



Virginia Academy
Upper School Program Guide
2018-2019

Purpose of Program Guide

The Program Guide provides an easy-to-reference resource of all aspects of the Upper School experience: academics, arts, athletics, activities, and student support services.

Please note that courses and activities are offered each year based on student interest. Some items listed in the Program Guide may not be offered each year.

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Accreditation

International Christian Accrediting Association (ICAA)

The purpose of ICAA is to assist Christian educational institutions in the improvement of education within its Christian distinctives by establishing an organizational witness to their credibility of performance, integrity, and quality. All schools accredited by ICAA share these distinctives:

- to identify themselves as educational institutions led by the Holy Spirit to glorify God and His Son, Jesus Christ, in all programs and activities
- to accept the Statement of Faith adopted by the Association
- to agree to promote and adhere to the Standards and Procedures of the Association

- to identify with the charismatic/Pentecostal
- movement of the Christian faith
- to maintain membership in ORU Educational Fellowship

For more information, visit www.icaa.us.

Southern Association of Colleges & Schools (AdvancED)

The mission of the Southern Association of Colleges and Schools is the improvement of education in the South through accreditation. School leaders engaged in AdvancED Accreditation will:

- Take stock of themselves in relation to a set of research based quality standards
- Establish a vision, assess their current reality, implement and improvement plan, monitor progress and evaluate results
- Enhance the school's best thinking with the insights and perspectives of an external review team

Mission, Vision, and Core Objectives

Mission

Virginia Academy is a college preparatory Christian school serving families with children age 2 through 12th grade. Virginia Academy exists to prepare students for their best life through...

Core Objectives

Faith

We unashamedly believe every child's best life is found in relationship and service to God. We teach the truths of God's Word in an age-appropriate and creative way and stress the importance of living out Godly character. We want our students to become productive citizens with the ability to lead and serve others well.

Scholarship

Academic excellence is a priority. Beginning with preschool, students are taught reading by a superior phonetic approach, which not only provides a foundation for comprehension but also critical thinking skills. We want our students not only to be great thinkers and problem solvers, but also equipped to apply their learning to everyday life and make use of the latest technology. All students are challenged to excel at their highest level possible while also being given needed support to overcome learning deficiencies and differences.

Purpose

It is our firm belief that every child is endowed with unique ability and purpose. Our job is to help them discover them both. Therefore, we seek to provide a variety of opportunities for each child to find his/her area of greatness that by the time they leave Virginia Academy, they are well on their way to achieving their God-given purpose.

Vision

We see Virginia Academy graduates making a positive impact in every arena of life!

Philosophy of Education

Virginia Academy views itself as an indispensable part of the three major forces in the life of each child: the home, the school and the church. Virginia Academy was founded and functions upon the basic fundamental principles of the Word of God, and it espouses the historic Christian view of life as presented in the Bible. The following are guiding statements of our philosophy of education.

- The purpose of education is to prepare students for life. We believe a person's best life is found in acceptance of and obedience to Christ.
- God is the creator of all things. He is the source of all truth.
- God's Word is a necessity for correction and effective training and instruction in knowledge and wisdom.
- The ultimate responsibility for educating children rests with parents.

- The Christian school is a mission of the church and a valuable resource for parents in the equipping and education process.
- An effective Christian school consists of a genuinely Christian staff and curriculum and guiding principles deeply rooted in the truths of God's Word.
- An effective curriculum is one that reveals the truth of God's Word and world; focusing on developing students spiritually, emotionally, and physically as well as intellectually.
- Teachers have an awesome privilege and responsibility as educators and should consider carefully their power to influence a child's decision to engage with, receive and/or reject truth.
- All children can and do learn, but do so best when they are considered as individuals and are given an opportunity to explore their unique genius in an environment of love, high engagement, and order.
- The end goal of our educational efforts should be to launch an intellectually sound and spiritually dynamic follower of Christ into the world.

General Information

Grade Level/Graduation Year

Grade level corresponds to a student's ninth grade entry year. Students are assigned a grade level based on their grade level at the end of their first year of enrollment in high school. For transfer students, grade level represents the first year of enrollment at any high school in the world. Grade level determines the graduation year of each student.

Grade Level Changes

A grade level may be changed only if:

- The student's original school does not accurately reflect his or her ninth grade entry year due to error (e.g. The student was assigned to an incorrect grade level at the end of the school year).
- The student is a transfer student whose grade level was chosen prior to the receipt of adequate academic records to make a grade level determination.
- The student is an English Language Learner who fulfills

the criteria below. In this case, the school will make a one-time change to grade level to the year prior to his or her ninth grade entry year, provided that:

- There is detailed documentation supporting the change and reason why;
 - The student was newly arrived to the United States in his or her first year of high school and placed directly in the ninth grade;
 - The student is in exactly his or her second year of enrollment in high school;
 - The student is an English Language Learner and has a low level of literacy in his or native language; AND
 - The school has determined, before the end of the second year of enrollment that the proper grade level of the student is still in ninth grade.
- All grade level changes must be accompanied by documented explanation and support.

Selecting Courses

Every student develops an academic plan in the 6th grade which begins in the 7th grade. One copy of the plan is sent to the parents for their review, and another copy is maintained by the school counseling department. Each year students review and revise the plans as they make decisions about courses needed for the next school year, and parents have the opportunity to review and help revise the selections. Students and their parents should carefully review the academic plan. Questions about the courses should be directed to counselors, teachers, or administration.

Add/Drop Period for Courses

A student who wishes to drop an elective course (this includes Honors designations for core courses) may do so at any time up to five weeks after the start date with the permission of a parent/guardian **and** is subject to approval from the guidance counselor and principal. Such approved dropped courses do not appear on the scholastic record and are not calculated in the grade point average. There is no assurance that a student who drops a course will be able to add

another credit bearing course. There is no reimbursement from Virginia Academy for dropped courses. Dropping courses could affect diploma type. All students must fill out an Add/Drop Form which can be accessed in the guidance office.

