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I. INTRODUCTION

This Program of Studies is designed to assist students and their parents in preparing their schedule requests for the 2024-2025 school year.

A. Philosophy of H-B Woodlawn The H-B Woodlawn Program is designed to give secondary school students greater responsibility for the direction of their own education. Our students exercise this authority in the selection of courses and independent study options, setting of educational goals, use of their own time, control of their personal behavior, and participation in the governance of the school.

Students can learn to be responsible for themselves and their own education. To that end, the H-B Woodlawn Program fosters:

- ✓ **Self-directed learning** Every student is an individual and therefore possesses individual needs and abilities. Students that play an active role in their own education will experience learning in its highest form, building confidence, independence and responsibility.
- ✓ **A caring community** Because every student is unique, differences are accepted and valued. This respect for the individual leads to trust, which is the foundation of the school. HBW places trust in the individual's ability to make choices and take responsibility for themselves and for the community. This trust includes an expectation of success, but also allows for students to make mistakes and learn from them. Respect and trust is mutual between teachers and students.
- ✓ **Self-governance** Administrative, and whenever possible, educational decisions are made within the school community through a Town Meeting system that is egalitarian and democratic. Town Meeting is the single governing body for the entire school. It is run by students who each hold an equal vote with staff to create new policy for the school. Students are encouraged to take an active role in their education and in their school through Town Meeting. Self-governance extends to the individual level for all students and staff with regard to all behaviors and achievement at school.
- ✓ **Equity** Every student brings unique experiences and background to our learning community. We are committed to ensuring each student receives what they need to reach their academic and social potential. We strive to embed equitable and inclusive practices in all aspects of the H-B Woodlawn community.

B. Curriculum Choices at H-B Woodlawn Students accept the limitations in program offerings when they enter H-B Woodlawn. We do not offer home economics, technical education, industrial arts classes and various other classes offered at the comprehensive middle and high schools.

C. The Role of H-B Woodlawn as a Combined Middle and High School

The H-B Woodlawn Program is a combined middle and high school, but since the essential nature of our philosophy crosses all grade levels, the various levels of instruction and counseling co-exist peacefully. The schedule, use of time, methods of instruction, and use of staff vary from grade level to grade level. The philosophy of encouraging student self-reliance and participation in education increases as students progress through the grades. Since teachers subscribe to this philosophy, the staff crosses the grade levels for both philosophical and practical scheduling reasons.

D. Equity & Excellence Program The Equity & Excellence Program administers a variety of countywide academic programs. The program assists students and families in the attainment of academic excellence by matching and monitoring students' involvement with pre-existing as well as self-initiated educational and/or culturally enriching opportunities. The Equity & Excellence program encourages students to take challenging courses throughout their academic careers, helping to ensure that students have equal access to all academic programs, encouraging students to discover and utilize resources that will help them progress towards their personal goals, teaches students to become positive and effective self-advocates, and exposes students to the rigors and expectations of the next level of education.

E. H-B Woodlawn Library The H-B Woodlawn Library is open to students from 9:00 am to 4:10 pm. We maintain an open-door policy. Students may borrow books, eBooks, audiobooks and DVDs as needed. We promote reading for pleasure and have an extensive fiction collection, recognizing that “choice reading” is a critical foundation to expanding world-view and “learning to learn.” We support the “21st Century Standards” as put forth by the American Association of School Libraries (AASL), encouraging students to embrace learning as a life-long process. We recognize that the ability to find, use and evaluate information in all forms is critical for the workers of tomorrow. Library staff teaches these goals to students and staff and collaborates with classroom teachers as they seek to reinforce them.

F. Gifted Services Gifted Services at H-B Woodlawn are provided through a collaborative resource model in which the classroom teacher works with the resource teacher for the gifted to develop and present differentiated learning experiences for gifted students within the regular classroom. The full-time resource teacher for the gifted is available to provide support to teachers, students, and parents. The resource teacher provides information and assistance in the areas of curriculum development, instructional methods, identification procedures, summer programs, staff development, and advocacy for gifted students. In the fall, all parents are invited to an evening informational meeting about gifted services at H-B Woodlawn.

II. MIDDLE SCHOOL SECTION

The Middle School program is designed to help students become capable, self-directed learners and responsible citizens. The program also focuses on helping students develop an understanding of themselves as learners and on giving them the confidence and skills they need to advocate for themselves. We want our students to leave middle school with the academic, learning, organizational, advocacy, and problem-solving skills they will need to succeed in the high school program.

A. INFORMATION FOR THE MIDDLE SCHOOL

1. The Role of the TA in Course Selection

- ✓ help students understand the course selection packet, which is distributed in February
- ✓ review the Program of Studies and answer questions about individual courses
- ✓ help students complete the course request form
- ✓ review the course request forms after they are submitted by the students and signed by parents
- ✓ help students complete the Arena Scheduling process in June where they practice the scheduling steps they will use in grades 9-12

2. Requirement for Promotion from Middle School to High School

To be promoted to grade 9 from grade 8, a student must successfully complete Math 8, English 8, Science 8, and World Geography.

B. COURSE DESCRIPTIONS FOR GRADES 6, 7, AND 8

1. 6th Grade - CORE Curriculum

Science 6 (14105) Science content at the 6th-grade level is directly focused on the Virginia Standards of Learning. These SOLs are addressed through the use of the adopted textbook materials provided by the county, teacher/student-designed projects, and field trips. Students learn to use experimental design and data analysis to guide their investigations into Force, Motion, Energy, Matter, Living Systems, and Earth/Space Science. Sixth graders are introduced to experimental design that includes an understanding of hypotheses and variables. All units are hands-on, supported by technology, text and outside readings. There are various projects required throughout the year.

English 6 (11109) The English 6 program strives to create well-rounded thinkers who are able to express, comprehend and question. The English program stresses oral language, grammar, reading and writing. Students participate in discussions, group projects and presentations in order to become comfortable speaking and listening on an academic level. Short stories, poetry and novels allow the class to explore the different experiences while honing comprehension skills and higher order thinking. Grammar is reviewed and examined in student work. Various types of writing, such as narratives, descriptions and explanations, are employed to ease and perfect the writing process. Working with others is integral to the English 6 experience as students learn to appreciate their own contributions as well as the contributions of others. A reading *SOL* test is given at the end of the 6th grade.

Math 6 (13110) Students are placed at the appropriate level into either Math 6 or Pre-Algebra for 6th graders by the APS Math office using multiple data points related to content knowledge, reasoning, and readiness. These include 5th-grade SOL scores, Math Performance Rating from the student's elementary school, Math Inventory scores (a nationally normed screener indicating math readiness), the CogAT assessment, and the Arlington County assessments given at end of 5th grade. Instruction occurs in a setting where a differentiated curriculum is encouraged and implemented. See page 6 for individual math course descriptions. A *Mathematics Standards of Learning* test and a county assessment is given at the end of Math 6 and Pre-Algebra for 6th graders.

U. S. History to the Present (12354) Students will examine United States history through a thematic lens across time and place. Students will utilize historical thinking skills to examine primary and secondary accounts to formulate an understanding of the past. The course content will focus on United States geography over time, as well as a thematic approach to exploration and expansion, revolution and reform, economic interactions, and ideological conflict and progress. Key events and people will be studied through their interactions with these themes. This will provide students with both an understanding of chronology as well as how decisions can impact events moving forward.

Reading 6 (11108) 6th-grade Reading is a core class that addresses the *Virginia Standards of Learning* in Reading. A reading *SOL* test is given at the end of the 6th grade. The course focuses on the following:

- ✓ Comprehension of narrative and poetic texts including narrative elements (character, plot, setting, conflict, theme), predicting outcomes, drawing conclusions and making inferences, cause-effect relationships, plot, and character development.
- ✓ Comprehension of non-fiction including essay, biography, autobiography and newspapers and the concepts of persuasive writing, comparison and contrast, fact and opinion, and using context to determine meaning.
- ✓ Comprehension of textbooks, including how the texts are organized, use of graphics, outlining from texts, and summarizing. Explicit instruction in the reading process, reading comprehension strategies, and independent reading for pleasure are essential elements to the course.
- ✓

Disciplinary Literacy, Semester Class (11141) Disciplinary Literacy will focus on specialized literacy strategies unique to content area disciplines. - This course is for students that have demonstrated proficiency in elementary literacy through reading screener and SOL assessments. This course will address both content area literacy as well as discipline specific literacy skills. The focus of this course is to engage in discipline specific reading and writing. Analyzing primary sources as a historian, reviewing data, charts and graphs as a mathematician or scientist, and utilizing argument writing for defending conclusions. Students will be taught the ways literacy is used to create, disseminate, and critique information in the various disciplines.

Health and Physical Education 6 (17110) The physical education program is designed to provide the proper knowledge and skills to maintain lifelong fitness, health and wellness. A wide range of activities are offered, such as team sports, individual activities and games. The students will have an understanding of different strategies, rules and sportsmanship during each activity. Health education follows the Arlington Public School's *Guidelines for Family Life Education* and includes topics such as setting goals, patterns of growth, health and fitness, preparing healthful foods, controlling disease, drugs and health, tobacco and alcohol, safety and first aid, and community health.

Digital Input Technologies Grade 6 (16607) Students develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students practice these skills by composing and producing personal, educational, and professional documents. Students are introduced to new and emerging input devices (e.g., speech recognition software, headset/microphone, scanner, digital camera, digital video camera, keyboard, GPS, iPad) to prepare students for using tools that are becoming standard in the workplace and in everyday life. Student projects focus on activities which integrate the above mentioned digital devices both in and out of the classroom. Students are also given the opportunity to move away from traditional keyboarding developing proficiency in creating desktop publications, multimedia presentations/projects, websites using industry standard application software and exploration of game design. Students incorporate principles of layout and design in completing publications and projects and design portfolios that may include business cards, newsletters, mini-pages, Web pages, multimedia presentations/projects, calendars, graphics and games.

2. 7th Grade - CORE Curriculum

English 7 (11110) English 7 is comprised of 5 domains which include reading, writing, oral communication, vocabulary development, and grammar. Research skills are also emphasized through interdisciplinary work in conjunction with American Studies and Life Science. Literature units include historical fiction novels, realistic fiction novels, non-fiction, and poetry. Specific English 7 objectives include the following:

- ✓ Reading: emphasize comprehension skills and literature appreciation
- ✓ Writing: develop narrative, expository and persuasive compositions using the writing process
- ✓ Oral Communication: enhance speaking and listening skills in both small and large groups
- ✓ Vocabulary: through novel studies, students are exposed to and work with a variety of new vocabulary words.
- ✓ Grammar: review and build skills, emphasize effective and accurate use of parts of speech

A reading *Standards of Learning* test is given at the end of 7th grade.

Math 7 (13111) 7th-grade math students are placed in the following courses based on their demonstrated mastery of the content in their 6th-grade math course: (See page 7 for course descriptions.)

(13111) Math 7 - SOL year-end assessment on Math 7 Standards

(13109) Pre-Algebra for 7th Graders – SOL year-end assessments on Math 8 Standards

(13140) Intensified Algebra I – SOL EOC assessment on Algebra I standards

Life Science 7 (14115) Life science is an ecologically-based course based on the *Virginia Standards of Learning*. Topics covered include cells, tissue structure, micro-organisms, and the interrelationship of plants and animals within their geographical biomes. Components of the scientific method are covered in an Experimental Design Unit that culminates with an independent research project and paper.

Civics and Economics (12355) Through the study of Civics and Economics, students will examine the responsibilities, rights, and duties of citizenship and its function within the political and economic system of the United States. Students will explore the structure and operation of local, state, and national governments through an inquiry-based approach. Students will utilize their knowledge and skills to understand and analyze the relationship between the government and the economy. Students will apply their learning to develop an understanding of what it means to be an informed and responsible citizen.

Health and Physical Education 7 (17120) The physical education program offers a wide selection of activities designed to help the student gain self-confidence by enhancing skill development, obtaining greater levels of fitness, acquiring knowledge and understanding of rules and strategy for a variety of activities, and providing a venue for learning and practicing sportsmanship and leadership skills. Health Education follows the Arlington County guidelines for Family Life Education and includes such units as body systems, first aid and safety, peer mediation skills, bullying prevention education, HIV/AIDS and other communicable diseases.

3. 8th Grade - CORE Curriculum

Physical Science 8 (14125) Eighth-grade physical science guides students through a conceptual exploration of physics and chemistry. Students spend a significant part of class time engaged in hands-on explorations and experiments. An experimental design unit geared toward the aspects of the scientific method is taught. Students will complete an independent experimental investigation. The course is designed to provide knowledge and skills needed on the 8th-grade science *Virginia Standards of Learning* test.

English 8 (11120) This course will address the 3 major domains of English and Language Arts, reading, writing, and oral language, as well as including a study of vocabulary. Additionally, this course will:

- ✓ provide students with opportunities to write for various purposes and audiences
- ✓ expose students to different genres of short stories and novels
- ✓ improve students' vocabulary repertoire and knowledge of prefixes, suffixes,
- ✓ and help students develop a personal memoir as their culminating activity.

In accordance with the *Virginia Standards of Learning* for 8th grade, students will also:

- ✓ continue to develop appreciation of literature through the study of literary elements in classic and contemporary selections
- ✓ describe themes and inferred main ideas, interpret cause-effect relationships, and draw conclusions from a variety of literary and informational selections
- ✓ build on the foundations for literacy developed in previous grades
- ✓ apply critical reading and reasoning skills across the content areas
- ✓ plan, draft, revise, and edit narratives, informational, persuasive, and expository pieces with attention to composition and written expression
- ✓ continue the process of becoming independent with sentence formation, usage, and mechanics
- ✓ understand that the conventions of language help convey the message from the writer to the reader
- ✓ use writing for expressive purposes and as a tool for learning academic concepts.

Math 8 8th-grade students are placed in the following courses based on their demonstrated mastery of the content in their 7th-grade math class. (See p. 6 for course descriptions.) Students take *Standards of Learning* tests as indicated.

(13112) Pre-Algebra for 8th graders – SOL year-end assessment on Math 8 standards

(13130) Algebra I – SOL EOC assessment on Algebra I standards

(13140) Intensified Algebra I – SOL EOC assessment on Algebra I standards

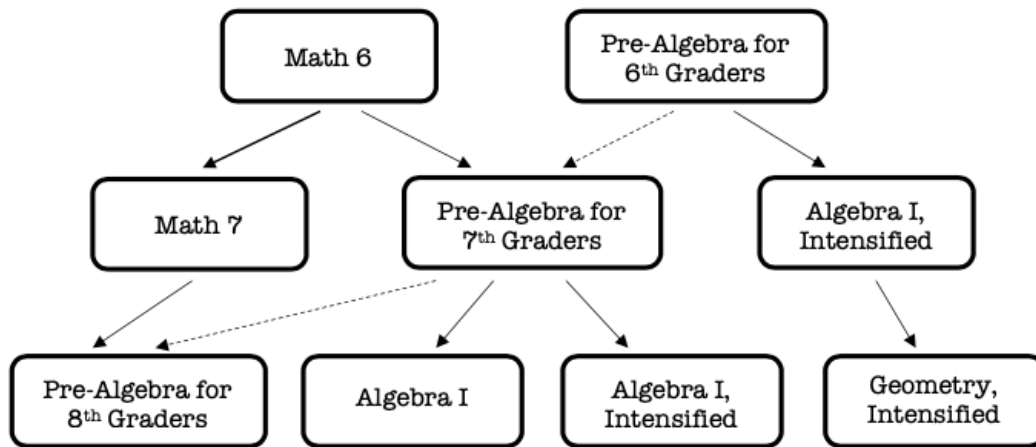
(13141) Intensified Geometry – SOL EOC assessment on Geometry standards

World Geography 8 (12210) (one high school credit) (May be taken to earn a 5th social studies credit for the Advanced Studies Diploma.) This course will focus on the interactions of people and their environment in such regions of the world as Africa, Asia, Central America, Europe, the Caribbean, North America, South America, and the former Soviet Union. Location, place, region, movement, and human-environment interaction – the five themes of geography – will be used to study physical, cultural, political, economic, and other types of geography. Students engage in a variety of collaborative and independent projects that utilize reading, writing, research, and technological skills. This course will prepare students to take the World Geography *Standards of Learning* exam. After the school year ends, parents may request to have high school credit eliminated for World Geography. Otherwise, the grade will be included on the high school transcript and used for GPA and class rank. **Note: If credit is eliminated a passing score on the World Geography PBA is also eliminated. This choice impacts the GPA and graduation requirements.**

Health and Physical Education 8 (17200) The physical education program offers a wide selection of activities designed to help the student gain self-confidence by enhancing skill development, obtaining greater levels of fitness, acquiring knowledge and understanding of rules, implementing intermediate levels of game strategies, providing a venue for learning, and practicing sportsmanship and leadership skills. There is an emphasis on team sports appropriate to this age group, but individual and lifetime sports and game activities are also included. Health Education follows the Arlington County guidelines for Family Life Education and includes such units as body systems, human reproduction, nutrition, mental health, substance abuse, and risky behaviors.

