY 2012-2013

(One-year programs are labeled in Career Cluster column. Unlabeled programs are two-year offerings)

CAREER CLUSTERS	COURSES	CAMPUS* (Woodside Lane/ Butler Farm)	AM/PM SESSION	COLLEGE CREDITS	INDUSTRY CREDENTIAL(S)	VERIFIED CREDITS
Automotive Technology (1 yr program)	Auto Body Prep	Butler Farm	PM only			
	Auto Body Repair I, II	Both	BF: AM; WL: Both		NOCTI	1
(1 yr program)	Auto Detailing/Service	Butler Farm	AM only			
(1 yr program)	Auto Maintenance	Butler Farm	PM Only		ASE/AYES	
	Automotive Technology I, II	Butler Farm	Both	17 TNCC	ASE/AYES	1-2
Construction Technology (1 yr program)	Carpentry I, II	Woodside Lane	Both		NOCTI	1
	Basic Carpentry	Woodside Lane	AM only			
(New Offering) (1 yr program)	Electricity and Renewable Energy	Butler Farm	Both		NOCTI	1
	HVAC I, II	Butler Farm	Both	4 TNCC	EPA Technician	1
Engineering/Manufacturing Technology (1 or 2 yr program)	Intro to Electronics and Robotics Advanced Robotics/Fiber Optics#	Butler Farm	Both		NOCTI Fiber Optics	1-2
(1 or 2 yr program)	Machine Technology Computer Numerical Control Mach.#& Welding I, II	Butler Farm	PM only	3 TNCC 6 TNCC	NOCTI	1
	Dental Assistant I, II	Butler Farm	I-AM; I&II-PM		AWS SENSE/NOCTI X-Ray Cert., NOCTI	1-2
Health Sciences (1 yr program)	Medical Assistant	Both	BF: Both; WL: PM		NOCTI	1
	Nursing Assistant	Both	BF: Both; WL: AM		NHA Certification Cert. Nursing Assistant	1
(New Offering) (1 yr program)	Pharmacy Tech	Butler Farm or Woodside Lane	Both		Va. Pharmacy Tech Exam	1
(1 yr program)	Veterinary Assistant	Woodside Lane	Both			
	Barbering I, II	Woodside Lane	AM only		State Licensure/NOCTI	1-2
Human Services	Cosmetology I, II	Both	Both		State Licensure/NOCTI	1-2
	Early Childhood Education I, II	Butler Farm	Both	6 TNCC	NOCTI	1
Information Technology (1 yr program)	Computer Networking	Butler Farm	Both		NOCTI/Net Plus	1-2
	Criminal Justice	Both	BF: AM;WL: Both	6 TNCC	NOCTI	1
Public Service (1 yr program)	Emergency Medical Technician@	Butler Farm	Both	13-14 TNCC	EMT-B	1
(1 yr program)	Fire Fighter	Butler Farm	PM only	6 TNCC	Fire Fighter I & II	1

NOTE: All course offerings listed above are contingent upon the necessary number of students enrolling in them. If a class does not attain minimum requirements then it may be cancelled. As such, students are strongly encouraged to choose more than one course when completing an enrollment application

* The Butler Farm (BF) Campus is located at 520 Butler Farm Road in Hampton VA while the Woodside Lane (WL) Campus is at 13400 Woodside Lane in Newport News, Virginia.

Although these courses are part of a two-year program sequence, select students may take without completing the first year. See program guide for details.

@Selected students may be invited to return for a second year program. Very limited number of positions available.

&Courses will be taught through Thomas Nelson Community College and there are a limited number of positions available. Students will be interviewed by instructor prior to admission.

The GOVERNOR'S SCHOOL for SCIENCE and TECHNOLOGY

The Governor's School for Science and Technology at New Horizons Regional Education Center is operated by Gloucester, Hampton, Poquoson, Newport News, Williamsburg-James City County, and York County Schools. In keeping with our 21 year history of providing a distinguished science curriculum to the region's gifted high school students, the Governor's School is restructuring its curriculum to provide a cohesive, innovative science and mathematics program. Dedicated to developing academic talent and leadership in science and technology for student acceptance into the top universities in the country, the program will

- Embrace quality programming standards for gifted students recommended by the Virginia Department of Education and the National Association for Gifted Children
- Provide a cohesive sequence of courses in science, research, and mathematics
- Provide opportunities for social peer interaction, as well as career and college guidance
- Provide leadership education and development throughout the program

Multifaceted, Rigorous Academics

As 10th graders, students will select a strand as the focus for their Governor's School experience. Each strand provides a unique emphasis on both the science subject matter and the associated career fields. Students will be able to participate in one of the following three strands:

The Engineering Strand involves an intense, rigorous study of fundamental principles of engineering and calculus-based physics. Students develop a passion for calculus and physics during their junior year. Building a robot, constructing a fuel cell, and then proceeding to on-line technology that studies airbag deployment principles in automobiles are just a few of the engineering activities students experience in the course. The ideas of Maxwell and Hawking are studied during the senior year. Understanding the physics behind such inventions as the TV, computers, and magnetic resonance imaging technology round out the senior year.