All core courses must be taken through Virginia Academy or an approved dual-enrollment course.

Course Cancellations

Any course that does not have sufficient enrollment in a particular school can be canceled. Some courses with low enrollment may be offered in alternate years or not at all.

Subject Load

Students in Grades 9-11 are expected to be enrolled in 7 credit subjects or their equivalent. Any variation requires the principal's permission.

Summer School Graduation

Students completing graduation requirements in a state-accredited summer school are eligible for diplomas. Virginia Academy will only take one credited class after a student's graduation date.

VHSL Athletic Participation

In order to be eligible to participate in any Virginia High School League competition, a student must be currently enrolled in five subjects for credit or the equivalent, and have passed five subjects for credit or the equivalent the previous semester. If a passed course is being repeated, that course may not be counted as one of the five subjects for credit. Students who are planning to participate in Division I and II interscholastic sports in college should see their school counselors and/or athletic directors to learn about National Collegiate Athletic Association (NCAA) regulations. These rules require certain high school courses, minimum grade point averages, and minimum college admissions testing scores before a student can be found eligible for participation.

Reclassification of a Student:

NCAA Student Athlete College Bound Guide: *Core-Course Timeline*

If a student plans to attend a Division I school, that student must complete 16 NCAA-approved core courses in eight academic semesters or four consecutive academic years from the start of ninth grade. If the student graduates high school early, that student must still meet the NCAA's

core-course requirements. If a student graduates high school on time and plans to attend a Division I school, that student may complete one additional NCAA core-course within one year of his/her graduation date to meet core-course requirements or improve his/her GPA. A student may complete the additional core course at a school other than the high school from which that student graduated, but should check before he/she takes the course to make sure it appears on the school's list of NCAA-approved courses. A student must also provide an official transcript from the new school with grade and credit for the additional core course.

All students requesting reclassification must sign VAA Reclassification Waiver.

Incomplete Grades

Teachers may assign "Incomplete" grades in instances where the required assignments have not been submitted due to unusual but excused circumstances. In such cases, the teacher shall assign a deadline for make up of the work; however, the work must be completed by the end of the following grading period. Incomplete grades may not be carried over from one academic year to another.

Promotion and Credit Information

Promotion

A student must have earned the minimum number of credits below to be promoted to the next grade.

Grade 10	5 credits
Grade 11	11 credits
Grade 12	Student must be scheduled to meet all graduation requirements by June.

A student's grade level is not subject to change during the school year.

Full-Year Courses

Students receive one standard unit of credit for each full-year course successfully completed.

Students do not receive any partial credit for a full-year course. For example, a student who passes a year-

long course for a semester but fails for the year or a student who does not continue that subject beyond the first semester does not receive credit for the course; rather, the student must repeat the entire course to obtain credit for it.

Credit is not awarded unless a course is listed in the *Program Guide*.

One-Semester Courses

Students receive one-half unit of credit for each semester course successfully completed.

Non-Credit Activities

A student who serves as a student helper or intern during his/her study hall does not receive a credit for that class period.

Honors Courses

Honors courses are offered in Grades 9-12 for core classes (English, Math, Science, History, and Languages).

While students focus on the same skills as grade level classes, honors courses are distinguished by a more rigorous and inquiry-based study of the subject area. All year-long honors courses receive a weight of .5.

Students take a grade level class as an Honors class, meaning the pace of the course is the same, but Honors

students will cover a greater depth of the subject area, and the course will require more independent work.

Courses Already Passed

Students who pass a course may repeat it for grade improvement, but a duplicate credit is not awarded. Both grades are recorded on the student's transcript and are included when calculating grade point average and class rank.

Credits from Middle School

Students who complete Algebra I; Geometry; Algebra II; and/or the regular first, second, or third year of a world language in middle school earn a high school credit for courses in those subjects. Each credit counts toward graduation requirements and is included in the grade point average as well as class rank.

Reminder to Parents of Rising 9th

Graders Entering High School:

The parent of any student who, while in middle school, took a high school credit-bearing course may elect to have the grade (and credit) omitted from the student's transcript. Written notice must be provided to the school counselor before the start of the student's 9th grade school year.

Standard Diploma Course Requirements¹

Discipline Area

English	4 credits
Mathematics ²	3 credits
Laboratory Science ³	3 credits
History and Social Science ⁴	3 credits
World Language ⁵	2 credits
Health and Physical Education	2 credits
Bible ⁶ (for 9 th graders entering 2015-2016 and beyond)	2 credits

¹ Credit accommodations will be provided for students with disabilities as needed. Guidelines for credit accommodations will be issued by the VAA administration.

² Courses completed to satisfy this requirement shall include Algebra I, Geometry, and Algebra II; or other mathematics courses above the level of Algebra II. VAA administration shall approve courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include at least two different science disciplines: earth sciences, biology, chemistry, or physics. VAA administration may approve additional courses to satisfy this requirement.

⁴ Courses completed to satisfy this requirement shall include U.S. History, U.S. Government, and one course in either world history or geography or both. VAA administration may approve additional courses to satisfy this requirement.

⁵ Courses completed to satisfy this requirement shall include two years of sequential foreign language at the secondary level. A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language.

⁶ Courses completed to satisfy this requirement shall include a combination of the following half-credit courses Biblical Foundations, Old Testament Survey, New Testament Survey, and Spiritual Formations. Students transferring in after their 9th

Economics and Personal Finance	1 credit
Electives	2 credits
Total	22 credits

Advanced Diploma Course Requirements

Discipline Area

English	4 credits
Mathematics ¹	4 credits
Laboratory Science ²	4 credits
History and Social Science ³	4 credits
World Language ⁴	3 credits

grade year may have this requirement reduced with VAA administration approval.

Students must take at least 1 Bible elective each year of attendance.