4. MATH COURSE DESCRIPTIONS

H-B Woodlawn Possible MS Math Progressions



For students who would benefit from assistance to meet grade-level proficiency, additional “Math Strategies” courses may be available as electives

Possible Math Course Progressions from Grade 6 through Grade 8

| Progression* | Grade 6 | Grade 7 | Grade 8 |
|------------------------|---|---|---|
| Grade-Level | Math 6 | Math 7 | Pre-Algebra for 8 th Graders |
| Progression A | Math 6 | Pre-Algebra for 7 th Graders | Algebra I or Algebra I, Intensified |
| Progression B** | Pre-Algebra for 6 th Graders | Algebra I, Intensified | Geometry, Intensified |

*Continuation on a non-grade-level progression is based on successful completion of each course and its corresponding SOL end of year assessment. Students who are on a more accelerated progression and experiencing extreme challenge should consider entering another progression option.

**Progression B is the most rigorous acceleration progression, as students begin Intensified high school credit courses in 7th grade. Students in this pathway should excel in mathematics amongst peers based on success indicators (the MI assessment, CogAT scores, SOL assessments, APS assessments, and teacher performance ratings). Students who are successful (maintain B+ or higher and high SOL scores) on the Progression C pathway have the potential to take AP Calculus BC as a junior in high school.

Math 6 (13110) Math 6 is a core course that provides a rigorous treatment of mathematics content for 6th grade students. The Grade 6 standards are a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of Algebra. Students will build understanding with these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement and Geometry
4. Probability and Statistics
5. Patterns, Functions and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning. More specific examples of content components of the Mathematics Virginia Standards of Learning (SOL) for Grade 6 include:

- ✓ Operations with fractions, decimals, and percentages, including representational models and practical problems
- ✓ Integer operations, including integer models and order of operations
- ✓ Proportional relationships, including verbal descriptions, rates, ratio tables and graphs
- ✓ Equations and inequalities

Students in Math 6 will take the Grade 6 Math SOL assessment at the end of the year.

Pre-Algebra for 6th Graders (13128) Pre-Algebra for 6th graders is a rigorous treatment of *all* middle school math content found in the Virginia Standards of Learning for Grade 6, Grade 7 and Grade 8. This intensified, compacted course includes all pre-algebra content that students need to master prior to studying Algebra I, Intensified and Geometry, Intensified. Student will build understanding within each Pre-Algebra strand:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement and Geometry
4. Probability and Statistics
5. Patterns, Functions and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning. More specific, examples of the content of this course include:

- ✓ Operations with fractions, decimals, and percentages, including representational models and practical problems
- ✓ Integer operations, including integer models and order of operations
- ✓ Proportional relationships, including verbal descriptions, rates ratio tables, and graphs
- ✓ Solving multistep practical problems involving rational numbers, proportional reasoning and similarity
- ✓ Identify and interpret slope and intercept of a function given values, a graph, or an equation and make connections among verbal descriptions, tables, equations, and graphs
- ✓ Solve multistep linear equations and inequalities in one variable on one or both sides, with an emphasis on practical problem application

Students in Pre-Algebra for 6th Graders will take the Grade 8 Math SOL assessment at the end of the year.

Math 7 (13111) Math 7 is a core course that provides a rigorous treatment of mathematics content for 7th grade students. The Grade 7 standards continue to focus on the Pre-Algebra foundations that are necessary for students' success in 8th grade and in high school. Students will build understanding within these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement
4. Probability and Statistics
5. Patterns, Functions, and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem solving, Communications, Connections, Representations, and Reasoning. More specific examples of content components of the Virginia Standards of Learning (SOL) for Grade 7 include:

- ✓ Solving multistep practical problems involving rational numbers, proportional reasoning and similarity
- ✓ Proportional relationships and additive relationships related to graphing a line
- ✓ Connecting proportional relationships using verbal descriptions, tables, equations, and graphs
- ✓ Evaluating algebraic expressions
- ✓ Solving two-step linear equations and inequalities, focused on practical problems

Students in Math 7 will take the Grade 7 Math SOL assessment at the end of the year.

Pre-Algebra for 7th Graders (13109) Pre-Algebra for 7th Graders is a rigorous treatment of Pre-Algebra topics from the Virginia Standards of Learning for Grade 7 and Grade 8 mathematics. The standards focus on the Pre-Algebra foundations that students need to master in order to be successful in Algebra I or Algebra I, Intensified in 8th grade and in a high school mathematics. Students will build understanding within these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement
4. Probability and Statistics
5. Patterns, Functions and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem solving, Communications, Connections, Representations, and Reasoning. More specific examples of content components of the course include:

- ✓ Solving multistep practical problems involving rational numbers, proportional reasoning, and similarity
- ✓ Proportional relationships and additive relationships related to graphing a line
- ✓ Connecting proportional relationships using verbal descriptions, tables, equations, and graphs
- ✓ Evaluating algebraic expressions
- ✓ Identify and interpret slope and intercept of a function given values, a graph, or an equation and make connections among verbal descriptions, tables equations, and graphs
- ✓ Solve multistep linear equations and inequalities in one variable on one or both sides, with an emphasis on practical problem application

Students in Pre-Algebra for 7th graders will take the Grade 8 Math SOL assessment at the end of the year.

Pre-Algebra for 8th graders (13112) Pre-Algebra for 8th graders is a core course that provides a rigorous treatment of content for 8th grade students. The Grade 8 standards refine all Pre-Algebra foundational understanding that students need to master in order to be successful in Algebra I and beyond. Students will build understanding within these strands:

1. Number and Number Sense
2. Computation and Estimation
3. Measurement
4. Probability and Statistics
5. Patterns, Functions, and Algebra

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem Solving, Communications, Connections, Representations, and Reasoning. More specific examples of content components of the Virginia Standards of Learning (SOL) for Grade 8 include:

- ✓ Represent, make observations and inferences from, and compare and analyze boxplots and scatterplots
- ✓ Evaluate and simplify algebraic expressions
- ✓ Determine whether a relation in a function and determine domain and range and dependent and independent variables
- ✓ Identify and interpret slope and intercept of a function given values, a graph, or an equation and make connections among verbal descriptions, tables, equations, and graphs
- ✓ Solve multistep linear equations and inequalities in one variable on one or both sides, with an emphasis on practical problem application.

Students in Pre-Algebra for 8th graders will take the Grade 8 Math SOL assessment at the end of the year.

Algebra I, Grade 8 (13130) Prerequisite: Teacher recommendation Algebra I is a core course that provides a rigorous treatment of mathematics content for all students who are proficient in the Virginia Standards of Learning for Grade 6 and Grade 7 and who may require additional instruction in core standards (VDOE Grade 8 Math Standards). Students in Algebra I build understanding within these strands:

1. Expressions and Operations
2. Equations and Inequalities
3. Functions
4. Statistics

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem solving, Communications, Connections, Representations, and Reasoning. More specific examples of content component of the Virginia Standards of Learning (SOL) for Algebra I include:

- ✓ Investigate and analyze linear and quadratic function families both algebraically and graphically
- ✓ Algebraically solve multistep equations in one variable including linear, quadratic, and literal with an emphasis on practical problem solving
- ✓ Given practical solutions, collect and analyze data, determine the equation of the curve of best fit, and make predictions for linear and quadratic functions
- ✓ Solve systems of two linear equations in two variables graphically and algebraically
- ✓ Represent the solution of linear inequalities in two variables graphically, including systems of inequalities

Students in Algebra I will take the Algebra I EOC Math SOL assessment at the end of the year. Passing the SOL test and the course earns a verified credit towards graduation.

Note: This course carries high school credit, will apply to high school graduation requirements, will impact high school GPA calculations, and will appear on the student's high school transcript.

Algebra I, Intensified (13140) Grades 7 & 8 Prerequisite: Teacher recommendation Algebra I, Intensified is a core course that provides a rigorous treatment of mathematics content for all MS students who have demonstrated mastery of the Virginia Standards of Learning in mathematics for Grade 6, Grade 7 and Grade 8 and are ready to study additional advanced topics. Students in Algebra I, Intensified build understanding within these strands:

1. Expressions and Operations
2. Equations and Inequalities
3. Functions
4. Statistics

In addition, the content of the standards is intended to support the following process goals for learning mathematics: Problem solving, Communications, Connections, Representations, and Reasoning. More specific examples of content components of the Virginia Standards of Learning (SOL) for Algebra I, Intensified (in addition to those taught in Algebra I) include:

- ✓ Absolute value equations and inequalities
- ✓ Radical expressions and equations
- ✓ Rational expressions and equations
- ✓ Exponential growth and decay

Students in Algebra I, Intensified will take the Algebra I EOC Math SOL assessment at the end of the year. Passing the SOL and the course earns a verified credit towards graduation.

Note: This course carries high school credit, will apply to high school graduation requirements, will impact high school GPA calculations, and will appear on the student's high school transcript.

Geometry Intensified (13141) Prerequisite: Grade of “B” or better in Algebra I, Intensified or Grade “A” in high school Algebra I, and teacher recommendation. Geometry, Intensified is a core course that provides a rigorous treatment of mathematics content for all students who have successfully completed Algebra I, Intensified. More specific examples of content components of the Virginia Standards of Learning (SOL) for Geometry include:

- ✓ Deductive reasoning to construct and judge the validity of a logical argument given a set of premises and a condition
- ✓ Use relationship between angles formed by two lines intersected by a transversal to prove two or more lines parallel and solve practical problems
- ✓ Construct and justify various constructions
- ✓ Solve practical problems involving right, special right triangles, and trigonometric ratios
- ✓ Solve practical problems using properties of circles, angles of convex polygons, surface area and volume of three dimensional geometric figures

The content of the standards is intended to support the following process goals for learning mathematics: Problem solving, Communications, Connections, Representations, and Reasoning.

Students in Geometry, Intensified will take the Geometry EOC Math SOL assessment at the end of the year. Passing the SOL test and the course earns a verified credit towards graduation.

Note: This course carries high school credit, will apply to high school graduation requirements, will impact high school GPA calculations, and will appear on the student's high school transcript.

5. FINE ARTS

Visual Art

MS Visual Arts 1- Grades 6-8 Full Year (19040) Semester (19041) Middle school art class is a safe and welcoming space to practice making art. Students in this class arrive at a variety of skill levels, but we believe that practice makes improvement. All artists are encouraged to celebrate their own progress and find a way to enjoy making art. In this class students are encouraged to develop creative skills through a variety of experiences that may include drawing, painting, printmaking, sculpture, clay, and more. This course includes connections to art history, cultures from around the world, and a variety of contemporary and classical artists. Every semester of MS Art 1 is unique. Materials may repeat but lessons will vary every semester so that students will have new experiences if they enroll in a full year or multiple years of art. Middle school students may take MS Art 1 for a minimum of one semester or a maximum of 6 semesters (3 full years). Middle schoolers who have taken a full year of MS Art 1 may take MS Art 2, and students who receive permission may enroll in HS Art 1 in 8th grade.

MS Visual Arts 2 - Grades 7-8 Full year (19040) Semester (19041) Middle school students who have taken a full year of MS Art 1 may take this class, and it is preferred that students take this class for a full year. This class is for middle school students who are serious about improving their art skills. The course allows dedicated students to focus on and enjoy making art in a supportive class community. Students will receive and work in a sketchbook, receive more in depth feedback, and be trusted with more artistic autonomy and self-directed learning. Students in this class will work with a variety of materials that may include charcoal, paints, paper mache, printmaking, and more. Some materials may overlap with MS Art 1, but some materials will be high school level quality and techniques will be more advanced.

Art I-8 – Grade 8 only- Full Year (19117) This class requires special permission from Zach or Monica as this is a high school art class. Prerequisite: Middle School Art in 6th and 7th Grades. Middle School students **will not receive high school credit**, but will be able to enroll in High School Art II as 9th graders, giving them the opportunity to build a deeper art portfolio. Students meet during the regular high school Art I block. Students will learn a variety of drawing techniques, learn color theory, as well as explore a variety of 2D mediums. Students are required to keep a sketchbook and have homework assignments. This class is for those students who are serious about building a portfolio of art work and want to continue visual arts classes at the high school level. See Art I description for more information. After successful completion of Art I-8, the students may advance to Art II the following year.

Photography

Photography and Digital Graphics (MS Visual Arts II) Semester (19115) This is a semester course specifically designed for 7th and 8th grade students. Students will explore the basics of photography, visual communication and digital graphics while using phone, iPad, iMac and school provided digital cameras. In addition to taking and processing photographs, students will create images on their iPads using Sketchbook and on iMacs using Photoshop. A lab fee of \$15 (middle school) is required each semester.

Theatre

Theatre Arts - Grades 6, 7, 8 Full Year (11391) Semester (11392) This course is designed to introduce students to the fundamentals of Theatre Arts, touching on a range of topics including ensemble building; theatre games and exercises; pantomime; improvisation; choral readings; stage combat; voice, diction, and oral interpretation; improvised playwriting, and work with short published texts. Students explore theatre as a creative, collaborative performance-art while building confidence, teamwork, problem-solving, and concentration skills.

Film

Film – Grades 7 & 8 - Semester (11178)

Students learn or increase their mastery of shot content, framing, shot types and their uses, creation of "story," filming, and film editing. Students make solo films as well as group films. Also includes one module of watching a commercial feature film and learning some tools of film analysis.

Film - Grade 8 - Full Year (11178)

Students increase their mastery of shot content, framing, shot types and their uses, creation of "story," filming, and film editing. Students make solo films as well as group films. Also includes one module of watching a commercial feature film and learning some tools of film analysis.

Music

Middle School Treble Chorus - Grades 6, 7, 8 Full Year (19285) Semester (19286) This class is for middle school students with soprano & alto (treble) voices to discover the amazing world of chorus... where voices come together, create harmony and sing! Through our singing, we will connect with one another, express our feelings, create beauty, and have fun. In this course, we will rehearse and perform chorus music representing different time periods, styles and cultures. We will develop vocal technique, learning how to use and advance your singing. We will learn music theory and develop your aural & music reading skills. We will create music through composition and improvisation. We will enjoy listening, analyzing and responding to music. We will consider how we can use our voices to make a difference. This choir will perform in the four annual chorus concerts, participate in the District Assessment and go on our annual Spring Trip. Through our classes, performances and events during the school year, we endeavor to have amazing experiences and create lifelong memories..

Middle School Basso Chorus - Grades 6, 7, 8 Full Year (19285) Semester (19286) From sea shanties to the Jersey Boys, music for basso voices has always been great fun!. This class is for middle school students with changing, tenor & bass voices to discover singing together and creating harmony. In this course, we will practice and perform chorus music representing different time periods, styles and cultures. We will develop vocal technique, learning how to use and advance your singing. We will learn music theory and develop your aural & music reading skills. We will create music through composition and improvisation. We will enjoy listening, analyzing and responding to music. We will consider how we can use our voices to make a difference. This choir will perform in the four annual chorus concerts, participate in the District Assessment and go on our annual Spring Trip. Through our classes, performances and events during the school year, we endeavor to have amazing experiences and create lifelong memories.

String Ensemble (MS) Grades 6, 7, 8 Full Year (19243) String players of all levels come together to explore fun and interesting ensemble music for strings, while developing their musical skills. Students will work on producing a beautiful tone, gaining confidence in reading music, and how to bring music to life for an audience. Fostering of a love of music and building lifelong musical skills are a high priority in this class. The group will perform in four annual concerts and participate in a spring music trip with the band and chorus.