The Biological Science Strand provides insights into organic and inorganic chemistry in conjunction with cell and molecular biology by employing advanced technologies utilized in medicine, forensic science, and research labs. An advanced level understanding of biology and chemistry sets the stage for senior students to argue controversial topics concerning the environment. Analyze water quality and biodiversity during monthly sampling of a nearby pond. Extensive field work and laboratory analysis generates a nine-month database for a more comprehensive understanding of our local environment.

The Scientific Programming Strand combines the study of structured and object-oriented programming with applications in practical, non-calculus based, physics scenarios. The best of two worlds! Develop insight into applying computer programming techniques to real world situations. Physics topics include classical mechanics, fluid dynamics and thermodynamics. Using "calling functions" to study the speed of sound in objects and analyzing operator overloading are just a few of the unique approaches to

master C/C++ in a Unix environment while learning physics! The second year course will include features of microprocessors and assembly language programming.

With small class sizes and advanced-degreed faculty, the learning environment at the Governor's School is truly unique. Each course has been specifically structured to incorporate best practices for gifted students. Each strand requires completion of one year high school biology, one year of high school chemistry, and Algebra II/Trig prior to admission. For the engineering strand, students must have successfully completed Math Analysis (Pre-Calculus) prior to admission. All strands encompass a math course during both the junior and senior year. Placement in the appropriate math course will be determined upon admission at the end of 10th grade. In addition, each strand will foster research through a Research Methods and Ethics course the junior year and an Honors Research and Mentorship placement the senior year. In total, students will spend approximately 3 hours daily at the Governor's School, taking three courses each year during the two-year program.

Scientific Research Experience

During their two years at the Governor's School, students will experience the 'doing' of science through classroom experimentation and conducting their own research.

The junior year research experience involves various aspects of research methodology, ethics and statistics, critical thinking skills, scientific writing and communication skills, and a research project for submission to Tidewater Science Fair.

During the senior year, students participate in an Honors Research and Mentorship experience with a professional. Final projects are presented to the local scientific and professional community as a culminating experience in May. The opportunity to work with a professional in research is an invaluable experience toward career pursuits.

Applied Leadership

A variety of school activities, clubs, and competitions provide students with opportunities to cultivate their leadership skills. Social interaction and community-building are integral components of the program. The Student Advisory Board provides another opportunity for students to lead their peers in the organization of the program and school travel activities.

Admissions Procedures

Test scores as well as teacher recommendations and course grades will be used to determine which students will be invited to participate in the Governor's School Pre-Admissions Series offered in 9th and 10th grade. Designated students will take prerequisite courses offered in their high schools and will participate in a variety of specific activities offered at the school that will acquaint with and prepare them for the two year program. Final admission in the spring of 10th grade will determine acceptance for the upcoming school year.

For more information, visit our web site at www.nhgs.tec.va.us

Program Model for GSST
Starting 2012-13 School Year
 (High School and College Credit Subject to Review)

Engineering Strand (Prerequisite Pre-Calculus)

11th grade year	Calculus-based Engineering Physics I: Foundations & Modeling 2 HS/4 TNCC credits	Research Methodology & Ethics 1 HS/3 TNCC credits	Calculus 1 HS/8 TNCC credits	4 HS/15 college credits
12th grade year	Calculus-based Engineering Physics II: Maxwell to Hawking 2 HS/4 TNCC credits	Env Sci /HR/M 2 HS credits for Env Sci / HR / M 4 TNCC credits for Env Sci 2 TNCC credits for HR/M	Multivariable (MV) - Linear Algebra (LA) / Statistics 1 HS/7 TNCC credits for MV-LA 1 HS/3 TNCC credits for Statistics	5 HS/13-17 college credits
Total				9 HS/28-32 college credits