¹ Courses completed to satisfy this requirement shall include Algebra I, Geometry, and Algebra II; and one other mathematics courses above the level of Algebra II. VAA administration shall approve courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include at least three different science disciplines: earth sciences, biology, chemistry, or physics. VAA administration may approve additional courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. History, U.S. Government, and two courses in either world history or geography or both. VAA administration may approve additional courses to satisfy this requirement.

⁴ Courses completed to satisfy this requirement shall include three years of one language or two years of two languages. A student whose native language is not

Health and Physical Education	2 credits
Bible ¹ (for 9 th graders entering 2015-2016 and beyond)	2 credits
Economics and Personal Finance	1 credit
Electives	2 credits
Total	26 credits

English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language.

¹ Courses completed to satisfy this requirement shall include a combination of the following half-credit courses Biblical Foundations, Old Testament Survey, New Testament Survey, and Spiritual Formations. Students transferring in after their 9th grade year may have this requirement reduced with VAA administration approval.

Students must take at least 1 Bible elective each year of attendance.

Transferring Into Virginia Academy as a High School Student

Each transfer student's academic record is evaluated to determine the number of credits that have been earned towards graduation requirements. Transfer honors, AP, and IB courses may be weighted after a school review. Students transferring within a quarter will have their previous school's grades averaged with what he or she earns throughout the rest of the quarter at Virginia Academy to determine the overall quarter grade.

Grade Point Average and Class Rank

- Grade point average (GPA) and class rank include all courses for which credit was earned in grades in 9-12. Also included are the "credit-bearing" courses completed at the middle school level.
- When a course is repeated, both final course grades are included when calculating the GPA and rank.
- Based on their GPA, students are ranked at the beginning of their senior year and at the end of the first semester of their senior year.
- If a student withdraws from a course before the add/drop period of the course, the course is not recorded on the scholastic record. All grades earned are recorded on the transcript. Partial credit is not given for year-long courses that are dropped; however, grades earned are included in the determination of grade point average and class rank.
- Grades earned in Dual Enrollment (DE) courses are "weighted" by adding 1.0 to the point value for the grade earned in a year-long course with the exception of a grade of "F".
- All year-long Honors (H) courses are "weighted" by adding .5 to the point value for the grade.
- To determine class rank, grade points for all courses for which a grade has been recorded are totaled and divided by the total number of courses for which a

student has received a semester or year's grade.

- A student must be enrolled in Virginia Academy for three full semesters in order to be eligible for first and second honor graduate designation (valedictorian or salutatorian). Only U.S. based transcripts from accredited schools will be considered when determining class rank and honor graduate designation.

Graduation Latin Honors

Designations

Weighted GPA

Cum Laude: 3.50-3.74

Magna Cum Laude: 3.75-3.90

Summa Cum Laude: 3.91+

Honor Roll

Honor Roll: 3.0 – 3.74

Principal's List: 3.75 +

Grading Scale

Adopted at the beginning of the 2017 – 2018 school year

Grade	Numerical Equivalent	Points Awarded
A+	98-100	4.0
A	93-97	4.0
A-	90-92	4.0
B+	87-89	3.0
B	83-86	3.0
B-	80-82	3.0
C+	77-79	2.0
C	73-76	2.0
C-	70-72	2.0
D+	67-69	1.0
D	63-66	1.0

D-	60-62	1.0
F	59 and below	0.0

Standardized Testing

ACT Aspire

Students in 6th – 10th grades take the ACT Aspire – nationally normed tests that maps progress through a student’s school career on a vertical scale, and is anchored to the scoring system of the ACT.

PSAT

Students in 8th – 11th grades take the PSATs each fall to prepare for the SAT. This test can identify strengths and weaknesses in reading, math, and writing skills while students have time to work to improve their scores.

SAT

Students in the 11th and 12th grades take the SAT which measures critical reasoning, mathematics, and writing

skills. A student should begin taking the test by the spring of their 11th grade year and may repeat the test several times.

The SAT tests are given several times each year at high schools in Loudoun County. Students must register six weeks in advance of the test. Students may register online at www.collegeboard.com.

ACT

Students in the 11th and 12 grades take the ACT – a college readiness assessment that measures English, Math, Reading, and Science skills. Some students find it helpful to take both the ACT and the SAT since colleges use the best score on either test.

Special Programs

Dual Enrollment

Virginia Academy will pay the tuition for students to take core (English, Math, History, and Science) dual enrollment courses for rising 11th and 12th graders who meet requirements set by Virginia Academy and agree to the terms set forth by Virginia Academy. The following options are available to Virginia Academy students:

Oral Roberts University Online

Advantage Course:

Founded to educate the whole person - mind, body and spirit - Oral Roberts University promises a thorough education in the context of a vibrant Christ-centered community. ORU is a place for advancing knowledge, pursuing intellectual discovery and building life-long friendships in a vibrant campus community. ORU students are empowered on the quest for wholeness; having the time of their lives, while preparing for their life's mission.

<http://www.oru.edu/admissions/undergraduate/advantage/online/index.php>

Northern Virginia Community College Dual Enrollment:

With commitment to the values of access, opportunity, student success, and excellence, the mission of

Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce. **All courses can be taken online through NVCC's Extended Learning Institute.**

<http://www.nvcc.edu/dual-enrollment/>

**Students taking dual enrollment courses through NVCC will have the opportunity to speak with the guidance department regarding Biblical Worldview in relation to those classes.*

Online Courses

A student may apply for enrollment in a high school credit course if needed for graduation requirements. Online courses provide students with individualized learning opportunities that allow for greater scheduling flexibility. Asynchronous lessons allow students to learn at their own pace, according to a schedule convenient to them; synchronous lessons allow for more collaborative learning opportunities and direct access to the instructor. Tuition fees may apply for online courses.