Concert Band (MS) Grades 6, 7, 8 Full Year or Semester (19232) Woodwind and brass players work on techniques for successful ensemble playing through exploring exciting repertoire from a variety of historical periods, musical styles, and cultural influences. We will focus on developing skills in music literacy, tone production and expressive playing. This band will perform at our four annual Instrumental concerts as well as on our Spring Trip. Advanced players will have opportunities to perform small ensemble/chamber music.

Beginning Band (MS) Grades 6, 7, 8 (19233) Students will:

- Demonstrate proper care and holding position for a musical instrument.
- Demonstrate correct playing technique to produce a characteristic sound.
- Understand the basics of reading music and corresponding musical interpretation for accurate performance of pitch, rhythm, time signature, key signature, tempo, and expressive markings.
- Develop the skill to play a range of one octave or beginning rudiments (percussion) and use these skills as a member of the ensemble.
- Develop the ability to tune the instrument using a tuner.
- Create simple rhythmic or melodic improvisations, 1 to 2 measures in length.
- Play ensemble music with a steady beat using a metronome and in response to conducting gestures.
- Demonstrate learning through appropriate performances and presentations.

Yearbook

Yearbook Grade 8, Full Year (11209) The yearbook class produces the H-B Woodlawn yearbook. Students plan all elements of the yearbook, including: picture taking, layout, writing captions, writing copy and editing. The class gains skills in event planning by planning and carrying out fundraising and publicity. The class may also help with the production of a literary magazine and produce a supplement for their class, club or team, and produce a video for the end of year all school assembly.

6. WORLD LANGUAGES

6th, 7th, and 8th graders are offered courses in French, Latin, and Spanish. 8th graders can choose American Sign Language. Students beginning foreign language in 6th grade will take an introduction to the language for a semester. In 7th grade they will begin the “1” level in their language of choice. Parents do need to be aware that if their student transfers to a neighborhood middle or high school, some adjustments will be necessary for that student due to these program differences. For admission to the full International Baccalaureate (IB) Program at Washington-Lee, students must have 2 credits in Spanish, French or Latin. Students interested in other language options can refer to the Virtual Virginia website. Not all courses are eligible for APS credit.

French

The Middle School French program introduces students to French with an emphasis on oral development and comprehension of the language, as well as providing an understanding of the cultural richness of France and other French-speaking countries. Basic vocabulary and simple sentence structures are taught in the 6th grade. Students use games, songs, and hands-on activities to practice what is being taught. In French I, the material taught in the 6th grade is reinforced and expanded into a more structured program, the 8th grade Level 2 program is meant to refine the student’s skills, with more emphasis on reading and writing, and introduces the basic grammar concepts of French. Students who have successfully completed this sequence will be able to enter High School at the third-year level. The Middle School French sequence is Introduction to French (15113) (one semester), French I (15110) (full year of study), French II (15120) (full year of study). (High school credits awarded for successful completion of French I and French II.)

Latin

Beginning Latin introduces students to the basic vocabulary and grammatical structures of Latin through a series of stories about a Roman family. Besides a solid grounding in the language, students learn how the Romans lived from day to day, some ancient history and mythology, and how Latin roots can increase English vocabulary. There is homework for these introductory Latin classes (about 1-1/2 hours per week) and there are biweekly tests. The content and skills are appropriate for middle school learners and these studies put them in a position to read Latin literature in advanced classes in high school. The Middle School Latin sequence is Introduction to Latin (15313) (one semester), Latin I (15310) (full year of study), Latin II (25320) (full year of study). (High school credits awarded for successful completion of Latin I and Latin II.)

Spanish

Both novice and immersion learners are served by our program. Students are encouraged to use Spanish daily to communicate information and ideas and to demonstrate their understanding of vocabulary and the patterns and structure of the language. As 6th graders, in Introduction to Spanish (15501:15513), students are introduced to the Spanish curriculum. In 7th grade, these students take Spanish I (15510:15516) for which they can earn a high school credit. These same students as 8th graders move on to high school Spanish II (15520). Students who have studied Spanish in an immersion setting, and those who speak Spanish at home, should take Introduction to Fluent Speakers Spanish in 6th grade (15011), Spanish for Fluent Speakers I (15527) in 7th grade, and Spanish for Fluent Speakers II (15537) in 8th grade – all full-year options.

American Sign Language (8th grade)

Students will learn receptive and expressive language skills within the context of everyday interaction with others in their home, school, and community environments. Students will learn to ask and answer questions about family, school events and celebrations. They will exchange essential information such as making introductions, leave-taking, getting attention and negotiating the signing environment using appropriate non-manual behaviors (i.e., facial expression, body posture, spatial organization). Students will study the history of American Sign Language and will explore aspects of Deaf culture.

7. Classes That Strengthen and Extend CORE Skills

Instructional Studies Grades 6-8 (Resource) (10028) H-B Woodlawn offers a resource program at the middle school level for students eligible to receive special education services. Students with Individual Education Plans (IEPs) attend all regular classes with additional time, generally three hours per week, scheduled in the student resource center. Students pursue specific goals and objectives as indicated in their IEP during this time. The special education resource teacher works closely with the student and coordinates with the teachers, as needed, to support the general education classroom program.

Structured Literacy Full Year (11146/11147) This class uses small groups and teacher-directed instruction to build and strengthen essential skills in reading and writing. Students are placed in these classes based on teacher recommendations, *SOL* scores, and *Reading Inventory* scores. Teachers use textbooks, magazines, books, and online materials across the content areas to help students master the vocabulary, fluency, comprehension, and critical thinking skills necessary to become stronger readers/writers and to increase academic success.

The following classes address diverse needs while appealing to a common interest. They are designed to encourage the development and refinement of basic academic skills (reading, writing, planning, organizing, and thinking) while involving students in engaging hands-on assignments, investigations, and projects that are both interesting and challenging.

Creative Writing – Grades 6-8 Semester (11208) The middle school creative-writing course provides students with an opportunity to develop their skills as writers through a combination of teacher directed instruction and guided independent work. Students will explore all phases of the writing process as they write personal essays, poetry, and short fiction. Students can take this class for one semester or for a full year.

Journalism: Newspaper. Grades 6-8 Semester (11208) Verbum Sap Sat. Glottal Stop. Hippie High Voices. Students in this class work to create and produce a regularly published print newspaper and/or website with a focus on the HBW students and faculty as well as other areas of interest to the community and Arlington. Students will take ownership of the content of the publication through scaffolded and explicit instruction around journalism ethics, copy-editing, production and design. The writing may include but is not limited to news, features, editorials, sports, and editorial writing. High school students will lead the course in determining content and features though all students will participate in pitch-development, research and writing.

Middle School Songwriting - Grades 6-8 Semester (11208) The middle school songwriting course provides our 6th - 8th grade songwriters with an opportunity to develop their skills as songwriters, musicians, and performers. This is accomplished through teacher directed writing activities, collaborative and independent songwriting, along with performances. Songwriters perform at various school and community functions. No previous songwriting experience is required, but students must have a willingness to learn their chosen instrument and write and perform their original compositions.

Investigating Computer Science – Grades 7-8 Full Year (11640) This course allows middle school students to explore computer programming (coding) and information technology. Students will increase critical thinking, computational knowledge and skills needed for SOL success.

Robotics– Grades 7-8 Level 1 and level 2 - One Semester each - (14110)

Prerequisite: No coursework or experience. Level 1: Using the LEGO® platform and a block language, students will build small vehicles with an on-board computer then use a simple programming language to control the robot. Sensors will be explained for distance, light, sound and touch. The primary output will be the robot’s motors with some attention to the production of sound. Students will supplement topics with short self-designed experiments each week. **Level 2:** More advanced students move from LEGO to a component-level platform to learn real-world applications of hardware and software. Projects are built using resistors, capacitors and sensors on a breadboard with a microchip. Sensing includes light, touch and dials. Outputs include lights, sound, and motors. Coding language is either a variant of BASIC or C. Time is allocated for advanced topics as selected by each student. No homework.

Current Events (MS) – Semester Course (can be repeated) – (11128)

Students in this course will read, watch, and listen to news from multiple sources as we keep up with the events of the day and seek out the background information that will help it all make sense. We’ll develop informed opinions as we investigate subjects ranging from global affairs to issues and politics in the US (nationally and locally), with time dedicated to sports, the arts, pop culture and entertainment as well. Students can expect to choose and build on their own areas of expertise and share their knowledge with others through small-group and class discussions. If you like the news, if you like to explore and talk about important issues, if you want to learn more about the world around you, this is the class for you!

Shriver Cohort – Grades 7-8 – Semester (11128) Students will collaborate with their Shriver peers by participating in class activities in their classrooms.

Service Learning – Grades 7-8 – Semester (11128) Prepare to feel empowered in this student-led class which will work to better HB and the surrounding community. Through a mix of activism and volunteer work, we will address problems and needs to improve our world. Participants will identify issues and implement solutions for authentic change by communicating with officials, learning about change-makers, and taking field trips.

8. Earning High School Credit in Middle School

If a middle school student takes a high school course it will count for high school graduation credit. It will also count in the student's high school grade point average (GPA) and senior class rank. Students and parents have the opportunity to opt for NO high school credit at the end of 7th and 8th grades. Passing scores for SOL tests taken in those courses DO NOT count as verified credits if this option is chosen. See sample letter on the following page:



June 2024

Dear Parents/Guardians:

If your child completed Algebra, Geometry, Investigating Computer Science, French I-B, French I, French II, Latin I-B, Latin I, Latin II, Spanish I-B, Spanish I, Spanish II, Spanish Fluent Speakers II, German I-B, German I, German II, Japanese I, Japanese II, Arabic I, Arabic II, Chinese I, Chinese II, and/or World Geography, then you have the following options for each course. **NOTE: THE OPTIONS LISTED BELOW MAY BE APPLIED SOLELY TO THOSE COURSES LISTED ABOVE.**

Option 1. If you do not return the form below, your child will receive high school credit for all of the above courses and the grade(s) earned in the course(s) will count in the grade point average (GPA) in high school.

This provides your child with credit(s) which fulfill some high school graduation requirements.

Option 2. Return the form below. This means that all of the courses you list below which earn high school credit will not be counted as credit toward high school graduation and the grade earned in the course(s) will not be counted in the grade point average (GPA). Your child could still proceed to the next level course, if appropriate, but would not have the grade(s) and credit(s) to apply to high school graduation requirements.

In addition, passing SOL scores, if applicable, cannot be used if you choose this option.

If you have questions about this option, please contact the Main Office.

✍



Kate Seche, Assistant Principal
H-B Woodlawn Secondary Program
1601 Wilson Blvd.
Arlington, VA 22209
703-228-6363

I am the parent/guardian of _____ . I request that the following course(s) not receive high school credit, and the grade not be computed in the high school grade point average. I understand that passing SOL scores, if applicable, cannot be used to fulfill the verified credit requirements.

Course(s) _____

I understand that this form must be received in the HBW Registrar's Office by August 5, 2024.

Signature of parent/guardian _____

Printed name of parent/guardian _____

Send to the above address no later than August 5, 2024.

C. Course Request /Planning Forms Links

Course Request form link for [Rising 6th grade](#)

Course Request form link for [Rising 7th grade](#)

Course Request form link for [Rising 8th grade](#)

I. HIGH SCHOOL SECTION (Grades 9-12)

A. GENERAL SCHEDULING INFORMATION FOR HIGH SCHOOL STUDENTS

1. Scheduling Procedures:

- ✓ Teacher Advisors will meet with the students in grades 8-11 during TA on in mid February. The teacher-advisor will review the student's progress for the current school year, review plans for career and post-secondary education goals, and assist students in the selection of their courses for the 2024-2025 school year. The TA will review promotion guidelines and the requirements for both the regular and advanced studies diplomas. Students choose standard, accelerated or advanced courses, according to their individual goals and programs.
- ✓ The student will complete the *Educational and Career Planning Form*.
- ✓ After selecting courses, the student will discuss with the TA and teachers and **shares the scheduling packet for parental review and approval.**
- ✓ After following the procedures above, the student completes the Course Request Form and *Educational and Career Planning Form*, obtains the necessary parent and teacher-advisor signatures, and hands in the Course Request Form and *Educational and Career Planning Form* to their TA.

2. Teacher Advisor Responsibilities for Grades 9-12

- ✓ In addition to the activities outlined above, the Teacher-Advisor assists students in completing the individual student schedule for our school-wide Arena Scheduling activities in June.
- ✓ The Teacher Advisor serves as a point of contact for parents who have concerns about their student progress.

3. List of Courses by Grade Level (9-12)

RECOMMENDED COURSES (based on Advanced Studies Diploma)

Grade 9

English 9
World History (1500 - Present)
Algebra I (or higher)
Biology
World Language
Health and PE I
Plus 1 elective

Grade 10

English 10 or AP English Language
Economics & Personal Finance
Earth Space or Chemistry
Geometry (or higher)
World Language
Health and PE II
Plus 1 elective

Grade 11

English 11 or AP English Literature
VA/US History or AP VA/US History
Math
Physics, Ecology, Earth Space or Chemistry
World Language
Plus 2 electives

Grade 12

English 12
VA/US Government or AP VA/US Government
Math
Lab Science
Plus 3 electives

4. High School Promotion Guidelines

To be promoted from Grade 9 to Grade 10, a student must have earned at least four (4) credits as follows:

| | |
|-----------------------|----------|
| English 9 | 1 |
| World History | 1 |
| Electives or Required | <u>2</u> |
| TOTAL | 4 |

To be promoted from Grade 10 to Grade 11, a student must have earned nine (9) credits as follows:

| | |
|------------------------|----------|
| English 9 and 10 | 2 |
| Mathematics or Science | 1 |
| Social Studies | 1 |
| Health & PE 9 or 10 | 1 |
| Electives or Required | <u>4</u> |
| TOTAL | 9 |

To be promoted from Grade 11 to Grade 12, a student must be able to include in his/her program of studies those courses that would permit graduation by the end of the regular school year, or by the end of summer school.

5. Graduation Requirements for Graduating Classes 2022 and beyond.

Requirements for a Standard Diploma.

Beginning with *the ninth-grade class of 2018-19 and beyond*, students shall earn the required standard and verified units of credit. To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least five verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

| Discipline Area | Standard Unit of Credit Required | Verified Credits Required |
|---|---|----------------------------------|
| English (reading and writing) | 4 | 2 |
| Mathematics | 3 | 1 |
| Science | 3 | 1 |
| History & Social Sciences | 3 | 1 |
| Health & Physical Education | 2 | |
| World Languages Fine Arts or Career & Technical Education | 2 | |
| Economics & Personal Finance | 1 | |
| Electives | 4 | |
| Total | 22 | 5 |

Requirements for an Advanced Studies Diploma.

Beginning with *the ninth grade class of 2018-19 and beyond*, students shall earn the required standard and verified unit of credit. To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard units of credit by passing requires courses and electives, and at least five verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

| Discipline Area | Standard Unit of Credit Required | Verified Credits Required |
|---|---|----------------------------------|
| English (reading and writing) | 4 | 2 |
| Mathematics | 4 | 1 |
| Science | 4 | 1 |
| History & Social Sciences | 4 | 1 |
| World Languages | 3 | |
| Health & Physical Education | 2 | |
| Fine Arts or Career & Technical Education | 1 | |
| Economics & Personal Finance | 1 | |
| Electives | 3 | |
| Total | 26 | 5 |

7. Types of High School Diplomas Given by the State of Virginia

- | | | |
|----|---------------------------|-------------------------|
| 1. | Standard Diploma: | 22 credits are required |
| 2. | Advanced Studies Diploma: | 26 credits |

8. College Guidelines - Grades 9-12 It is our intention that all our graduates are prepared to enter college. Thus, we expect that our students will begin early in their secondary years to prepare for that goal. In grades 6 through 8, students should take a challenging course load of both requirements and electives. In grade 9, students should review the requirements for both a standard and an advanced studies diploma and map out the courses to be taken during the next four years.

Students in grade 10 should enroll in a challenging and engaging course load based on their interests. They will take the PSAT examination in October.