***Biological Science Strand (Prerequisite HS Biology, HS Chemistry and Algebra II/Trig)**

11th grade year	Advanced Chemical Analysis 2 HS/8 TNCC credits	Research Methodology & Ethics 1 HS/3 TNCC credits	Modern Pre-Calculus / Calculus 1 HS/6 TNCC credits for Pre-Calculus 1 HS/8 TNCC credits for Calculus	4 HS/17-19 college credits
12th grade year	Advanced Biological Analysis 2 HS/8 TNCC credits	Env Sci /HR/M 2 HS credits for Env Sci / HR / M 4 TNCC credits for Env Sci 2 TNCC credits for HR/M	Calculus / MV-LA /Statistics 1 HS/8 TNCC credits for Calculus 1 HS/7 TNCC credits for MV-LA HS/3 TNCC credits for Statistics	5 HS/17-22 college credits
Total				9 HS/34-41 college credits

Scientific Programming Strand (Prerequisite Algebra II/Trig)

11th grade year	Inquiry Physics & Scientific Programming I – Dynamics 2 HS/estimate 7 TNCC credits	Research Methodology & Ethics 1 HS/3TNCC credits	Modern Pre-Calculus / Calculus 1 HS/6 TNCC credits for Pre-Calculus 1 HS/8 TNCC credits for Calculus	4 HS/16-18 college credits
12th grade year	Inquiry Physics & Scientific Programming II – Digital Devices 2 HS/estimate 4 TNCC credits	Env Sci /HR/M 2 HS credits for Env Sci / HR / M 4 TNCC credits for Env Sci 2 TNCC credits for HR/M	Calculus / MV-LA /Statistics 1 HS/8 TNCC credits for Calculus 1 HS/7 TNCC credits for MV-LA 1 HS/3 TNCC credits for Statistics	5 HS/13-18 college credits
Total				9 HS/29-36 college credits

***Biological Science - It is recommended that students take high school Physics at their home school division.**

INTERNATIONAL BACCALAUREATE PROGRAM

The **Hampton High School International Baccalaureate World School** offers 2 college preparatory IB programs:

1. Diploma Program - for grades 9-12. Students must apply.

- a. Pre-Diploma Program for 9th and 10th
- b. IB Program for 11th and 12th

2. Certificate Program - Any student in the 11th and 12th grade may take up to 2 IB courses. Most IB courses are 2-year courses. They require end-of-course examinations at the end of year 2 unless otherwise indicated.

Diploma Program students are eligible to receive the International Baccalaureate Diploma upon graduation. Students must also meet state specific graduation requirements (health & PE, fine arts, and CTE).

Criteria for application to the Diploma Program are:

- Completion of these courses by end of 8th grade:
- Algebra I
- *French I or Spanish I preferred
- Minimum GPA of 3.0
- Teacher recommendations
- Personal interview
- Essay
- Passed all SOL exams

Applications are available in middle school guidance offices, in the IB office at Hampton High School guidance, and on the division IB website. Students in the upper grades are also eligible to apply. Please contact the District Coordinator at 896-5745.

Applications and course information are available on the HHS IB Magnet Center website:

<http://www.sbo.hampton.k12.va.us/ib/ibwebsite>

*Students without a foreign language in 8th grade are eligible to apply. However, it is **strongly** recommended that all students make every attempt to take either Spanish I or French I before 9th grade.

** (SL) indicates IB Standard-Level; (HL) indicates IB Higher-Level. Higher-level courses are taught at greater depth and complexity.

Hampton High School International Baccalaureate 4-Year Plan

Groups	Grade 9	Grade 10	Grade 11	Grade 12
Group 1: Language A	English 9	English 10	English 11 HL	English 12 HL
Group 2: Language B	French I French II French III Spanish I Spanish II Spanish III Latin I Latin II	French II French III French IV SL or HL Spanish II Spanish III Spanish IV SL or HL Latin II Latin III	French III SL French IV SL or HL French V SL or HL Spanish III SL Spanish IV SL or HL Spanish V SL or HL <i>ab Initio</i> German I/II SL	French IV SL French V SL or HL Spanish IV SL Spanish V SL or HL Spanish VI SL or HL <i>ab Initio</i> German II/III SL
Group 3: Individuals & Societies	AP Human Geography AP World History	AP or H Government	History of Americas HL	World History Topics HL
Group 4: Experimental Sciences	Biology	Chemistry	Biology I HL Chemistry I SL or HL or AP Chemistry Physics I SL AP Environmental Science	Biology II HL Chemistry II SL or HL Physics II SL IB Environmental Systems SL
Group 5: Mathematics <i>Placement in math courses is based on student performance and teacher recommendation.</i>	Geometry Algebra II/Trigonometry Pre-Calculus	Algebra II/Trigonometry PIB Pre-Calculus (Math SL I) <i>OR</i> Elementary Functions AP AB Calculus	Math SL I or Math Studies I/II AP Calculus BC or Math SL II Math SL I or Math Studies I/II AP Calculus BC (Math HL I)	Math SL II AP Statistics Math HL II AP Calculus AB or BC Math SL II AP Statistics Math HL II
Group 6: Electives and VDOE Requirements	Health & PE 9	Health & PE 10/Driver's Ed BE Economics & Personal Finance	IB ITGS SL (1 year) IB Psychology SL (1 year) 2 nd subject I in Group 2 or 4 Visual Arts I SL or HL	2 nd subject II in Group 2 or 4 Visual Arts II SL or HL
IB Components	Inquiry		IB Theory of Knowledge I	IB Theory of Knowledge II