Academic Support Center

Virginia Academy views each student as an individual and endeavors to meet the academic needs of every student. On a case by case basis Virginia Academy may be able to provide academic support for students with learning differences by managing and/or making accommodations for students with IEPs (Individual Education Programs) or private educational evaluations. A student's IEPs/testing will be reviewed to identify

needs and determine our ability to develop a Virginia Academy Academic Support Plan.

Scheduled Early Dismissal

All students are to be enrolled in school for the full day. Students enrolled in cooperative education programs, internships, or other program approved by Virginia Academy may be granted an early dismissal.

Course Designations and Descriptions (Middle School)

Movement between and among courses in each of our academic programs is quite fluid, and is dependent upon the relative areas of strength for each students. This list is not meant to be exhaustive; rather, it is intended to provide a general sense of the options available to students following the completion of a particular course, and for their entire Upper School experience in that program. Students are challenged to excel at the highest level and seek the most rigorous academic courses possible to prepare themselves for graduation and college preparation and acceptance

High School Credits Earned at the Middle School Level:

- Algebra I
- Geometry
- French I
- Spanish I

1 credit each if the student achieves a C- or higher in the class.

Grade 6 Required Courses:

- **Bible**
- **English 6** (*Grammar, Reading, and Writing*)
- **Heritage Studies** (*Introduction to World History*)

- **Mathematics**
 - Math 6
 - Pre-Algebra
- **Science 6**
- **Physical Education**
- **Foreign Language***

- **Study Hall***

**Students who receive academic support services may opt out of these classes with the approval of the administrator, parent/guardian, and teacher.*

Grade 7 Required Courses:

- **Bible**
- **English 7** (*Grammar, Literature, and Vocabulary*)
- **World Studies**
- **Mathematics**
 - Pre-Algebra
 - Algebra 1
- **Life Science**
- **Physical Education**
- **Foreign Language***

- **Study Hall***

** = Students who receive academic support services may opt out of these classes with the approval of the administrator, parent/guardian, and teacher.*

Grade 8 Required Courses:

- **Bible**
- **English 8** (*Grammar, Literature, and Vocabulary*)

- **American Republic** (*U.S history*)
- **Mathematics**
 - Algebra 1
 - Geometry
- **Earth Science**
- **Physical Education**
- **Foreign Language***
- **Study Hall***

** = Students who receive academic support services may opt out of these classes with the approval of the administrator, parent/guardian, and teacher.*

Middle School Elective Courses:

- **Performing Arts**
- **Visual Arts**
- **Guitar**
- **STEM (Science, Technology, Engineering, Mathematics)**
- **Yearbook**

Bible

Bible classes are offered twice a week in conjunction with Chapel during students' homeroom period. These Bible classes utilize Right Now Media Curriculum and are designed to equip students to discover the truths of the Bible as well as navigate through questions of scripture. Video lessons focus on a variety of biblical principles and devotions to strengthen students' relationship with Christ. Students are encouraged to study and apply God's word on their own and to strengthen their faith.

English/Grammar/Literature

English 6

English 6 is comprised of grammar, writing, reading, and spelling/vocabulary. The course emphasizes traditional grammar as well as practice with essential reference

skills. The curriculum provides a step-by-step introduction to the Writing Process for various types of writing assignments, such as personal narratives, newspaper editorials, and historical fiction. Reading instruction acts as a bridge to the traditional literature courses that begin in seventh grade and includes literary elements that introduce students to various classic authors. The students engage with classic literature and character-building stories that illustrate biblical principles. Students develop critical thinking skills and learn to read with understanding and discernment. During spelling and vocabulary instruction, students learn spelling patterns and rules, as well as words in context of their meanings.

English 7

Students utilize and apply grammar basics such as the eight parts of speech, the five basic sentence patterns, usage concepts such as subject-verb agreement and clear pronoun reference, and mechanics. The writing process is applied in such projects as a biographical sketch, an in-class essay, a letter to the editor, a book report, and poetry. Seventh graders also learn etymology as a means of discovering the meanings of words. Students study Latin roots, prefixes, and suffixes to learn recognition of word families as well as study synonyms, antonyms, homonyms, and positive and negative context clues to determine word meaning. The literature portion of class presents a compilation of stories, poems, and essays from a variety of authors and genres grouped by theme to develop critical thinking skills. Students must evaluate what they read as well as interpret and analyze literary pieces in light of God's Word.

English 8

Students review and further apply the eight parts of speech, five basic sentence patterns, usage, and mechanics, and discusses grammar elements such as participles, gerunds, and infinitives. Writing projects include a news report, a character profile, a short fable, an informal debate script, a photo essay, and an in-class essay. Additionally, students continue to build vocabulary, focusing on the study of Latin root words and presenting new vocabulary in word families that share a prefix, root, or suffix.

The literature portion of class helps students learn the foundational concepts necessary for the study and appreciation of literature while applying scriptural

principles to the analysis of an author's ideas. Students sharpen their critical thinking skills as they observe the strengths of good writing and evaluate various techniques and themes of Christian and non-Christian writers. They hone their communication skills through writing assignments that challenge them to compose their own pieces.

Social Studies

United States History to 1865

Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

World Studies

World Studies begins with a brief review of history from Creation to the coming of Christ and progresses in a chronological journey around the world studying the ebb and flow of empires, cultures, Christianity, and world religions. It concludes with an examination of the trends of the emerging 21st century.

American Republic

American Republic demonstrates the distinctiveness of American values and government, and emphasizes the importance of understanding and appreciating United States history. Starting with the discovery of the New World, this course traces the path of American history up to the present day.

Mathematics

Math 6

Math 6 will help students through the transition between elementary and secondary math, reviewing previously taught concepts and introducing new ones. This course seeks to develop solid problem-solving skills, teach methods of estimation, and familiarize the student with the use of calculators and computers. The curriculum emphasizes the application of math to real-life situations demonstrating to students that math is a powerful tool that can be used to help others and glorify God.