During Grade 11, students take the PSAT, can attend Arlington County College Night, and can take the SAT and/or ACT. They should begin to work with their TA and parents to review college catalogs, use our *Naviance* college guidance program and visit colleges. 11th graders should attend the program presented at H-B Woodlawn during the first week of January where former H-B students return to tell of their college experiences.

Grade 12 is the year students should continue their academic programs by choosing courses that are interesting and challenging. Students should take the SAT or ACT tests, attend Arlington College Night, continue their college search, and visits to college campuses. Finally, students should complete college applications (with the help of their Teacher Advisors) in a timely fashion.

9. Standards of Learning Assessment (SOL) Tests based on Virginia's Standards of Learning (SOL) are given throughout the state at the end of the school year. All students take Reading and Math SOL assessments at the end of grades 3, 5, 6, 7, and 8. In addition, students will take the following end of course SOLs or PBAs:

- Grade 11 English: Reading (SOL)
- Grade 11 English: Writing (SOL)
- World Geography (PBA)
- Math (9th grade)
- Biology

All students are required to pass five end-of-course (EOC) tests. If students fail any of those tests, they will be given additional opportunities to take the test again.

10. Class Rank (Seniors only) (Seniors at Washington-Liberty and Wakefield receive class ranks; Yorktown seniors are not ranked.) Students receive numerical points for grades earned. Arlington Public Schools use a 4.0 system in determining grade-point average. A student receives an additional numerical point for each completed Advanced Placement course when they take the exam for the course as well (see table below). Dual enrollment courses also earn an additional numerical point. Class rank is derived from grade-point average. The grade-point averages of our students are matched with the GPAs of the home school students and the class rank is derived from this parallel ranking system. Students receive two class ranks. The first rank, 6th semester rank, is derived from the courses taken in the first six semesters of high school (including high school courses taken for credit in Middle School). The second rank, the 7th semester senior rank, includes the courses taken in the first six semesters plus the first semester of the senior year.

11. Values for Assigned Grades - Numerical Value by Level

| Mark | Percentages | Regular | Advanced Placement* |
|------|-------------|---------|---------------------|
| A | 90-100 | 4.0 | 5.0 |
| B+ | 87- 89 | 3.5 | 4.5 |
| B | 80- 86 | 3.0 | 4.0 |
| C+ | 77- 79 | 2.5 | 3.5 |
| C | 70- 76 | 2.0 | 3.0 |
| D+ | 67- 69 | 1.5 | 2.5 |
| D | 60- 66 | 1.0 | 2.0 |
| E | 0- 59 | 0.0 | 0.0 |

B. Specific Programs

1. Advanced Placement Courses Some courses are designated as Advanced Placement Courses. These courses follow an Advanced Placement syllabus. Students taking these courses are required to work at a first year college level. Students enrolled in Advanced Placement courses are required to take the Advanced Placement exam. A high score on the AP examinations may give advanced standing or college credit. ***Any student who does not take the AP exam will lose the weighted quality point for the course.**

2. Career Education It is important for students during their high school years to consider their future career options. The primary way this is done is through the selection of courses each year. In addition, students and parents can consider some of the other opportunities available for career exploration: Career Center courses, PRIME, Community As School.

3. Sports Eligibility There are several rules for sports eligibility which affect H-B Woodlawn students:

- must have passing grades in at least 5 courses in the previous semester to be eligible for high school sports participation.
- must be enrolled in 7 courses during the current semester to be eligible for high school sports participation.
- may participate in sports only at their home high schools, not at a high school outside their residential boundary. Students may NOT request a home school transfer in order to participate in sports in a school other than their official home school.

4. ELD Program The H-B Woodlawn ELD program offers students the opportunity to take intensified English instruction and regular classes. Students are admitted to the ELD program through the Language Services Registration Center. During the time the students are in the ELD program, they complete studies in required and elective subjects that lead to the completion of graduation requirements. Some students will be able to graduate from H-B Woodlawn and others will finish through the High School Continuation Programs at Langston or Arlington Community High School.

ELD is a full-time program that adheres to the same educational philosophy that binds all H-B Woodlawn students and staff.

5. Support for Students with IEPs. The H-B Woodlawn Program offers a resource level of support for students with IEPs. Direct instruction is provided in general education classes by content-area teachers. Students may receive support with assignments, planning and accommodations in Instructional Studies class, which meets up to four times weekly. Instructional Studies and Social Skills are the only classes taught by Special Education teachers.

C. OTHER INSTRUCTIONAL OPTIONS

1. Acceleration of Progress Through School Learning experiences may be arranged to permit students who learn more rapidly to accelerate their progress through school. Summer school offerings, cross-grade level groupings, electives, or any combination thereof, may be used to accelerate progress. Permission of Principal is required (see #6).

2. Concurrent Enrollment in High School and College Courses for which APS awards dual-enrolled credit have been reviewed by APS VA Standards as well as those of the institution. We cannot offer dual-enrolled credit for a course that a student only takes at the college or university without this crosswalk occurring prior to enrollment. All courses for which we offer dual-enrollment credit must be courses that correspond with a course offered by APS. We do not, for instance, have a course which corresponds to a college course in social work although many colleges might offer it. A student who has taken a course at a college or university in an area of particular interest to them and is interested in providing that information to a college should do so as part of their college application. We do not, however retroactively provide credit for courses taken without pre-approval for high school credit nor do we provide a high school credit for a course which has not been cross referenced to ensure that it meets the VA standards for that course laid out by the State of Virginia Standards of Learning.

3. Community As School (CAS) This program allows students to earn academic credit through work in the community. Our Activities Coordinator helps the student find the work site and obtain academic credit from an H-B Woodlawn teacher for the assignment or internship. See the Coordinator for additional information.

4. Early Graduation Procedure Sometimes students and parents want to consider "early graduation" from high school. Discussions are needed with the TA and school administration, usually prior to the end of 9th grade. This permits the student a reasonable chance to combine grades 10-12 into two years of study. Students may also consider early graduation before the end of 10th grade. However, this requires the student to combine two grades (11 + 12) into one year. Check with the TA or school administration for more information.

5. Independent Study Independent study, including research, self-directed courses, internships, and volunteer or paid work experience, may be approved for high school credit by the principal under conditions specified in advance. In general, independent study is comparable to the scope of a corresponding course.

6. Volunteer Service Students may do volunteer service in the classroom or in the school office. Credit toward graduation is not given for volunteer service. For more information, interested students should talk to Ana Castillo, Registrar, or to the teacher for whom they would like to volunteer.

Arlington Career Center Elective Courses (10th - 12th Grade Only)

Comprehensive High School Counselors - Use the C-Code Sections in Synergy during Academic Advisement

CTE & Engineering (Single Block: One Period)

| | |
|-------------------------------|---|
| Auto Collision I (28677) | Engineering II - Principles of Engineering (28492) |
| Aviation Technology I (28731) | Computer Assisted Architectural Drawing (28408) |
| UAS Drones (28910) | Computer Assisted Engineering Drawing (28438) |
| Carpentry I (28519) | Materials & Processes Technology (28433) |
| Electricity I (28534) | Sustainability & Renewable Technology (28460) |
| Digital Electronics (26671) | Computer Integrated Manufacturing Engineering (28493) |

CTE & Engineering (Double Block: Two Periods)

** If student does not qualify for NOVA Dual Enrollment credit they will be moved to a non-DE section.*

| | |
|--------------------------------|----------------------------|
| Aviation Technology II (28732) | Auto Collision III (28680) |
| DE Auto Tech I (98509W)* | Carpentry II (28540) |
| DE Auto Tech II (98507W)* | Carpentry III (28540) |
| DE Auto Tech III (98508W)* | Electricity II (28535) |
| Auto Collision II (28678) | Electricity III (28537) |

Human/Public Services (Single Block: One Period)

| | |
|-------------------------------|---|
| Space Force JROTC I (29911) | DE Teachers For Tomorrow I (99062W) |
| Space Force JROTC II (29912) | DE Teachers For Tomorrow II (99063W) |
| Space Force JROTC III (29913) | Culinary Arts Specialization III - Baking & Pastry (28524) |
| Space Force JROTC IV (29914) | Culinary Arts Specialization III - Catering & Banquet (28525) |
| Criminal Justice (28702) | |

Human/Public Services (Double Block: Two Periods)

** If student does not qualify for NOVA Dual Enrollment credit they will be moved to a non-DE section.*

| | |
|-------------------------|---|
| Barbering I (28531) | DE Early Childhood Education I (98235W)* |
| Barbering II (28532) | DE Early Childhood Education II (98236W)* |
| Barbering III (28526) | Culinary Arts & Sciences I (28522) |
| Cosmetology I (28528) | Culinary Arts & Sciences II (28523) |
| Cosmetology II (28529) | |
| Cosmetology III (28530) | |

Health & Medical (Single Block: One Period)

| | |
|--|---|
| Emergency Medical Technician III (28336) | DE General Biology (94310W) |
| DE Medical Terminology (98383W) | DE Biology II Anatomy & Physiology (98085W) |
| Pharmacy Technician (28305) | |

Health & Medical (Double Block: Two Periods)

** If student does not qualify for NOVA Dual Enrollment credit they will be moved to a non-DE section.*

| | |
|--|---|
| Forensic Science (28325) Biotechnology Foundations in HMS (28326) | Small Animal Care I (28062) Small Animal Care II (28063) |
|--|---|

Classes above are Concurrent- Enroll in both sections

| | |
|--|---|
| DE Physical/Occupational Therapy I (98340W)* | DE Physical/Occupational Therapy II (98341W)* |
| IT/Digital Media, Business & Fine Arts (Single Block: One Period) | |
| <i>* If student does not qualify for NOVA Dual Enrollment credit they will be moved to a non-DE section.</i> | |
| DE Webpage Design & Multimedia (96646W)* | DE Database Design & Management (96660W)* |
| DE Computer Programming Year 1 (96638W) | Graphic Communication Systems (28458) |
| DE Intensified Computer Programming Year 2 (96644W) | Digital Animation (28457) |
| DE Advanced Computer Programming Year 3 (96643W) | DE Music Appreciation (99222W) |
| IT/Digital Media, Business & Fine Arts (Double Block: Two Periods) | |
| <i>* If student does not qualify for NOVA Dual Enrollment credit they will be moved to a non-DE section.</i> | |
| DE Cybersecurity I - Fundamentals (96659W)* DE Cybersecurity I - Network Systems (96667W)* | DE Cybersecurity II - Software (96657W)* DE Cybersecurity II - Network (96662W)* |
| DE TV Media Production I (98689W) | TV Media Production III (28691) |
| DE TV Media Production II (98690W) | |

E. COURSE REQUEST FORM LINKS FOR GRADES 9-12

Course Request Form link for [Rising 9th – 12th grade](#)

Course Request Form link for [Rising 9th graders \(NEW to HBW\)](#)

F. ADDING AND DROPPING COURSES

Grades 6-12

Students may also drop courses. The final date to drop a course and have it removed from the permanent record is any time **before** the last day of the 1st quarter. If a course is dropped beyond this date, the course can only be removed from the permanent record with the permission of the principal.

| | | |
|---|--|-------------|
| H-B WOODLAWN PROGRAM Course Add/Drop Form YOU MUST BE CURRENTLY TAKING SEVEN CLASSES AND HAVE PASSED AT LEAST FIVE CLASSES THE PREVIOUS SEMESTER TO BE ELIGIBLE TO PLAY SPORTS | | |
| Student's Name | _____ | Grade _____ |
| Course to be Added | course title: _____ course code # _____ | Block _____ |
| Course to be Dropped | course title: _____ course code # _____ | Block _____ |
| Student's Signature | _____ | |
| I understand my student's intent to add/drop the above classes: Parent's Signature _____ | | |
| Signature of teacher whose course is being dropped _____ | | |
| Signature of teacher whose course is being added _____ | | |
| TA's Signature _____ | | |
| Date effective _____ | | |
| PLEASE RETURN TO ANA CASTILLO, REGISTRAR, WHEN COMPLETED. | | |

COURSE CODES & TITLES - 2024-2025

| | | |
|---|---|----------------------------------|
| 20028 Instructional Studies | 23145 Algebra Functions & Data Analysis (AFDA) | 25997 American Sign Language III |
| 20155 Volunteer Service (pass/fail- no credit) | 23135 Algebra II | 25992 American Sign Language IV |
| 21130 English 9 | 23136 Algebra II Intensified | 25110 French I |
| 21140 English 10 | 23162 Precalculus | 25120 French II |
| 31194 AP English Language | 33164 AP Precalculus | 25130 French III |
| 21150 English 11 | 23155 Algebra III | 25140 French IV |
| 31195 AP English Literature | 33192 AP Statistics | 25150 French V |
| 21160 English 12 | 33177 AP Calculus AB | 25160 Adv. Studies in French |
| 26608 Capstone Seminar | 33179 AP Calculus BC | 35135 French Lang.& Cult. AP |
| 21207 Creative Writing (11-12) (Ind. Study only) | 93178W Vector Calculus (Multivariable) | 25310 Latin I |
| 21207 Journalism | 23195 Data Science | 25320 Latin II |
| 21400 HS Theatre Arts I | 24361 ELD Env. Science | 25330 Latin III |
| 21415 HS Theatre Arts II | 24310 Biology | 25340 Latin IV |
| 21425 HS Theatre Arts III | 34370/34371 AP Biology | 25350Latin V |
| 21430 HS Theatre Arts IV | 24365 Ecology | 35350 AP Latin |
| 21435 Technical Theatre (9-12) | 24410 Chemistry | 25360 Advanced Studies in Latin |
| 21436 Theatre Directing | 34270 AP Environmental Science | 25510 Spanish I |
| 21178 Film | 34470/34471 AP Chemistry | 25520 Spanish II |
| 21178 Film Analysis & Editing | 24210 Earth Space | 25530 Spanish III |
| 21178 Film Directing & Editing | 24510 Physics | 25540 Spanish IV |
| 21209 Yearbook | 34580 AP Physics Mechanics | 25550 Spanish V |
| 22210 World Geography | 29120 Art I | 25560 Adv. Studies in Spanish |
| 22212 Economics & Personal Finance | 29130 Art II | 35565 Spanish Lang. & Cult. AP |
| 22215 World History: Anc. Civ. (to 1500) | 29140 Art III | 35580 Spanish Literature AP |
| 22216 World History (1500-Present) | 29110 Art IV | 26639 Computer Science |
| 22360 US/VA History | 29163 Printmaking | 33185 AP Computer Science |
| 32371 AP African American Studies | 39149 AP Studio Art | 27300 Health & Physical Ed. I |
| 22373 Latin American Studies | 39149(L) AP Studio Art Lab | 27400 Health & Physical Ed. II |
| 32319 AP US/VA History | 29193 Photography I | |
| 22440 US/VA Government | 29194 Photography II | |
| 22446 ELD A US/VA Government | 29195 Photography III | |
| 32399 AP European History | 29196 Photography IV | |
| 32445 AP US/VA Government | 29263 Treble Chorus | |
| 32902 AP Psychology | 29266 Basso Chorus | |
| 22500 Sociology | 29285 Camerata (Advanced Chorus) | |
| 23122 Math Found. & Pre-Algebra(ELD) | 29289 Chamber Singers (Chamber Choir) | |
| 23120 HS Gen. Math (ELD) | 29233 Beginning Band | |
| 23130 Algebra I | 29234 Symphonic Wind Ensemble | |
| 23140 Algebra I, Intensified | 29251 Jazz Band | |
| 23131 Algebra I Part 1 | 29225 Music Theory & Composition | |
| 23132 Algebra I Part 2 | 29244 String Orchestra | |
| 23143 Geometry | 39226 AP Music Theory | |
| 23141 Geometry Intensified | 20187 Adv. Topics in Music Theory | |
| | 29225 Songwriting | |
| | 25990 American Sign Language I | |
| | 25995 American Sign Language II | |

H. COURSE DESCRIPTIONS FOR GRADES 9-12

FINE ARTS

1. ART

Art I Grades 9-12 Full Year, One Credit (29120) Prerequisite: none Using creative-problem solving skills, students will employ the elements of art and the principles of design to interpret a variety of subject matter including still life, portraits, figure drawing and themes of their own choosing. This course builds technical skills with emphasis on two-dimensional media including drawing, painting and printmaking. Art projects are kept in portfolios and students will learn how to record and present their work for exhibition and competition. Students will have a sketchbook to use for visual journaling, homework assignments and class work. Reading and writing assignments reinforce learning. **This class is a prerequisite for Art II.**

Art II Grades 9-12 Full Year, One Credit (29130) Prerequisite: Art I Students build on concepts and techniques learned in Art I. The introduction of advanced techniques expand student knowledge in painting, drawing, and printmaking with an emphasis on 2-dimensional media such as pen and ink, acrylic and watercolor paint, and charcoal. Students continue to research and relate works of major artists to their own work with emphasis on twentieth century art movements. Students will expand their use of a sketchbook as a tool for research, preliminary drawings, homework and note-taking. Art projects are kept in portfolios and peer critiques are scheduled to encourage artistic growth both in visual and verbal expression. **This class is a pre-requisite for Art III. (Ninth graders may only take Art II if they previously took Art I-8.)**

Art III Grades 10-12 Full Year, One Credit (29140) Prerequisite: Art II This course is intended for highly motivated students committed to the serious study of studio art. Students have the opportunity to develop a personal direction in the production of their works of art while furthering academic study in the visual arts. This course continues research on modern and contemporary artists and students engage in critical evaluation. Regular critiques will be an opportunity to improve skills in judging aesthetics. The sketchbook will expand to be a journal for developing ideas and themes. Emphasis is placed on quality of work, concentration in a particular concept and breadth of expression. Works of art from this course may be carried forward to the next level of study. **This course is a prerequisite for Art IV and/or AP Studio Art.**

Art IV Grades 11 and 12 only Full Year, One Credit (29110) Prerequisite: Art III This course continues the work begun in Art III with further development of a personal body of work. This course is set at a rigorous pace with regular critiques and the expectation that projects will be completed outside scheduled class hours. Students focus on creating a portfolio of works incorporating both teacher directed assignments and student initiated projects. Students will maintain a sketchbook as a visual journal.