GED PROGRAMS FOR HIGH SCHOOL STUDENTS

While Hampton City Schools (HCS) would like to see all students graduate with a standard diploma, we realize that some face challenges that make it difficult to meet that goal. As students become older and encounter circumstances that put them behind in their studies, they may begin to see graduation as an unreachable goal. Many think about dropping out, however, HCS would like these students to consider other options for gaining a high school credential. If a standard diploma is no longer a realistic goal for you, please consider the GED (General Educational Development) test. The test is recognized by over 90% of employers and accepted by a majority of colleges and universities. It is considered the equivalent of a high school diploma in many states and it is available to Hampton City Schools students through two unique programs. For more information, ask your school counselor or contact the program coordinator at 727-1327.

- This program is designed for highly motivated students with strong skills in reading and mathematics as well as core knowledge in the basic subject areas
- Students must make certain minimum entry test scores to be eligible to participate. These regulations come from the Department of Education and are referred to as ISAEP (Individual Student Alternative Education Plan) regulations
- Students normally receive the GED credential within one school year
- Students attend classes 15 hours weekly at the Adult Education Center located on Thomas Street
- Classes are scheduled to meet students' needs 3 days per week, mornings or afternoons
- Students are expected to be employed or eligible for employment
- Before taking the GED test, students must have completed a vocational program component, which includes an employment experience (paid or volunteer)
- Students who wish to enter the program must take three entry tests, the Test of Adult Basic Education (TABE), the GED Official Practice Test, and the Career Scope vocational assessment. To begin the process, students fill out the GED referral form with their guidance counselor and it is sent to Adult Education for processing. After taking initial assessments, students and parents meet with the ISAEP coordinator to go over results and make a joint decision about entry to the program
- There is a vocational education component required to complete the program. Students must master workplace essential skills and have at least 40 hours of documented real world work experience — either volunteer or paid employment.

Alphabetical Listing of Course Offerings

CAREER AND TECHNICAL EDUCATION (CTE)

Pages 34 - 42

Business & Information Technology

- Economics & Personal Finance
- Principles of Business & Marketing
- Accounting
- Accounting Advanced
- Business Law
- Business Management
- Business Virtual Enterprise
- Computer Information Systems
- Computer Information Systems, Advanced
- Information Technology (IT) Fundamentals
- Introduction to Video Game Programming
- Web Page Design
- Web Page Design, Advanced
- Senior Mentorship

Family and Consumer Sciences

- College and Career Pathways
- Life Planning
- Parenting
- Relationships
- Nutrition and Wellness
- Independent Living
- Culinary Arts, Introduction
- Culinary Arts I, II, III
- Fashion Design Occupations
- Teacher Cadet I & II (Virginia Teachers for Tomorrow)

Junior Reserve Officers Training Corps (JROTC)

- JROTC I
- JROTC II
- JROTC III
- JROTC IV

Marketing

- Marketing, Introduction
- Marketing, Cooperative Education
- Marketing, Advanced Cooperative Education
- Marketing, Sports Entertainment & Recreation
- Marketing Virtual Enterprise
- Fashion Marketing
- Fashion Marketing Cooperative Education
- Fashion Advanced Cooperative Education

Technology Education

- Technical Drawing/Design
- Engineering Drawing/Design
- Advanced Engineering Drawing/Design
- Architectural Drawing/Design
- Advanced Architectural Drawing/Design
- Communication Systems
- Imaging Technology

- Video and Media Technology
- Engineering, Exploration
- Geospatial Technologies
- Engineering, Advanced
- Construction Technology
- Materials and Processes Technology
- Production Systems

Project Lead the Way Program (PLTW)

- PLTW - Introduction to Engineering Design
- PLTW - Principles of Engineering
- PLTW - Digital Electronics
- PLTW - Computer Integrated Manufacturing
- PLTW - Engineering Design and Development