Pre-Algebra

Pre-Algebra eases the transition from arithmetic to algebra. Algebraic expressions and linear equations are applied throughout a thorough review of operations on integers, fractions, decimals, percent, and radicals. Students explore relations and functions using equations, tables, and graphs. Chapters on statistics and geometry extend foundational concepts in preparation for high school courses. Problem-solving and real-life uses of math are featured in each chapter. Dominion through Math exercises regularly illustrate how mathematics can be used to manage God's creation to His glory.

Science

Science 6

Science 6 covers topics such as earthquakes and volcanoes, weather and erosion, natural resources, cells, scientific classification, atoms and molecules, the solar system, and genetics. The students will consider each topic within a biblical worldview and will develop critical thinking skills along with other science process skills such as classifying, inferring, communicating, measuring, experimenting, and collecting and recording data.

Life Science

Life Science covers cell biology, genetics, the history of life, microbiology, botany, zoology, ecology, and human anatomy and physiology, all within a biblical framework. The students will learn about both the limitations and the benefits of science and will be challenged to use science as a tool to exercise dominion over the earth. Additionally, students will engage in dissection labs during this course as well.

Earth Science

This curriculum teaches earth science from a biblical perspective and will encourage the students to use earth science as a means of loving others and exercising dominion over the earth. The curriculum aims to develop critical thinking skills and demonstrates how science can be used to solve problems. Throughout this course, students will study geology, minerals, water, the atmosphere, the solar system, and more.

Physical Education

The Health and Physical Education program at Virginia Academy is designed to develop students' manipulative and motor skills while teaching rules, strategies, and gameplay of a variety of sports. Students will also gain understanding of important fitness concepts through the instruction of the body's physiological response to diet and exercise.

Foreign Languages**French**

This is a beginner's language course designed to explore the multiple facets of the French language and culture as well as prepare students for upper level French classes. The course is divided by themes through which the students will explore vocabulary, as well as the French culture and some basic grammar with an emphasis on daily-life communication and conversations. Students are offered a chance to be immersed in the language and culture, an environment that can be both challenging and fun.

Spanish

This course is a beginner's language course designed to explore the multiple facets of the Spanish language and culture of Latin America as well as prepare students for upper level French classes. Spanish I presents the basics of the Spanish language as

spoken in Latin America. Students develop a beginning reading and conversational ability, laying the foundation for further study of the language. Students should have a basic understanding of English grammar before beginning this course.

Electives

STEM (Science, Technology, Engineering, Math)

In an effort to ensure its students are prepared to become future national and worldwide leaders in science, engineering, and innovation, Virginia Academy has initiated a Science, Technology, Engineering, and Mathematics (STEM) program and curriculum with a focus on project-based learning. All middle school students will receive STEM classes one/two times a week throughout the school year. The students will learn basic computer programming utilizing a program called SCRATCH and engage in engineering and robotics projects utilizing Lego Mindstorms.

Art

This course will allow students to perfect artistic techniques and deepen their understanding of various art themes. Each student will understand visual art as a way of expression and communication, experiment with different techniques and materials, appreciate their own artistic creations as well as the creation of others, and stimulate their own imagination and creativity. Students will engage in both short and long-term projects of drawing, painting, engraving, and sculpting.

Performing Arts

This course combines chorus and drama into a single class, and students will be able to explore music and theatre as separate subjects as well as learn how they integrate. This class will be a unique opportunity to allow students to utilize their strengths as well as grow in areas that they are less comfortable. *The units in this course include, but are not limited to: basic/intermediate solfege, technical singing, vocal placement, basic theatre know-how and history, improvisation, stage movement, building*

monologues and characters, musical theatre, stage presence, breathing, and warming up.

Guitar

Students build basic guitar skills step-by-step with the help of hands-on exercises, audio and video recordings, and detailed illustrations. First, students get to know all the parts of your guitar, from frets to strings, and learn how to tune your instrument. After that, you'll explore the fundamentals of music notation and find out how to produce clear, beautiful notes and chords. You'll also discover how to control your rhythm, tempo, and volume, and how to express yourself artistically.

Yearbook

The purpose of this course is to introduce students to the fundamentals of photography while also working on the school yearbook which offers a complete record of an entire school year. Students will learn about photography while simultaneously advancing their knowledge of art with hands-on experiences. Similarly, students gain valuable experience through teamwork, organization, and mastering the yearbook software. This course is intended to enhance aesthetic awareness and create empathy towards the school community.

Course Designations and Descriptions (High School)

Art

Visual Arts I

Credit: 1

Grades 9-12

Prerequisite: None

Visual Arts 1 emphasizes the development of the ability to recognize visual arts content, concepts, and skills needed to create, discuss, and understand original works of art. The student will also explore various art movements in history and explore different art cultures. Students will use the art-making processes to articulate ideas

and personal life experiences and to explore their God given gifts and talents. The student will be required to maintain a portfolio documenting their artistic growth.

Visual Arts II**Credit: 1**

Grades 10-12

Prerequisite: Art I

Students will use the principles and elements of art, along with what they learn throughout the semester to create works of art. Visual Arts II builds on the basics of how to draw, different drawing techniques, positive versus negative space, 3-D works, and color theory. Students will learn about how their art can make an impact on the world for Christ. The student will be required to maintain a portfolio documenting their artistic growth.

English**English 9****Credit: 1****Academic****Honors, *weighted .5***

Prerequisite: English 8

Strong reading and writing skills are essential for success in high school and beyond. This course is designed to prepare students to become careful readers, critical thinkers, and skilled writers, laying a foundation for writing success throughout their high-school (and later college) careers. In English 9, students will develop their skills in analyzing various texts, processing that information in the context of a biblical worldview, and sharing their ideas through writing. Writing assignments will guide students through the writing process—prewriting, drafting, revising, and editing—as it applies to personal narratives, descriptive, informative, and persuasive writing. English 9 will also include a class project, and student writing will be showcased in a class newspaper. Our study of literature will complement this focus on writing, and students will be able to analyze the fundamentals of literature (point of view, characterization, tone, etc.) and respond to these texts through writing. Vocabulary studies will be connected to students' reading and will expand their knowledge of words to use in their own writing. Finally, grammatical concepts will be taught in the context of students' writing as using correct grammar will help students become

more effective writers and communicators for Christ, which is the primary goal of this course.