AP Studio Art Grades 11 and 12 only Full Year, One Credit (39149) Prerequisite: Art III, with permission of teacher AP Studio Art is based on the serious practice of art, and students are required to submit a portfolio of 24–29 art works. The course addresses three major areas: high quality in the student’s art products, concentration on a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive means of producing art. Students will engage in the creative and systematic investigation of formal and conceptual issues, understand that the making of art as an ongoing process that requires informed and critical decision making, and develop technical skills and familiarity with the functions of the visual elements. The student may focus the portfolio on either drawing, 2-D design, or 3-D design.

AP Studio Art Lab - Grade 12 - Full Year, One Credit (39149(L) - Prerequisite: Art 3

Course Description: This course is the lab portion of the AP Studio Art class, which is a college level course based on the serious practice of art, and where students are required to submit a complete portfolio to earn the additional quality point. This lab provides the additional space and time required by college courses to produce a portfolio of well documented and completed artworks in order to meet the rigor, focus and dedication needed to create a successful portfolio of work for the AP Exam. Course Requirement: Student needs to be concurrently enrolled in the AP Art and Design Course (39149) and have permission of the instructor. This lab course is not a requirement to take AP Art and Design, it is optional and up to each individual’s needs.

Independent Studio Art Grades 10-12 only Full Year, One Credit or Half Year, Half Credit (29150)

Prerequisite: Art I and permission of the teacher is required (numbers are limited). This course is for the highly independent artist who seeks a deeper concentration in one area. The student must meet regularly with the teacher, have set goals, conduct quarterly research, keep a visual journal, and turn in the required number of projects by the agreed upon date. Students interested in an Independent Study must meet with the teacher and complete an application form. A limited number of spaces are available.

Printmaking - Grades: 9 – 12 - Full year, One Credit (29163) - Prerequisite: Art 1 preferred but not required

In this year-long course, students will learn the rich history of printmaking. Using the art elements and principles of design along with creative problem-solving skills, students will explore the wide range of technical processes including, but not limited to, linoleum, dry-point etching, monotypes, collagraphs, and silkscreen printmaking. Knowledge necessary to work intelligently, skillfully, and creatively with a variety of processes will be developed and include multi-color prints while printing on a variety of papers as well as fabric. Students will keep a sketchbook for brainstorming and note taking. Art projects are kept in portfolios with student reflections on their working process and final products.

2. MUSIC

Beginning Band- Grades 9-12 (29233) no experience required Beginning Band is open to any student who has previous experience (school and/or private study) on a wind or percussion instrument of the modern concert band. Training includes continued development of basic playing skills using music of moderate difficulty and different styles. Sight-reading and music theory are also introduced. Participation in concerts scheduled by the band director can be required. A limited number of school-owned instruments are available for rent.

Jazz Band Grades 9-12 (29251) This ensemble is designed for students who play band/orchestra instruments AND/OR drum set, guitar, bass, and piano to perform music in a wide variety of styles including Swing, Blues, Bebop, Latin, Funk, Rock and more. Students will learn about jazz history, theory and improvisation through listening, analysis and performance. The jazz band performs at our four annual Instrumental concerts, our Spring Trip and other school/community functions.

Symphonic Wind Ensemble Grades 9-12 (29234) This large ensemble class is open to any high school student who plays a woodwind, brass, or percussion instrument at an intermediate to advanced level. In addition to performing a wide variety of challenging repertoire, the ensemble will focus on refining skills of music literacy, intonation, phrasing, and ensemble precision. This band will perform at our four annual Instrumental concerts, District Assessment, and our Spring Trip. Advanced players will have the opportunity to perform additional, enriching repertoire in a chamber music/wind ensemble setting.

String & Chamber Orchestra Grades 9-12 Full Year, One Credit. (29244) Prerequisite: Approval of the instructor. This orchestra offers string players of all levels the opportunity to play in a chamber orchestra where they can develop musical skills and explore a wide variety of repertoire from the baroque, classical, romantic, and contemporary periods. Students will work on developing their musicianship, including music literacy, ensemble skills, intonation, tone production, and leadership in a supportive and collaborative environment. They will have opportunities for independent work in sectionals and chamber music ensembles. Fostering a love of music and building lifelong musical skills are a high priority in this class. This orchestra will perform in four annual concerts and participate in a spring music trip with the band and chorus.

Treble Chorus Grades 9-12 Full Year, One Credit (29261) This class is for high school students with soprano & alto (treble) voices to discover the amazing world of chorus... where voices come together, create harmony and sing! Through our singing, we will connect with one another, express our feelings, create beauty, and have fun. In this course, we will rehearse and perform chorus music representing different time periods, styles, and cultures. We will develop vocal technique, learning how to use and advance your singing. We will learn music theory and develop your aural & music reading skills. We will create music through composition and improvisation. We will enjoy listening, analyzing, and responding to music. We will consider how we can use our voices to make a difference. This choir will perform in the four annual chorus concerts, participate in the District Assessment, and go on our annual Spring Trip. Through our classes, performances, and events during the school year, we endeavor to have amazing experiences and create lifelong memories.

Basso Chorus - Grades 9-12 - Full Year, One Credit (29266) From sea shanties to the Jersey Boys, music for basso voices has always been great fun! This class is for high school students with tenor & bass voices to discover singing together and creating harmony. In this course, we will practice and perform chorus music representing different time periods, styles, and cultures. We will develop vocal technique, learning how to use and advance your singing. We will learn music theory and develop your aural & music reading skills. We will create music through composition and improvisation. We will enjoy listening, analyzing, and responding to music. We will consider how we can use our voices to make a difference. This choir will perform in the four annual chorus concerts, participate in the District Assessment, and go on our annual Spring Trip. Through our classes, performances and events during the school year, we endeavor to have amazing experiences and create lifelong memories.

Camerata Grades 9-12 - Full Year, One Credit (29285) - Prerequisite: Approval of the instructor.

It was the Florentine Camerata of the late sixteenth century that met to improve the art of music and thereby society could be improved as well. In that spirit, Camerata aims to perform demanding music of the treble (soprano & alto) repertoire with artistry and in the celebration of music. Previous chorus experience and an audition are required for enrollment in this class. In this course, we will rehearse and perform chorus music representing different time periods, styles, and cultures. We will develop vocal technique, learning how to use and advance your singing. We will learn music theory and develop your aural & music reading skills. We will create music through composition and improvisation. We will enjoy listening, analyzing, and responding to music. We will consider how we can use our voices to make a difference. This choir will perform in the four annual chorus concerts, participate in the District Assessment, and go on our annual Spring Trip. Through our classes, performances, and events during the school year, we endeavor to have amazing experiences and create lifelong memories. Enrollment in this advanced chorus offers 0.5 weighted credit.

Chamber Singers - Grades 9-12 - Full Year, One Credit (29289) - Prerequisite: Approval of the instructor.

The Chamber Singers is the capstone ensemble at HBW, where we seek to perform choral music at professional standards. As music ambassadors of HBW, the Chamber Singers are often invited to perform at notable events. Previous chorus experience and an audition are required for enrollment in this class. In this course, we will rehearse and perform chorus music representing different time periods, styles, and cultures. We will develop vocal technique, learning how to use and advance your singing. We will learn music theory and develop your aural & music reading skills. We will create music through composition and improvisation. We will enjoy listening, analyzing, and responding to music. We will consider how we can use our voices to make a difference. This choir will perform in the four annual chorus concerts, participate in the District Assessment, and go on our annual Spring Trip. Through our classes, performances, and events during the school year, we endeavor to have amazing experiences and create lifelong memories. Enrollment in this advanced chorus offers 0.5 weighted credit.

Music Theory & Composition - Grades 9-12 Full Year, One Credit (29225) Music Theory & Composition I is a comprehensive academic course in the study of harmony, voice leading, linear aspects of music, ear training, and musicianship development. In addition to the academic study of these concepts, students will apply their knowledge in creative composition projects throughout the year. No music background is necessary though previous experience will help the student excel. This course serves as a precursor to the subsequent AP Music Theory Course. Students are welcomed to take only Music Theory & Composition, but must take the first course in order to take AP Music Theory.

AP Music Theory - Grades 10-12 - Full Year, One Credit (39226) - Prerequisite: Music Theory & Composition

This course is designed for the advanced music theory student, with the goal of preparing students to pursue the study of music in college. Students will explore the AP Music Theory curriculum, the course offers extensive study in part writing, voice leading, harmony, sight-reading, and ear training, culminating in the AP Music Theory Exam. In addition to the AP curriculum, students will explore concepts of post-tonal analysis, jazz theory and non-Western musical traditions and continue to apply this knowledge creatively in the area of composition.

Advanced Topics in Music Theory Grade 12 Full Year, One Credit (20187) Prerequisite: AP Music Theory and Approval of the instructor. This independent-study music theory course is designed for students who have successfully completed the music theory sequence. Students will meet with the instructor independently and explore advanced music theory topics of their choosing. Students are required to coordinate their schedule with the instructor in order to take this course.

3. THEATRE ARTS

High School Theatre Arts 1, 2, 3, 4 – Grades 9-12 - Full Year, One Credit (21400, 21415, 21425, 21430)

Theatre 1 students learn acting techniques, the history and context for theatre in the world around them, and explore the fundamentals of playwriting and directing.

Theatre 2 and 3 students build on the skills learned in Theatre 1 while gaining knowledge in the fundamentals of theatre production, playwriting, and an introduction to directing for the stage. Students in Theatre 2 and 3 continue to build the audition skills needed to prepare for college auditions and student directed H-B Woodlawn productions.

Students in Theatre 4 (Advanced Theatre) further develop their knowledge and experience in playwriting and directing techniques through in-class discussions and projects. Students in Theatre 4 will utilize the knowledge gained in previous theatre course work to create in-class performance projects ranging from producing short one-act plays to devising original performance pieces.

Technical Theatre – Grades 9-12 - Full Year, One Credit (21435)

This course offers comprehensive study in the technical and fine arts aspects of theatrical design and production. Students design and produce sets, lighting, sound, set dressing, props and costumes for Blackbox and Auditorium productions as well as assemblies, concerts and other events. Students conceive, design, create, construct, and produce the technical elements of plays and serve as stage managers and running crew for productions.

Instructor Approval required.

Theatre Directing – Grades 9-12 - Full Year, One Credit (21426)

This course is designed for students with a significant interest in leadership as well as for theatre students who have been enrolled in acting and technical theatre classes at H-B, have been in leadership positions in productions, and wish to develop the aesthetic, organizational and leadership skills necessary to mount a full-scale production in one of the H-B theatre spaces. Directing students plan and execute all aspects of theatrical production with the collaborative support of faculty and guest mentors. Students enrolled in the Student Directing Course prepare directing proposals to present to a director panel in May 2024. Approval required.

4. FILM

Film - Grades 9-12 - Full year, One Credit (21178) - No Prerequisite

The introductory survey course in filmmaking that combines elements of filmmaking, film editing, and film analysis. Students will create screenplays, film scenes, learn about editing and scoring, and watch and analyze films. Students will serve as actors for each other and learn from every perspective how to contribute to a successful film shoot. Every student will have an opportunity to have their work considered for the HB in-house film festival, the Arlington Student Film Festival, and Scholastic Art and Writing Awards.

Film Analysis and Editing – Grades 9-12 - Full year, One Credit (21178)

Film Analysis: Watching and discussing professional and student films for their technical achievements and cultural context. Developing general skills in analysis and argument in support of the work. Open to students who have taken Film and want to still make films, although the emphasis will favor viewing, discussion and writing. A handful of modules will support the analysis work by having students edit pre-existing footage.

Film Directing and Editing - Grades 9-12 Full year, One Credit (21178)

Taking an idea and turning it into its cinematic equivalent: storyboarding, location scouting, casting (all students in the class will be expected to act for one another); making the camera decisions about setting and shots; getting footage; how to work with actors; editing the final product will not always be required. A handful of modules will support the directing work by having students edit pre-existing footage or footage of their own.

5. PHOTOGRAPHY

Photography and Digital Graphics I Grades 9-12 Full Year, One Credit (29193) No Prerequisite

Students will explore photography, visual communication and digital graphics while learning to use digital cameras to take and process photos and to create graphic images on their iPads and lab iMacs using Photoshop. A dynamic range of topics are covered in 3–4-week projects including the history of photography, elements and principles of design, lighting, portraiture, and motion. A class set of DSLR cameras are available for 2-3-day checkout or to rent for the year, however students are encouraged to use their own DSLR camera. A lab fee of \$30.00 is charged to support photography department expenses.

Photography and Digital Graphics II Grades 9-12

Full year, One Credit (29194) Prerequisite: Photography I or Approval of the instructor.

In this course, emphasis is placed upon personal artistic and expressive explorations that expand the basic concepts and techniques learned in Photography and Digital Graphics I. Students research photographers, plan and take photos for individualized 3–6-week projects. Students are expected to exhibit their creations as opportunities are presented. A class set of DSLR cameras are available for 2-3-day checkout or to rent for the year, however students are encouraged to use their own, family DSLR camera. A lab fee of \$30.00 is charged to support the photography department expenses.

Photography and Digital Graphics III Grades 9-12 Full year, One Credit (29195) Prerequisite: Photography I and II.

This is an advanced photography course for the serious photo student. Students will spend a year building their digital graphics or photography portfolio through research and self-directed 3-9-week projects, advancing the skills learned in Photography and Digital Graphics I and II. A class set of DSLR cameras are available for 2-3-day checkout or to rent for the year, however students are encouraged to use their own, family DSLR camera. A lab fee of \$30.00 is charged to support photography department expenses.

6. OTHER FINE ARTS

Yearbook Grades 9-12 Full Year – HS (21209) The yearbook class produces the H-B Woodlawn yearbook. Students plan all elements of the yearbook, including: picture taking, layout, writing captions, writing copy and editing. The class gains skills in event planning by planning and carrying out fundraising and publicity. The class may also help with the production of a literary magazine and produce a supplement for their class, club or team, and produce a video for the end of year all school assembly.

High School Songwriting - Grades 9-12 Semester (29225) The high school independent-study songwriting course provides our 9th - 12th grade songwriters with an opportunity to develop their skills as songwriters, musicians, and performers. Students have a weekly requirement meet with the instructor, in order to check-in and submit new compositions. Over the course of the school year, songwriters will also perform at various school and community functions. No previous songwriting experience is required, but students must have a willingness to learn their chosen instrument and write and perform their original compositions.