Trade and Industrial Education

- Robotics I – II

Transition Plan Career Courses

- Education for Employment, Introduction
- Education for Employment I – II
- Office Specialist I – III
- Business Individualized Program

ENGLISH

Pages 15 - 16

- English 9 – 12

English Advanced Placement Courses

- AP English/Language 11
- AP English/Literature 12

English Electives

- English Capstone Senior Seminar
- Journalism I – IV & Yearbook I – IV
- Creative Writing
- Advanced Creative Writing
- Creative Writing III
- Public Speaking
- Technical Drama
- Acting I
- Acting II/Directing
- Acting III/Dramatic Literature & History
- ACT/SAT Critical Reading Prep

FINE ARTS/MUSIC

Pages 26-30

- Marching Band (Grades 9-12)
- Intermediate Band
- Concert Band
- Symphonic Band
- Percussion – Drum Line
- Jazz Band (Grades 10-12)
- Band Auxiliary

Alphabetical Listing of Course Offerings

- Guitar I – III
- Guitar Ensemble
- Mixed Choir
- A Cappella Choir
- Concert Choir
- Men's Choral Ensemble
- Women's Choral Ensemble
- Small Vocal Ensemble
- Music Theory (Grades 10-12)
- AP Music Theory (Grades 10-12)
- Music Production – Pro Tools (Grades 10-12)

Fine Arts/Visual Arts

- Art Appreciation
- Art Foundations (2D – 3D Design)
- Art Foundations (Cultural Art Forms)
- Sculpture
- Advanced Drawing
- Advanced Painting
- Art Portfolio Prep (Non AP)
- AP Studio Art
- Art History (Non AP) – Modern Art
- AP Art History
- Computer Graphic Design
- 3D Computer Animation (Level I – III)

FOREIGN LANGUAGE

Pages 30 – 33

- Modern Foreign Language I – V
- Latin I – IV
- AP Spanish Language Course
- English as a Second Language (Level I – IV)

MATHEMATICS

Pages 17 – 19

- Algebra I
- Algebra I Double Block
- Geometry
- Geometry Double Block
- Algebra II
- Algebra II/Trigonometry

Mathematics Electives

- Algebra, Functions & Data Analysis
- Mathematics Capstone Course
- Computer Math
- Pre-Calculus
- Elementary Functions
- Probability and Statistics
- Personal Living & Finances
- ACT/SAT Math Prep

Mathematics Advanced Placement Courses

- AP Computer Science
- AP Calculus AB
- AP Calculus BC
- AP Statistics

SCIENCE

Pages 20 – 21

- Biology
- Earth Science
- Chemistry
- Physics

Science Electives

- Earth Science II: Introduction to Oceanography
- Biology II: Anatomy/Physiology
- Biology II: Ecology
- Chemistry II – Forensic Science

Science Advanced Placement Courses

- AP Biology
- AP Chemistry
- AP Physics
- AP Environmental Science

SOCIAL STUDIES

Pages 22 – 24

- World Geography
- World History I: World History & Geography to 1500
- World History II: World History & Geography, 1500 – present
- Virginia & U.S. History
- Virginia & U.S. Government

Social Studies Electives

- Introduction to Sociology
- Psychology
- African American Studies

Social Studies Advanced Placement Courses

- AP Human Geography
- AP World History
- AP United States History
- AP European History
- AP Government & Politics: U.S.
- AP Government & Politics: Comparative
- AP Microeconomics / AP Macroeconomics
- AP Psychology

WELLNESS EDUCATION

Pages 24 – 25

- Health Education (Grade 9)
- Grade 10 Health & Driver Education
- Physical Education (Grade 9)
- Physical Education (Grade 10)

Wellness Education Electives

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- Advanced Health Education (Grades 11 – 12)
- Grade 11 Advanced Physical Education (Grades 11 – 12)
- PE 11 Individual & Team Sports
- PE 11 Lifetime Sports, Rhythms, Dance
- PE 11 Personal Fitness: Weight Training, Conditioning & Aerobics
- Grade 12 Advanced Physical Education (Grades 11 – 12)
- PE 12 Individual & Team Sports
- PE 12 Lifetime Sports, Rhythms, Dance
- PE 12 Personal Fitness: Weight Training, Conditioning & Aerobics

CAREER ACADEMIES

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GAITE ACADEMY

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ARCHITECTURE & APPLIED ARTS ACADEMY

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HEALTH & MEDICAL SCIENCES CAREER ACADEMY

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The GOVERNOR'S SCHOOL for SCIENCE & TECHNOLOGY

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Content collected by:
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Revised November 2012

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HAMPTON CITY SCHOOLS

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