English 10**Credit: 1****Academic****Honors, weighted .5**

Prerequisite: English 9

This course broadens students' understanding of literature by focusing on advanced literary concepts. Students will learn the method and the importance of literary analysis by studying pieces from several genres and interpreting them in light of biblical truth. Critical thinking skills are promoted as keys to understanding and appreciating literature. Systematic grammar and usage instruction is provided with ample practice activities for students. Writing assignments are provided with an accompanying model that teachers and students can reference throughout the writing process. An overview of the Writing Process and writing strategies are discussed later in the year, but students will benefit from a review of the process throughout the entire year. Students engage in and critique small group learning activities for oral language instruction.

English 11**Credit: 1****Academic****Honors, weighted .5**

Prerequisite: English 10

In Grade 11, the reading and literature component focuses on a survey of American literature. Students are introduced to more than seventy authors in a study that connects the authors' lives and beliefs as revealed in their writings with the corresponding literary periods. Lessons examine Colonial-Revolutionary, Romantic, Realistic/Naturalistic, and Modern literature and issues such as Darwinism and religious liberalism. Introductory essays about the cultural and historical events that affect each literary period, biographical essays for each author, and discussion questions are offered for each author's body of included work. Parts of speech, sentence structure, phrases, clauses, punctuation, and more are reviewed while emphasizing their application to writing. Throughout the course, students will have

opportunities to strengthen writing skills through specific writing projects such as analytical essays, research papers, memoirs, interviews, and more.

English 12**Credit: 1****Academic**

Prerequisite: English 11

Our study in English 12 centers on four major themes in British literature: physical and psychological struggles, identity and the tension between appearance and reality, the complexity of human relationships, and writing as a tool for social criticism. The literature we read, while written by British authors and writers affected by British imperialism, reflects universal human experiences. Through the reading of short stories, novels, plays, and nonfiction works, students will prepare themselves for college by refining their literary analysis skills as they analyze a work's theme, style, and purpose. While studying British literature is a central part of this course, students will also leave English 12 as better writers and critical thinkers. A firm grasp of these details will aid in developing essential skills in literary analysis and appreciation, skills that can profitably applied to a study of scripture. Consequently, a major focus of this course is writing and research, and students will be required to complete a Senior Research Project where they create an original argument and locate, evaluate, synthesize, and correctly cite sources to support their own arguments and make a formal presentation of their findings. Coupled with our study of British literature, the heavy writing and research focus in English 12 will better equip students for college and the world after high school by advancing their critical thinking, writing, and reading skills.

Composition 101: College Reading and Writing (ORU)***Credit:****.5***weighted, 1.0*

Grade 11-12

Prerequisite: English 10

Focuses on writing in response to readings and activities and on organization of essay writing, such as narration, description, illustration and argumentation. Includes review of grammar and mechanics. (3 College Credits)

Composition 102: Reading & Writing in the Liberal Arts (ORU)***Credit: .5***weighted, 1.0*

Grade 11-12

Prerequisite: Comp 101

Writing based on selected readings (essay, nonfiction, poetry and short story), summary and paraphrase, and at least five formal essays including synthesis, analysis and critique. Emphasizes analytical thinking, critical reading and ethical incorporation of sources. Includes a five to eight page research paper. Students participate in peer review and revisions. (3 College Credits)

*Both Comp 101 and Comp 102 must be completed to satisfy English 11 or English 12 graduation requirement

English 111: College Composition I (NVCC)***Credit: .5***weighted, 1.0*

Grade 11-12

Perquisite: English 10

Students must achieve satisfactory scores on placement tests, SATs, or ACTs as established by the VCCS and adopted by the College, or ENF 1 or ENF 2 under the Virginia Placement Test. Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. (3 College Credits)

English 112: College Composition II (NVCC)***Credit: .5***weighted, 1.0*

Grades 11-12

Prerequisite: English 111

Students must successfully complete ENG 111 or its equivalent, and must be able to use word processing software. Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, developing these

competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. (3 College Credits)

*Both English 111 and English 112 must be completed to satisfy English 11 or English 12 graduation requirement

English 251: Survey of World Literature I (NVCC)*

Credit: .5

weighted, 1.0

Grade 12

Prerequisite: English 112

Examines major works of world literature. Involves critical reading and writing. (3 College Credits)

English 252: Survey of World Literature II (NVCC)*

Credit: .5

weighted, 1.0

Grade 12

Prerequisite: English 251

Examines major works of world literature. Involves critical reading and writing. (3 College Credits)

*Both English 251 and English 252 must be completed to satisfy English 12 graduation requirement

Health and Physical Education

Health and Physical Education 9 (PE)

Credit: 1

Grade 9

Prerequisite: None

Students are offered a variety of challenging activities with an emphasis on incorporating the five components of fitness into a fitness plan. High School Health and Physical Education is scheduled for one block every other day. Students begin to

develop personal choices for preferred activities that include cooperative games, individual and dual sports, team sports, rhythmic activities, physical fitness testing, and lifetime fitness and recreational activities. The 9th grade health curriculum includes topics such as personal fitness and nutrition; stress and mental health; spiritual health; risk behaviors; consumer health and health agencies; global health issues; certification training in Cardio-Pulmonary Resuscitation (CPR), Automatic External Defibrillation (AED) and First Aid; community health; and the use of technology in making informed, healthy choices. Selected Family Life Education (FLE) topics are also included in this course.