Fine Arts Program for the Gifted and Talented I, II, III Grades 10-12

Full Year, one-half credit The Fine Arts Program for the Gifted and Talented provides the Apprentice program for students in grades 10-12 who are exceptionally talented and committed to visual arts, music, or dance. Individual and small group arts experiences are arranged for these identified students. Students are selected in the spring through written application, interview, and audition/portfolio. Students selected are provided the course code number by their counselor. Applications are available through high school art and music staff, counselors, and the Gifted and Talented office.

G/T Apprentice, Fine Arts I, Full year, one-half credit

G/T Apprentice, Fine Arts II, Full year, one-half credit

G/T Apprentice, Fine Arts III, Full year, one-half credit

7.COMPUTER SCIENCE

Computer Science Grades 9-12 Full Year, one credit (26639) Prerequisite: Successful completion of Algebra I

In Computer Science, students are introduced to object-oriented programming language control structures, procedures, functions, parameter passing, records, arrays, files, and sets. Emphasis is placed on modularization and programming style used in software development. JAVA and Python programming are the primary language taught.

AP Computer Science Grades 10-12 Full Year, one credit (33185) Prerequisite: Completion of Computer Science I and II or a course in Java Programming with a grade of “B” or better or permission of the instructor

Advanced Placement Computer Science is a rigorous course emphasizing programming methodology, algorithms, and data structures. Emphasis is placed on applications involving arrays, linked lists, trees, and sorting techniques. Many projects involve outside-of-class practice, study, and reading. Students entering this course must have a solid knowledge of C++ or Java programming language. This course meets the requirements for AP Computer Science as outlined in the syllabus published by the College Entrance Examination Board. This course may be offered via Virtual Virginia depending on course sign-ups.

8. ENGLISH

English 9 (21130) English 9 is a full-year course which includes reading, writing, grammar and vocabulary study. Students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. They will read literary works from a variety of cultures and eras and will apply knowledge of literary terms and forms to their reading and writing and to analyses of literature and other printed materials. Through independent reading, students will read a minimum of 700 pages each quarter and write a summary and analysis of at least one novel they read. Students will continue to develop their reading comprehension skills through utilizing strategies to identify formats, text structures, and main ideas. Students will write narrative and persuasive forms with an emphasis on analysis. Novels may include: *Lord of the Flies*, *To Kill a Mockingbird*, *Romeo & Juliet*, and various choice novels.

Notes taken from the www.collegeboard.com about taking AP English Language vs. AP English Literature (emphasis ours): In determining which AP English option they wish to elect, students should consider their own skills and interests.

Students choosing AP English Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays on nonliterary topics that range *across disciplines* of the sciences as well as the arts. Those who elect to take AP English Literature generally study major authors, periods, genres or themes; their reading typically concentrates on imaginative literature and they use this wide reading knowledge in discussions of literary topics. Students must carefully read the placement and credit policies published by the college they expect to attend in order to determine what credit they might expect, and therefore *which exam* would be most useful for them to take. (English department note: it is the thought of the HBW English department that students should be self-reflective about their future goals and make a decision about which AP English class they will take. Only a few students will decide to take both. This decision would be predicated on an interest in pursuing Literature or the Classics as a major in college.

English 10 (21140) This course focuses on American literature and nonfiction texts. Students will read and study various genres from American literature in a seminar format and write critical analyses based on their readings. In addition to critical analyses, writing assignments will include expressive, informational in persuasive essays students will become familiar with MLA conventions for bibliographical citations. Each student will complete a research project on a self-directed topic in a content area. Students study vocabulary using a variety of methods.

English 11 (21150) This is an SOL- based comparative literature course. The expression of power through literature is given special attention. Students dedicate time to British literature including Shakespeare, as well as literature from other cultures. Students demonstrate their knowledge of the literature, their understanding of comparative literature study, and their understanding of expression of power through papers, oral presentations, and projects. Students continue to demonstrate an understanding of MLA conventions for citing sources. Students study vocabulary using a variety of methods. Major literature may include the following: *Frankenstein*, *The Picture of Dorian Gray*, *Death of a Salesman*, *Othello*, or similar works.

AP English Language and Composition 10 (31194) This course is based on AP guidelines for nonfiction and focuses on U.S. literature. Students must have their 9th-grade English teacher's recommendation and be prepared for an AP level course. Students will read and study various genres from American literature in a seminar format and write critical analyses based on their readings. In addition to critical analyses, writing assignments will include expressive, informational and persuasive essays; students will become familiar with MLA conventions for bibliographical citations. Each student will complete a research project on a self-directed topic in a content area. Students study vocabulary using a variety of methods. Major literature will be completed from lists of choices and may include the following: *The Scarlet Letter*, *Their Eyes Were Watching God*, *The House of Mirth*, *The Awakening*, *The Great Gatsby*. Students in this class take two SOL tests, Reading, Literature, and Research and English: Writing. This course's syllabus was approved by the College Board.

AP English Literature and Composition 11(31195) Students must have a teacher's recommendation to enroll in this college-level course. This class involves close readings of poetry and fiction, focusing on uncovering the art behind the message. AP Literature is intended for students who may major in English and/or who enjoy reading challenging literature at a deep level. Advanced Placement guidelines suggest, students "concentrate on works of recognized literary merit worthy of scrutiny because their richness of thought and language challenge the reader." Writing assignments focus on the critical analysis of literature. Major literature may include the following: *The Picture of Dorian Gray*, *Othello*, *The Metamorphosis*, *Brave New World*, *Portrait of the Artist* or similar works. This course's syllabus was approved by the College Board. Participation in group discussions is a requirement of this class and counts as a significant portion of the grade.

English 12 (21160) English 12 is a year-long class that is broken into four quarters with a different focus that each include opportunities to read, write, listen, research, discuss and create in various genres, including fiction, non-fiction, poetry, and media texts. First quarter will also include practical writing instruction including resume, cover letter, and college application essays. Second and third quarters will be variable courses on student-selected topics, which may be taught by HBW staff or outside specialists in the area of focus. Fourth quarter will be dedicated to research and preparation for students' senior projects. Students must earn a passing grade each quarter in order to gain .25 credit for that quarter to equal a full year's credit in English. Students averaging a passing grade for the year earn a full English credit.

Creative Writing - Independent Study Grades 11-12 (21207) This elective course may be taken by the semester or by the year. Creative Writing as an Independent Study is reserved for advanced students in upper grades who are capable of working independently and meeting deadlines without reminders. In Independent Study, students will submit poetry or prose for evaluation and comment approximately every two weeks. Each quarter, students will participate in "Workshop" critiques of the writing of other students in the course. In November students may participate in National Novel Writing Month (NaNoWriMo), setting a word-count goal and writing like crazy until they have produced a novel! Students in the class will also submit pieces to the HB Woodlawn literary magazine.

Journalism: Newspaper. Grades 9-12, Full Year High school Prerequisite: English teacher recommendation, completion of application, and/or interview with instructor. Verbum Sap Sat. Glottal Stop. Hippie High Voices. Students in this class work to create and produce a regularly published print newspaper and/or website with a focus on the HBW students and faculty as well as other areas of interest to the community and Arlington. Students will take ownership of the content of the publication through scaffolded and explicit instruction around journalism ethics, copy-editing, production and design. The writing may include but is not limited to news, features, editorials, sports, and editorial writing. High school students will lead the course in determining content and features though all students will participate in pitch-development, research and writing.

Capstone Seminar Grades 11-12 Full Year (26608) Capstone Seminar is a class that allows students to investigate real-world topics of their choosing from multiple perspectives, which often are different or competing. Students set research, reading, and writing goals for themselves in this academic area and learn to collect and analyze information and develop arguments based on their research. While students are researching in their content area, weekly classes will engage students in cross-curricular conversations that explore the complexities of academic and real world topics and issues by analyzing divergent perspectives. Students will practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Dynamic Communication ELD 1-4 Full Year (21517) This course emphasizes the dynamics of the communication process: speaking, listening, and interacting. Voice development, use of gestures, and audience awareness are stressed as important components of this process. Students will learn techniques to develop confidence in effective discussions, presentations, speeches, interviews, and other social/business speech experiences.

9. WORLD LANGUAGES

H-B Woodlawn has a unique world languages program. French, Spanish, Latin, and American Sign Language are taught by H-B Woodlawn staff. Japanese, Arabic, and Chinese, and German are available online to H-B students in which one or more levels may be delivered through distance learning technologies. Although each language program differs somewhat in presentation, they all have common elements.

- ✓ The class sections are of varying sizes; most are quite small
- ✓ A wide variety of materials are utilized
- ✓ Many activities which allow students to apply their knowledge of a foreign language are planned throughout the year. Some of these might be: celebrating holidays, attending films, participating in interdisciplinary courses, trips abroad, tutoring, civic outreach abroad.

American Sign Language I Grades 9-12 Full year, one credit (25990) Prerequisite: None. Students will learn receptive and expressive language skills within the context of everyday interaction with others in their home, school, and community environments. Students will learn to ask and answer questions about family, school events and celebrations. They will exchange essential information such as making introductions, leave-taking, getting attention and negotiating the signing environment using appropriate non-manual behaviors (i.e., facial expression, body posture, spatial organization). Students will study the history of American Sign Language and will explore aspects of Deaf culture.

American Sign Language II Grades 9-12 Full Year, one credit (25995) Prerequisite: Successful completion of American Sign Language I. Students will expand and enhance the communicative skills in ASL. They will ask and respond to questions for clarification and be able to further express opinions and preferences regarding their everyday experiences and environment. Students will expand their vocabulary and conversational ability by studying more abstract topics and literary works. A deeper understanding of the Deaf community will also be a goal of this level, through the discussion of the community's norms and values. Students will gain an understanding of concepts that are unique to the Deaf community and their implications for language learning. They will be encouraged to interact with others using their ASL skills beyond the classroom level.

American Sign Language III Grades 9-12 Full Year, one credit (25997) Prerequisite: Successful completion of ASL II or equivalent proficiency as determined by the teacher. Students will apply the language skills and vocabulary acquired in previous levels to increase their conversational abilities, focusing on more abstract topics. These topics include literary works and current events and issues of the Deaf world. Students will deepen their understanding of the Deaf community through discussion of the community's norms and values. Through a more involved study of the ASL roots and linguistics, students will gain a better understanding of the language while also being able to compare it to their own language. Students will be encouraged to use the language both within and beyond the school setting. For example, students will interview members of the Deaf community on topics of personal interest, the greater community and/or world concern.

American Sign Language IV Grades 9-12 Full Year, One Credit (25992) Prerequisite: Successful completion of ASL III or equivalent proficiency as determined by the teacher. Students will apply the language skills and vocabulary acquired in previous levels to increase their conversational abilities, focusing on specific fine tuning strategies which will help them reach the next level with their ASL skills and prepare them for college-level ASL courses, as well as prepare them for possible careers involving ASL. Topics include literary works, deaf arts, current events and issues within the Deaf community. Students will deepen their understanding of the Deaf World through a storytelling lens with a brief taste of the ASL interpreting process. Through a more involved study of ASL roots and linguistics, notably classifiers and parameters, students will gain better understanding of the language while comparing it with their native language. Students will be encouraged to use ASL both within and beyond the school setting. In addition to this, they will collaborate with their ASL IV peers from another high school. For example, students will participate in a Deaf literature book club, reading outside of class. They will return to the classroom where they will share in ASL with each other their newfound knowledge.

French I Full year, one credit (25110) Prerequisite: None. Students learn sounds, stress patterns, and intonation of the language. Basic structures and vocabulary are learned through practice in listening, speaking, reading, and writing with emphasis on using language to communicate orally. Students express themselves both orally and in writing by recombining the vocabulary and language structures creatively. Students comprehend and read simple questions and statements about daily activities and interests. Students also learn basic information about the geography, customs and culture of the French speaking countries.

French II Full year, one credit (25120) Prerequisite: Satisfactory completion of Level I. Students continue to develop their skills listening, speaking, reading and writing with an emphasis on oral communication. They participate in simple conversations about familiar topics using the vocabulary and grammatical patterns they learn. They read familiar material and write short, guided compositions on topics within their vocabulary and grammatical control. They expand their knowledge of the customs and culture of the French speaking countries to include social patterns, activities, and roles.

French III Full year, one credit (25130) Prerequisite: Satisfactory completion of Level II. Students continue to develop their proficiency in the target language in all four skills: listening, speaking, reading, and writing. They understand short conversations and can be understood by natives accustomed to dealing with foreigners. Emphasis is on consistent use of the language for classroom activities. Students recount uncomplicated events and experiences orally, read short authentic material for main idea, and write about familiar topics using more complex grammatical structures. A deeper insight into the target culture is developed.

French IV Full year, one credit (25140) Prerequisite: Satisfactory completion of Level III. Level IV students focus on increased accuracy and appropriateness of speech in formal presentations and spontaneous conversations when narrating, describing, seeking and giving information. Students read authentic material, particularly on familiar subjects, and discuss contemporary subjects. They also write about these topics in some detail. A broader knowledge of cultural contributions in the arts, historical and current events in the francophone culture is developed.

French V Full year, one credit (25150 – non-AP) Prerequisite: Satisfactory completion of Level IV (*course may be combined with French V AP or other appropriate level*) The curricula of levels V and VI alternate. Students are able to discuss current events and to understand authentic material (media, educated native speakers, etc.). They read, write, and converse with some depth about selected topics on the culture, history, and literature of the target language and begin to extend comprehension beyond the literal level. The course also includes some analysis of literature in the target language.

Advanced Studies in French Full year, one credit (25160 – non AP) Prerequisite: Grade of "B" or better in the preceding level or teacher recommendation. This course is designed for students who demonstrate a high level of fluency in the target language. The focus of the curriculum is on developing strong conversational and communicative skills by discussing contemporary topics that provide the background through which students engage in inquiry and rich discussions. Students will be able to understand authentic material from the Francophone world utilizing various media sources. They will read, write, and engage in conversations about selected topics on the literature, cinema, history, and popular culture of the cultures in which the target language is spoken.

French Language and Culture (AP) Full year, one credit + 1.0 quality point (35165) Prerequisite: Grade of "B" or better in the preceding level or teacher recommendation. This course is designed for students who demonstrate a high level of fluency and can understand material on concrete and abstract topics. This course prepares students for the Advanced Placement examination in French. Students will demonstrate their abilities in all language skills (listening, speaking, reading, and writing) in various ways, such as writing coherent summaries, descriptions, narrations, and essays. They will comprehend, analyze, and discuss a variety of spoken and written texts, representing literary works, contemporary life and popular culture. Students will continue to refine syntax and mechanics of French both orally and in writing, demonstrating a more advanced control of language and also a deeper understanding and use of idiomatic expressions. *Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point. (25165).*

Latin I Full year, one credit (25310) Prerequisite: None. In this first Latin course, students are introduced to the language and life of the ancient Romans. A basic Latin vocabulary and the primary elements of grammar are learned, and students learn to read aloud with expression and enjoyment. Roman culture is introduced, especially family life, and Greek and Roman mythology. A special emphasis is placed on English word formation and vocabulary building from Latin roots.

Latin II Full year, one credit (25320) Prerequisite: Successful completion of Latin I. This course continues the program set forth in Latin I. The Latin readings become gradually longer and more complex as students work into the reading of real Latin texts. Roman culture, history, and mythology are studied in depth to round out students' knowledge of the Classical World. Grammatical principles are reviewed and consolidated as students are introduced to Latin prose and poetry.

Latin III Full year, one credit (25330) Prerequisite: Successful completion of Latin II. Students complete the study of Latin grammar and enlarge their vocabularies, exhibiting increased knowledge of derivatives. They can identify and interpret syntax common to each author read. They continue to read Latin aloud and interpret selected passages through critical analysis, responding to the work as an art form.

Latin IV Full year, one credit (25340) Prerequisite: Grade of "C" or better in the preceding level or teacher recommendation Students review grammar in context, read, and continue to enlarge their vocabularies and knowledge of derivatives. They identify and interpret the syntax of each author with increased facility and practice the skill of critical analysis. Students synthesize the cultural and historical contexts of the work read.