Health and Physical Education 10**Credit: 1**

Grade 10

Prerequisite: Health and PE 9

Students are offered a variety of challenging activities with an emphasis on incorporating the five components of fitness into a fitness plan. High School Health and Physical Education is scheduled for one block every other day. Students begin to develop personal choices for preferred activities that include cooperative games, individual and dual sports, team sports, rhythmic activities, physical fitness testing, and lifetime fitness and recreational activities. The 10th grade health curriculum includes topics such as alcohol, tobacco, and other drugs; organ donation; nutrition and wellness planning; spiritual health; risk behaviors; emotional health; peer pressure; and conflict resolution. Selected Family Life Education (FLE) topics are also included in this course.

Advanced Physical Education**Credit: 1**

Grades 11-12

Prerequisite: Health and PE 10

This elective course is designed for students who have an interest in maintaining overall fitness for life. Advanced PE promotes an appreciation of the benefits of lifetime physical fitness, with an emphasis placed on self-selection of activities that the student will be likely to continue for a lifetime. Students have the opportunity to develop an advanced level of proficiency in the following areas: individual and dual sports, team sports, weight training and conditioning, personal fitness, recreational

activities, and rhythmic activities. Students also develop a fitness portfolio that includes personal fitness goals, nutrition and healthy choices.

World Languages and Cultures

French I

Credit: 1

Grades 8-12

Prerequisite: None

French I is a beginner's language course level designed to explore the multiple facets of the French language and culture while being entirely conducted in French. This course is divided by themes, through which the students will explore vocabulary, the French culture and some basic grammar with an emphasis on daily-life communication and conversations. Entering French I will be like entering a French speaking country. Students are offered a chance to be immersed in the language and culture, an environment that can be both challenging and fun. In today's global society where over 7000 languages coexist and influence one another, learning a second language is an amazing asset in life, not only on a professional level, but also on a personal one. Students will also review scripture translations and discuss mission opportunities.

French II

Credit: 1

Grades 8-12

Prerequisite: French I

French II strengthens students' comprehension of the spoken and written language. Students learn how to respond in real-life situations while expanding their vocabulary and improving their reading skills. They increase freedom of expression through oral and reading comprehension exercises based on excerpts from great French literary works – both Christian and secular. Grammar exercises focus on reflexive verbs, direct and indirect pronouns, subjunctive mood, and preterit, imperfect, conditional, and past-perfect tenses. Students learn about the many French-speaking lands around the world. Supplements include songs, verses, and video clips. The instructor presents material in both English and French.

French III

Credit: 1

Grades 9-12

Prerequisite: French II

French III reviews and builds on the grammar and vocabulary taught in French II to enhance conversational, reading, listening, and writing skills. Students study compound verb tenses and the subjunctive and passive moods. They focus on French history, geography, industry, daily life, fine arts, and famous scientists. French III incorporates all four language skills: reading, speaking, listening, and writing. The instructor presents material primarily in French.

Spanish I**Credit: 1**

Grades 8-12

Prerequisite: None

Spanish I presents the basics of the Spanish language as spoken in Latin America. Students learn greetings, verb conjugations, basic vocabulary, pronunciation, and grammatical structures and get a glimpse of the Spanish-speaking world as a mission field. Students develop a beginning reading and conversational ability, laying the foundation for further study of the language. The course emphasizes understanding and practical application rather than rote memory. Students should have a basic understanding of English grammar before beginning this course.

Spanish II**Credit: 1**

Grades 9-12

Prerequisite: Spanish I

Spanish II builds on the foundation of Spanish I. Students learn to communicate in everyday situations, such as in schools, restaurants, stores, hotels, doctor's offices, banks, airports, and at sporting events. They learn key grammatical principles including reflexive verbs, direct and indirect object pronouns, and preterit and imperfect tenses, as well as Scripture passages that prepare them to share the gospel.

Spanish III**Credit: 1**

Grades 9-12

Prerequisite: Spanish II

The curriculum for Spanish III is intended to engage students in communication with spoken and written Spanish language. Students will also continue to familiarize themselves with different perspectives of the target language culture through experiences with its products and practices. This includes scripture verses and stories from missionaries. Through the study of thematic vocabulary and more advanced grammatical structures, students will be able to imitate appropriate gestures, intonation, and common idiomatic expressions through social interaction. The course continues to build on the four aspects of communication: listening, speaking, reading, and writing.

Mathematics

Algebra I

Credit: 1

Grades 9-12

Prerequisite: Successful Completion of Pre-Algebra or Grade 8 Mathematics

Algebra I incorporates concepts and skills necessary for students to pursue the study of rigorous advanced mathematics. The arithmetic properties of numbers are extended to include the development of the real number system. The fundamental concepts of equality, functions, multiple representations, probability, and data analysis guide the activities that allow students to enhance problem solving skills. Computers and graphing calculator technologies are incorporated into the curriculum in order to allow students opportunities to explore concepts, provide visual models to support the learning of algebraic concepts, and as powerful tools for solving and verifying solutions to equations and inequalities. Mathematical communication and reasoning are emphasized throughout the course. Biblical truths and principles are taught through dominion modeling exercises that illustrate how mathematics is used to serve others and glorify God.

Geometry

Credit: 1

Honors, weighted .5

Grades 9-12

Prerequisite: Algebra I

Geometry is the combined study of plane, solid, and coordinate geometric concepts that provide students with the skills necessary for the study of advanced mathematics. Investigations of lines, planes, congruence, similarity, areas, volumes, circles, and three-dimensional shapes are incorporated to provide a complete course of study. Formal and informal deductive reasoning skills are developed and applied to the construction of formal proofs. An emphasis on reasoning, problem solving, and proof is embedded in the course and includes two-column proofs, paragraph proofs, and coordinate proofs. Computers and graphing calculator technologies are incorporated into the curriculum in order to allow students opportunities to explore concepts, engage in inquiry based learning, provide visual models to support the learning of geometric concepts, and as powerful tools for solving and verifying solutions to equations and inequalities. The curriculum is biblically based and contains one feature section per chapter on "Geometry and Scripture". Mathematical communication and reasoning are emphasized throughout the course.