Latin V Full year, one credit (25350) Prerequisite: Grade of "B" or better in the preceding level or teacher recommendation. Students review grammar in the context of the work, read and continue to enlarge their vocabularies and knowledge of derivatives. They identify and interpret the syntax of each author with increased facility and practice the skill of critical analysis. Students synthesize the cultural and historical contexts of the work read.

AP Latin Full year, one credit + 1.0 quality point (35350) Prerequisite: Teacher recommendation. Students review grammar in the context of the work, read, and continue to enlarge their vocabularies and knowledge of derivatives. Students identify and interpret the syntax of Vergil's author with increased facility and practice the skill of critical analysis. Students synthesize the cultural and historical contexts of the work read. Students also prepare for the College Board Advanced Placement Latin Language Examination. (This course may be combined with Latin V.) Students are encouraged to enroll in Latin IV and Latin V Vergil, in alignment with College Board Rules. Students may take the Advanced Placement exam at the end of one course or at the end of both courses. An additional quality point will be awarded for each course after successful completion of each course and after the exam has been taken. Students not taking the exam will not earn the additional quality point for either course if both courses are taken. *Students not taking the exam will not receive the quality point (25350).*

Advanced Studies in Latin Full year, one credit Grade(s): 9-12 (25360) Prerequisite: Grade of B or better in previous course or teacher recommendation This course, recommended as a post AP experience, is designed for students who are fully conversant with Latin grammar and syntax and are able to analyze original texts, including Classical Antiquity, Medieval Texts, and other registers of Latin, both literally and figuratively. Students review grammar in the context of the works they read in class and continue to enlarge their vocabularies and knowledge of derivatives. Students identify and interpret the syntax of each author read in class with increased facility, and practice critical analysis skills. Students synthesize the cultural and historical contexts of the works they read.

Spanish I Full year, one credit (25510) Prerequisite: None. Students learn sounds, stress patterns, and intonation of the language. Basic structures and vocabulary are learned through practice in listening, speaking, reading, and writing with emphasis on using language to communicate orally. Students express themselves both orally and in writing by recombining vocabulary and language structures creatively. Students comprehend and read simple questions and statements about daily activities and interests. Students also learn about the geography, customs, and culture of the Spanish speaking countries.

Spanish II Full year, one credit (25520) Prerequisite: Satisfactory completion of Level I. Students continue to develop their skills in listening, speaking, reading, and writing with an emphasis on oral communication. They participate in simple conversations about familiar topics using the vocabulary and grammatical patterns they learn. They read familiar material and write short, guided compositions on topics within their vocabulary and grammatical control. They expand their knowledge of cultural perspectives and practices.

Spanish III Full year, one credit (25530) Prerequisite: Satisfactory completion of Level II. Students continue to develop their proficiency in the language in all four skills: listening, speaking, reading, and writing. They understand short conversations and can be understood by native speakers accustomed to dealing with foreigners. Emphasis is on consistent use of the language for classroom activities. Students recount uncomplicated events and experiences orally, read short authentic material for main idea, and write about familiar topics using more complex grammatical structures. Knowledge of cultural perspectives and practices is expanded.

Spanish IV Full year, one credit (25540) Prerequisite: Satisfactory completion of Level III. Level IV students focus on increased accuracy and appropriateness of speech in formal presentations and spontaneous conversations when narrating, describing, seeking and giving information. Students read authentic material, particularly on familiar subjects, and discuss contemporary subjects within a cultural context. They also write about these topics in some detail. A deeper understanding of cultural perspectives and practices is developed through literature and authentic materials.

Spanish V Full year, one credit (25550) (Course may be combined with Spanish V AP or other appropriate level.) Students are able to discuss current events and to understand authentic material (media, educated native speakers, etc.). They read, write, and converse with some depth about selected topics on the culture, history, and literature of the language, and begin to extend comprehension beyond the literal level. The course also includes some analysis of literature in the target language.

Spanish AP Language Full year, one credit + 1.0 quality point (35555) Prerequisite: Grade of “B” or better in the preceding level or teacher recommendation. Students are able to discuss current events and to understand authentic material (media, educated native speakers, etc.). They read, write, and converse with some depth about selected topics on the culture, history, and literature of the language, and begin to extend comprehension beyond the literal level. The course also includes analysis of literature in the target language. In addition, Advanced Placement students prepare for the College Board Advanced Placement Spanish Language Examination.

Spanish VI (Adv. Studies in Spanish) Full year, one credit (25560) Prerequisite: Grade of “C” or better in the preceding level or teacher recommendation.(Course may be combined with Spanish AP or other appropriate level.) Students are able to discuss current events and to understand authentic material (media, educated native speakers, etc.). They read, write, and converse with some depth about selected topics on the culture, history, and literature of the language, and begin to extend comprehension beyond the literal level. The course also includes some analysis of literature in the target language.

AP Spanish Literature Full Year, one credit + 1.0 quality point (35580) Prerequisite: teacher recommendation. This course is designed for students who demonstrate a high level of fluency and can understand material on concrete and abstract topics, including literary texts representing various genres and literary styles. Students will continue the study of literature and civilization in greater depth. The curriculum exposes students to a wide range of literature from across Spanish speaking countries. Students will be required to take the College Board Advanced Placement Spanish Literature Examination. Students who pass the course and complete the accompanying AP exam will earn an additional quality point.

10. HEALTH AND PHYSICAL EDUCATION

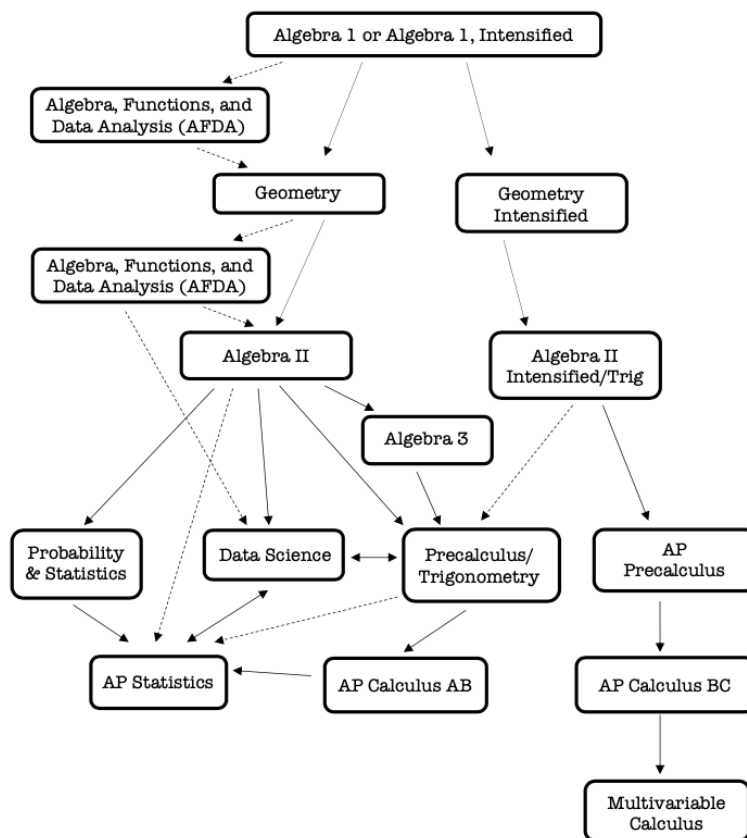
Two years of health and physical education are required for graduation. To meet this requirement, students are scheduled for health and physical education classes in grades 9 and 10. In grades 11 and 12, physical education courses may be elected for a semester or a full year.

Health I and Physical Education I Grade 9 Full Year, One Credit (27300) The overall intent of the high school physical education program is to help students learn the skills necessary for performing a variety of physical activities and to understand the benefits of engaging in a physically active lifestyle. Students are encouraged to work toward a high level of fitness, achieve new skills, learn new rules and more complex strategies, and to make healthful choices. Students will exhibit responsible behaviors in class and be able to articulate the concepts of safety, cooperation, and positive sportsmanship; as these areas relate to activities and sports. The health curriculum follows the Arlington County guidelines and focuses on FLE goals. Prevention methods for disease and chemical addictions are addressed, as well what behaviors to consider when making healthful personal choices. Additional topics include nutrition, fitness and wellness, risky behaviors, first aid, consumer education, and global health issues. Health and PE I is taught in conjunction with Health and PE II. Some topics are addressed every other year. 9th graders must sign up for both Health I and PE I.

Health and Physical Education II Grade 10 Full Year, One Credit (27400) The overall intent of the high school physical education program is to help students learn the skills necessary for performing a variety of physical activities and to understand the benefits of engaging in a physically active lifestyle. Students are encouraged to work toward a high level of fitness, achieve new skills, learn new rules and more complex strategies, and to make healthful choices. Students will exhibit responsible behaviors in class and be able to be articulate the concepts of safety, cooperation, and positive sportsmanship; as these areas relate to activities and sports. The health curriculum follows the Arlington County guidelines and focuses on FLE goals. Prevention methods or disease and chemical addictions are addressed, as well as how what behaviors to consider when making healthful personal choices. Additional topics include nutrition, fitness and wellness, risky behaviors, first aid, consumer education, and global health issues.

11. MATHEMATICS

The math curriculum at H-B follows closely that of the other Arlington high schools. We offer two or more levels of most courses, so that the students can find the appropriate level of rigor. In the sequence diagram on the next page, courses listed in the middle column move at a traditional pace and fully cover the core content. Courses without an Intensified or AP label tend to move more slowly and emphasize mastery of essential skills. Courses with an Intensified or AP label tend to move more quickly, require a deeper understanding of the content, and may include additional advanced topics. A teacher recommendation is required for all intensified and Advanced Placement courses. Since classes at H-B meet only four (rather than five) times per week, math students should expect to do more preparation and work outside the classroom.



Algebra I (Grade 8, MS course code-13130) (Grade 9-12, HS course code- 23130) Prerequisite: Grade “C” or better in the previous mathematics course and teacher recommendation. This course includes properties of the real number system, linear equations and inequalities, systems of equations and inequalities, exponents, radicals, rational expressions and equations, polynomials, factoring, solving, and graphing quadratic equations, functions, statistics, and problem solving. *Students take the Algebra I SOL test at the end of this course. Passing the SOL test and the course earns a verified credit.*

Algebra I, Intensified (Grades 7 & 8 – MS course code - 13140) (Grade 9-12 – HS course code - 23140) Prerequisite: Grade “C” or better in the previous mathematics course and teacher recommendation. This is a more intense and in-depth course for the highly motivated student. It covers the same basic objectives as Algebra I, but in more depth and rigor. Some additional concepts studied may include: absolute value, equations and inequalities, radical expressions and equations, rational expressions and equations, and exponential growth and decay. *Students take the Algebra I SOL test at the end of this course. Passing the SOL test and the course earns a verified credit.*

Math Foundations and Pre-Algebra (ELD) (23122) Grades 9-12 Full Year, two periods, two credits (elective) This course is intended for students with interrupted schooling who are enrolled in the ELD program. For more information about this course, refer to the *APS Program of Studies*.

High School General Mathematics (ELD) (23120) Grades 9-12 Full Year, one elective credit This course is intended for students who are enrolled in the ELD program. For more information about this course, refer to the *APS Program of Studies*.

Algebra I, Part I Grades 9-12 (23131) This course is for students in the ELD program who need more review of previous math topics and will benefit from two years of instruction to complete the sequence. Emphasis is placed on strengthening basic computational skills. For the successful completion of Part I, the student receives one unit of *elective* credit. Completion of Algebra I, Part II (317) is required to complete the *required* Algebra I level mathematics credit. *The Algebra I SOL test is given at the end of Algebra I, Part II. There is no end-of-course SOL test for Algebra I, Part I.*

Algebra I, Part II Grades 9-12 (23132) Prerequisite: Algebra I, Part I. This is the second year of the two-part course. The course covers a review of the concepts presented in Algebra I, Part I as well as the topics listed in Algebra, I course description. These topics are covered in less depth than in Algebra I but are intended to meet SOL requirements. For the successful completion of Part II, the student receives 1 unit of required Algebra I mathematics credit. Completion of Part II counts as one math credit at the Algebra I level for both the Standard and Advanced Studies diplomas. *Students take the Algebra I SOL test at the end of the course. Passing the SOL test and the course earns a verified credit.*

Geometry Grades 9-12 (23143 – HS) Prerequisite: Grade “C” or better in Algebra I and teacher recommendation. Geometry involves the student in the study of mathematical structure using deductive reasoning and the application of direct and indirect proof. This course covers the concepts of transformations, congruence, parallelism, similarity, and perpendicularity, as well as the properties of circles, polygons, and solids. Algebra I concepts are reviewed and applied to coordinate geometry. *There is a Geometry end of course SOL test that students may be required to take to meet Federal requirements and/or earn a verified math credit towards graduation.*

Geometry Intensified Grades 8-12 (13141 – MS) (23141 - HS) Prerequisite: Grade “B” or better in Algebra I Intensified or Grade “A” in Algebra I and teacher recommendation. Intensified Geometry is a rigorous study of logical reasoning through the use of plane and solid figures and the concepts of Algebra I. The student is expected to demonstrate deductive thinking within a postulational system by constructing original direct, indirect, and coordinate proofs. This course is designed for students who intend to matriculate in the Advanced Placement Program. *There is a Geometry end of course SOL test that students may be required to take in order to meet federal requirements and/or earn a verified math credit towards graduation.*

Algebra, Functions & Data Analysis (AFDA) (23145) Grade 10-12 Prerequisite: Algebra I This course is intended to be an extension of Algebra I concepts toward a conceptual overview of Algebra II topics with the context of mathematical modeling and data analysis as well as more in depth study of statistics topics. Students will study the broad characteristics of functions and their behaviors and solve problems that require the formulation of linear, quadratic, exponential, logarithmic equations or a system of equations or inequalities. Students will develop a global understanding of these functions which will aid a more detailed study in subsequent courses. Probability, experimental design and implementation, and analysis of data will be incorporated into the study of functions, and data will be generated by practical applications arising from real life scenarios. This course may be taken after Algebra I and before Geometry or after Geometry and before Algebra II. It is not intended to be taken after Algebra II. *There is no end of course SOL test.*

Algebra II Grades 9-12 (23135) Prerequisite: Grade “C” or better in Algebra I (or Algebra I, Intensified) and Geometry (or Geometry, Intensified) This course is an extension of Algebra I and Geometry. The Algebra II curriculum includes a thorough treatment of quadratics, polynomials, powers, roots, radicals, rationals, and the functions associated with these topics. The study of logarithms, exponential functions, complex numbers, sequences, series, and permutations, combinations, and probability and statistics is included. The uses of technology and applications are integral parts of this course. *There is an end of course SOL test in Algebra II that students may be required to take in order to meet federal requirements and/or earn a verified math credit towards graduation.*

Algebra II/ Trigonometry, Intensified Grades 9-12 (23136) Prerequisite: Geometry and teacher recommendation

In addition to a more in-depth study of the content of Algebra II (23135) the following topics are included in this advanced course: trigonometry and trigonometric functions. The uses of technology and applications are integral parts of this course. *There is an end of course SOL test in Algebra II that students may be required to take in order to meet federal requirements and/or earn a verified math credit towards graduation.*

Algebra III Grades 11-12 (23155) Prerequisite: Grade “C” or better in Algebra II or grade “D” or better in Algebra II, Intensified and teacher recommendation.

This course is an in-depth study of trigonometry and advanced algebra topics. The 12-18 week study of trigonometry will include triangle and unit circle trigonometry and trigonometric functions and their applications. Advanced algebra topics will include and extension of previous algebra skills, exponential and logarithmic functions, and rational expressions. Additional topics may include probability, sequences and series, and discrete mathematics. The uses of technology and applications are integral parts of this course. *There is no end of course SOL test.*

Precalculus/Trigonometry Grades 10-12 (23162) Prerequisite: Grade “C” or better in Algebra III or Algebra II, Intensified or grade “A” in Algebra II and teacher recommendation.

This course consists of an integrated review of elementary functions: polynomial, linear, exponential, logarithmic, and trigonometric. Other major areas include a study of analytic geometry, parametric equations, polar coordinates, sequences and series, discrete mathematics, vectors, matrices, and an introduction to limits and derivatives. Students will also study trigonometric functions, solve trigonometric equations, and trigonometric identities. This course provides students with the necessary skills and concepts for the study of Calculus AB the following year. The uses of technology and applications are integral parts of this course.

AP Precalculus Grades 10-12 (33164) Prerequisite: Grade “B” or better in Algebra II/Trigonometry, Intensified and teacher recommendation or grade “A” in Algebra III and teacher recommendation.

This course delineates content and skills common to a college precalculus course. Students study several types of functions through their graphical, numerical, verbal, and analytical representations, as well as their applications in a variety of contexts. Students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point.

Data Science (23195) Prerequisite: Grade “C” or better in Algebra II or Algebra II, Intensified

This course is an introduction to the learning principles associated with analyzing data sets. Through the use of open source technology tools, students will identify and explore problems that involve the use of relational database concepts and data intensive computing to find solutions and make generalizations and inferences. Students will engage in in the data science problem solving cycle to interact with large data sets as a means to formulate problems, collect and clean data, visualize data, model to predict, and communicate effectively about data formulated solutions.

AP Statistics Grades 11-12 (33192) Prerequisite: Grade “B” or better in Algebra II or Algebra II, Intensified, Probability & Statistics, or Algebra III and teacher recommendation.

This course provides the advanced mathematics student the opportunity to study the topics included in the Advanced Placement Statistics syllabus as provided by the CollegeBoard. Topics include the study of probability and probability distributions, descriptive statistics such as measure of central tendency and variation, random numbers and simulation, confidence intervals, hypothesis testing for one and two sample data, contingency tables, correlation, and regression analysis. The uses of technology and computer software to analyze data are emphasized. Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point.

AP Calculus AB Grades 10-12 (33177) Prerequisite: Grade “C” or better in Pre-Calculus, Intensified and teacher recommendation or grade “B” or better in Pre-Calculus/Trigonometry and teacher recommendation.

A review of those topics needed of the study of calculus ; theory of limits, differential calculus, and its applications; integral calculus and its applications, problem solving at the calculus level; and those topics which are contained in the Advanced Placement AB syllabus as given by the CollegeBoard. Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point.

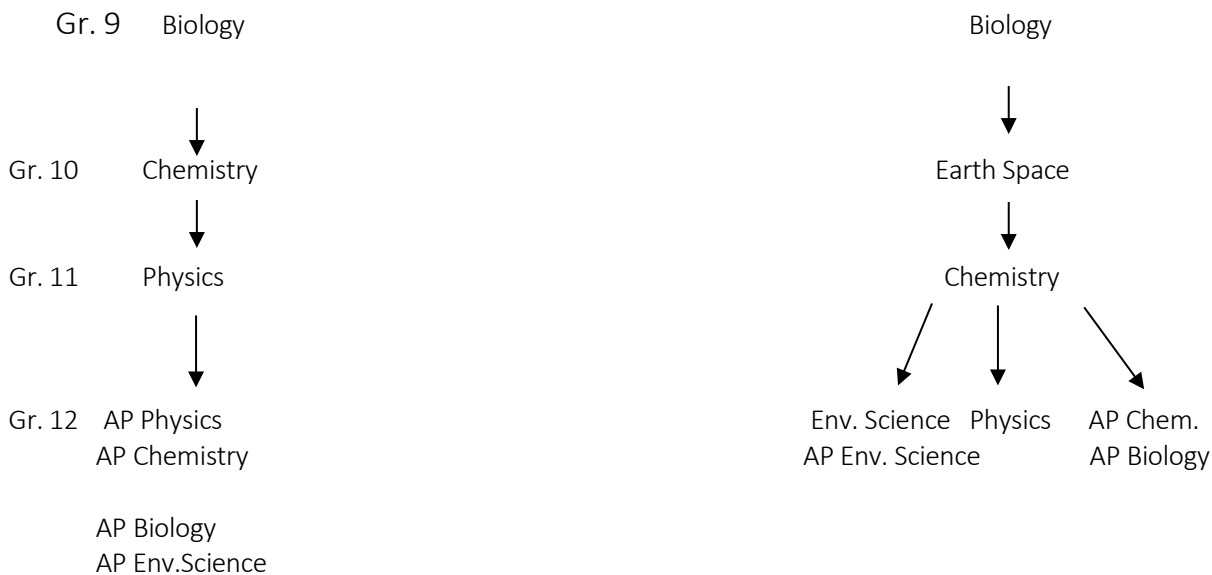
AP Calculus BC Grades 10-12 (33179) Prerequisite: Grade "B" or better in Pre-Calculus, Intensified, and teacher recommendation or grade "A" in Pre-Calculus and teacher recommendation In addition to the topics in Calculus AB, vector functions, polar areas, volumes, sequences, and series are covered. Limits and proofs are given more stress than in Calculus AB. Details may be found in the syllabus for Calculus BC published by the College Entrance Examination Board. Students are required to take the AP exam associated with this course. Students not taking the exam will not earn the additional quality point.

Multivariable Calculus (93178W) Prerequisite: Successful completion of Calculus BC, and students must meet all criteria for dual enrollment courses with Northern Virginia Community College including a score of 4 or 5 on BC Calculus exam. Multivariable Calculus is offered for those students who have completed Calculus BC prior to their senior year. Some of the topics the course will cover are graphing three dimensional surfaces, integration and differentiation of vector valued functions, limits, and continuity of functions of two or more variables, partial derivatives, multiple integrals, directional derivatives and gradients, vector fields, Green's Theorem, and Stoke's Theorem. *College Credit: This course may be dual enrolled at Northern Virginia Community College. The NOVA entrance requirements must be met before registering. Please consult with your math teacher or math coach for more details.*

12.SCIENCE

General Policies Students in grades 9 - 12 are required to take three credits of science (from at least two different disciplines) for the Standard Diploma and four credits of science (from at least three different disciplines) for the Advanced Studies Diploma. AP course offerings are subject to enrollment. For SOL requirements see page 26.

SCIENCE COURSE SEQUENCE RECOMMENDATIONS



Biology, Full Year, One Credit (24310) In this lab course, students investigate biochemistry, cell biology, genetics, evolution, ecology, and living organisms. This course prepares students for additional science courses, including AP Biology.

Ecology Course, Full Year, One Credit (24365) This course has a biology prerequisite (Environmental Science does not count). This course will count as a second year biology (laboratory science credit). There is no SOL test.

ELD Environmental Science Full Year, One Credit (24361)

ELD 1 Science (BP/HP) Full Year, One Elective Credit (20780) Does not meet science requirement for graduation Students are placed in ELD A (Level 1) based upon language proficiency.

AP Environmental Science (34270) *Prerequisite: Successful completion of two lab sciences (one life and one physical)*; Advanced Placement Environmental Science is designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to 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 Biology (34370/34371-Note: use both codes) Full Year, two credits, double periods **Prerequisite: Successful completion of first level courses in Biology and Chemistry and permission of the instructor.** Advanced Placement Biology is a college-level biology course that presents students with an in-depth study of all of the major areas of biology including molecular and cellular biology, genetics, organisms, and populations. A rigorous laboratory program is based on the laboratory activities required in the Advanced Placement Biology syllabus and includes opportunities for students to become skilled in biotechnology techniques such as gel electrophoresis and bacterial transformation. This course prepares students to take the AP Biology examination for which they may earn college credit.

Earth Space Science (24210) Earth Space Science is an introduction to geology, physical oceanography, meteorology, and astronomy. The course includes the study of the earth's interior, formation of rocks, tectonic plate movements, land and ocean features, the fossil record, weathering and erosion, the atmosphere, a study of the solar system, and the life and death of stars. Laboratory experiences and field trips within these areas of study are provided. There is an end-of-course SOL exam. Passing the SOL test earns a verified credit.

Chemistry (24410) **Prerequisite: Completion of or concurrent registration in Algebra II or equivalent.** This course is designed for college-bound students to learn chemistry through experimentation and calculations. There is an emphasis on understanding basic principles of chemistry, including atomic structure, bonding, the periodic table, stoichiometry, and molecular structure. There is an end-of-course SOL exam.

AP Chemistry, (34470/34471 – use both codes) (Full Year, two credits, double period) **Prerequisite: Successful completion of first level course in Chemistry and permission of the instructor.** Advanced Placement Chemistry is a college-level course designed to develop an in-depth understanding of the major areas of chemistry. The curriculum is based on the topics included in the Advanced Placement Chemistry syllabus provided by the College Entrance Examination Board. Emphasis is placed on chemical calculation, mathematical formulation of principles, and laboratory work. This course prepares students to take the AP Chemistry exam for which they may earn college credit.

Physics I (24510) **Prerequisite: Completion of or concurrent registration in Precalculus** This course is designed to provide the student with an understanding of the basic principles of physics and the attendant laboratory skills necessary for further study in the physical sciences. The laws of mechanics and electricity/magnetism will be studied in a variety of situations ranging from sub-atomic particles to galaxies.

AP Physics, (34570) (Calculus based) Full Year, One Credit **Prerequisite: Completion of Physics I, and concurrent enrollment in Calculus AB and/or BC.** This is a single, college-level physics course designed to prepare the student for the Advanced Placement C Physics exam. The primary emphasis is on classical mechanics.

13. SOCIAL STUDIES

Three years of social studies are required for graduation with a standard diploma from high school in the state of Virginia: World History, Virginia and U.S. History, and Virginia and U.S. Government. These courses are generally offered respectively at grades 9, 11, and 12. Students are also required to take Economics and Personal Finance, generally offered at grade 10. A fourth social studies course is needed for the Advanced Studies diploma. In addition, the Social Studies Department offers a variety of elective courses. Students may opt to accept their 8th-grade credit in World Geography for their fourth Social Studies requirement. See the note of caution in the Middle School section.

World Geography Full year, one credit (22210) This course will focus on the interactions of people and their environment in such regions of the world as Africa, Asia, Australia, Central America, the Caribbean, Europe, the Middle East, North America, South America, and areas of the former Soviet Union. The five themes of geography, location, place, human and environmental relationships, movement, and regions will be used to study physical, cultural, political, economic, and other types of geography.

World History & Geography 1500 AD to the Present Full Year, one credit (22216) This course will focus on the significant events, people, and ideas of western and non-western civilizations from 1500 AD to the present. The concept of "identity" will be the organizing theme for this course of study. Students will view themselves relative to the changes in political, economic, social, cultural, and geographic developments of contemporary history since 1500 AD. A brief review of ancient civilizations will take place at the beginning of the course. Students will study four eras of history: expansion of world populations around 1500 AD, encounters and exchanges of exploration, the age of revolutions, and the world since World War I.

ELD 1 Social Studies, Full Year, One Elective Credit (20789) Students are placed in ELD A (Level 1) based upon language proficiency.

Economics & Personal Finance Full Year, one credit (22212) This course explores the general scope of economics. Students review the American free-enterprise system and its relation to land, people, innovation, technology, organization, and government. The course explores economic principles, laws, supply and demand, business behavior of corporations, labor and industry, the Federal Reserve System, and government fiscal policies. Economic systems of major countries and economic philosophies are compared to develop an understanding of the impact of global trade. In the personal finance portion of the course, students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. The Economics and Personal Finance course will include blended instruction with at least 1/3 of the course taught digitally. Additionally, students will have the opportunity to take the WISE Financial Literacy Test at the end of the course. **Successful** completion of the course and a **passing** score on the WISE test will earn the following graduation requirements:

- ✓ 1 Standard Credit of Economics and Personal Finance (Standard and Advanced Diplomas)
- ✓ 1 Career and Technical Education Credential (Standard Diploma)
- ✓ 1 Online Course Requirement (Standard and Advanced Diplomas)

VA/US History Full Year, One Credit (22360) VA/US History is organized around the theme of *perspectives*. The course objectives focus on the significant people, places, and events in American and Virginia history whose influence, position, and point of view have affected geography and environment, the democratization process, the development of enterprise, the evolution of global interaction, the impact of scientific and technological developments, and the meaning of the American Dream. This course will prepare students to take the U.S. History *Standards of Learning* exam.

VA/US History AP Full Year, One Credit (32319) Prerequisite: Recommendation of social studies teacher This course is part of the Advanced Placement Program of the College Entrance Examination Board that makes demands on students that are equivalent to those of an introductory college course. Students electing this course in place of the regular Virginia and United States History are expected to read extensively, give time to abstract concepts and thoughts, and deal with various topics in American History. The Advanced Placement syllabus gives a complete course description. Students selecting this course should be those who have the ability and interest in the subject matter as it is expected that they will work with both primary source materials and texts on an advanced level. Generally, students in this course will take the Advanced Placement Examination in American History for the possible attainment of college credit.

VA/US Government Grade 12 Full Year, One Credit (22440) This course is organized around the theme of *power*. The objectives focus on the sources from which American governmental institutions derive their authority to function, and the applications of this authority to critical processes, procedures, and systems. The influence of various groups and the patterns of other world government are also studied. The key concepts for study are the foundations of government, rights, responsibilities, liberties, institutions, political processes, public programs, policy making, and comparative political and economic systems.

AP VA/US Government Full Year, One Credit Grade 12 (32445) Prerequisite: Recommendation of VA/US History teacher. In addition to studying the basic institutions of national, state, and local government, this course focuses on the political concepts that underlie the American political system. A comparison is made with other political systems. In addition to the textbook, students are required to read several supplementary articles each quarter. Emphasis is placed on class discussion, critical thinking, the application of political ideas, and the writing of short papers. This course is part of the Advanced Placement Program of the College Entrance Examination Board that makes demands on students equivalent to those of an introductory year in political science at the college freshman level. This course is designed for the serious student who is willing to meet the demands of an in-depth analysis of American Government. Much emphasis is placed on writing and the student is expected to read extensively. Students must take the AP exam in American Government and Politics.

Ancient Civilizations (to 1500) (22215) Prerequisite: 9th grade – World History and Geography 1500 AD to the Present The course of study for grade ten is world history to 1500 A.D. It includes study of the historical development of people, places and patterns of life from ancient times until 1500 A.D.

AP Modern European History Full Year, One Credit (32399) This elective course offers a survey of the political, economic and social history in Europe from the time of the Renaissance to the mid-twentieth century. Renaissance and Reformation topics are covered at the beginning of the course after an introduction to medieval life. Other topics, such as the Counter-Reformation, the Age of Discovery, and the Scientific Revolution are explored as well. Students study the French Revolution and its effects on Europe and Britain. Nineteenth and twentieth century topics comprise a major portion of the course. In addition to demonstrating a knowledge of basic chronology, general events and themes, students read a college-level text, write analytical essays on specific topics, complete a research paper and prepare for the Advanced Placement Modern European History Examination. Grades awarded in this course carry an additional quality point (over that of a non-AP History course) in computing the grade point average. Students must maintain a "C" average to remain in the class.

AP African American Studies, Full Year One Credit (32371) African American Studies, AP is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. The course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

Latin American Studies (22373) Full year, one credit Grade 10-12 Prerequisite: None This course will cover the histories of ancient civilizations through the 21st century in Latin America. Students will learn about Latin American cultures, their political and economic structures, and their impact on the globalized world through a variety of lenses. Through analysis of historical and current issues, students will gain a deeper understanding of Latin America and explore the ways in which the region's history influences interactions and patterns across the globe.

AP Psychology Full Year, One Credit Grades 11-12 (32902)

The AP Psychology class follows the recommendations of the College Board and introduces students to the systematic and scientific study of behavior and mental processes. It will expose students to psychological facts, principles, and phenomena associated with the major subfields of Psychology. The class also teaches students about the methods psychologists use in their science and practice. The class aims to provide students with the experience equivalent to that obtained in a college introductory Psychology course. The class is designed to prepare students for the AP Psychology examination, which is administered in May of each year and, as such, we devote much attention to preparation for exam.

Sociology Full Year, One Credit (22500) The purpose of this course is to acquire a sociological perspective for examining issues that face contemporary society. Rather than thinking about complex issues in terms of individual personalities or drives, this course looks to broader cultural factors to determine why individuals in our society behave as they do. In addition to examining individual behavior, this course looks at the structure of our society, comparing American society and cultural practices with other systems around the world. Depending on time and student interest, some of the topics will include: culture and norms; socialization; family, dating, marriage, and divorce; gender and sexuality; social class and poverty; crime and deviance; race and ethnicity; age; religion; pop culture and counterculture; and mass media.