Algebra II**Credit: 1**

Grades 9-12

Prerequisite: Algebra I and Geometry

Algebra II provides a thorough study of functions, including parent functions, families of functions, and transformational graphing. Transformational graphing uses translations, reflections, dilations, and rotations, to generate a family of graphs from a parent graph. The continued study of equations, systems of equations, inequalities, and systems of inequalities builds on Algebra I concepts while polynomials, imaginary numbers in the complex number system, and sequences and series allow additional opportunities for modeling and practical applications. Relevant applications and examples are presented in the feature sections "Algebra and Scripture". Graphing calculators and other emerging technologies are incorporated into instruction to enhance teaching and learning. Mathematical communication, reasoning, problem solving, critical thinking, and multiple representations are emphasized throughout the course.

Algebra II/Trigonometry, *weighted .5***Credit: 1**

Prerequisite: Algebra I and Geometry

Algebra II/Trigonometry provides a thorough study of functions, including parent functions, families of functions, and transformational graphing. Transformational graphing uses translations, reflections, dilations, and rotations, to generate a family of graphs from a parent graph. The continued study of equations, systems of equations, inequalities, and systems of inequalities builds on Algebra I concepts while polynomials, imaginary numbers in the complex number system, matrices, and sequences and series allow additional opportunities for modeling and practical applications. Relevant applications and examples are presented in the feature sections "Algebra and Scripture".

The study of trigonometry includes trigonometric definitions, applications, equations, and inequalities. The connections between right triangle ratios, trigonometric functions, and circular functions are emphasized.

Graphing calculators and other emerging technologies are incorporated into instruction to enhance teaching and learning. Mathematical communication, reasoning, problem solving, critical thinking, and multiple representations are emphasized throughout the course.

Math 105: College Algebra (ORU)**Credit:****1***weighted, 1.0*

Grades 11-12

Prerequisite: Algebra II

A treatment that developed the concepts of number systems, absolute value, inequality, domain, range, local extremes, zeros, relations, and functions. Functions studied include those that are linear, polynomial, radical, absolute value, exponential and logarithmic. (3 College Credits)

Math 106: Trigonometry (ORU)**Credit: 1***weighted, 1.0*

Grades 11-12

Prerequisite: Math 105

A continuation of MAT 105. The concepts developed in the first course are expanded and considered in relationships to rational functions, trigonometric functions, and conic sections. (3 College Credits)

Math 151: Math for the Liberal Arts I (NVCC)***Credit: .5***weighted, 1.0*

Grades 11-12

Presents topics in sets, logic, numeration systems, geometric systems, and elementary computer concepts. (3 College Credits)

Math 152: Math for the Liberal Arts II (NVCC)***Credit: .5***Weighted, 1.0*

Grades 11-12

Presents topics in functions, combinatorics, probability, statistics, and algebraic systems. (3 College Credits)

*Both Math 151 and Math 152 must be completed to satisfy Mathematics graduation requirement

Advanced Algebra/Precalculus**Credit: 1**

Grades 10-12

Prerequisite: Algebra II

Advanced Algebra/Precalculus emphasizes polynomial, exponential, logarithmic, and rational functions, theory of equations, sequences and series, conic sections, limits, mathematical induction, and the Binomial Theorem. Trigonometry topics include triangular and circular definitions of the trigonometric functions, establishing identities, special angle formulas, Law of Sines, Law of Cosines, and solutions of trigonometric equations. Constructing, interpreting, and using graphs of the various function families are stressed throughout the course of study. Students are encouraged to explore fundamental applications of the topics studied with the use of graphing calculators. Mathematical communication, reasoning, problem solving, critical thinking, and multiple representations are emphasized throughout the course.

Calculus**Credit: 1**

Grades 11-12

Prerequisite: Advance Algebra/Precalculus

Calculus explores the topics of limits/continuity, derivatives, and integrals. These ideas are examined using a multi-layered approach including the verbal, numerical, analytical, and graphical analysis of polynomial, rational, trigonometric, exponential, and logarithmic functions and their inverses. The student is expected to relate the connections among these approaches. Students are also required to synthesize knowledge of the topics of the course to solve applications that model physical, social, and/or economic situations. These applications emphasize derivatives as rates of change, local linear approximations, optimizations and curve analysis, and integrals as Riemann sums, area of regions, volume of solids with known cross sections, average value of functions, and rectilinear motions. Emerging technologies are incorporated into the curriculum as they become available. Calculus helps us understand the world that God has created and allows us to see His beauty and sovereignty in all things while also helping us engage the world in order to do His work obediently.

Music

Beginning Guitar

Credit: 1

Grades 9-12

Prerequisites: None

This class is open to students with no previous musical experience. The purpose of this course is to prepare students for a lifetime of guitar playing, music appreciation, and to cultivate God-given talents. Topics include standard musical notation; knowledge of the fretboard through fifth position; introduction to left and right hand techniques, including fingerstyle and pick technique; fundamentals of music; chords; basic song accompaniment; music history; listening; and understanding of guitar terminology. The class also includes solo and ensemble literature. A variety of musical styles are explored. Students must supply a standard nylon string classical guitar.

Science

Earth Science

Credit: 1

Honors, weighted .5

Grades 9-10

Prerequisite: None

Earth Science is a study of the interrelationships between the composition, structure, processes, and history and its atmosphere, meteorology, oceanography, and astronomy in God's creation. Various scientists and their contributions are studied. Students interpret various maps, charts, and tables and utilize technology, including GIS and GPS, to organize and analyze data. Facility in using many different kinds of maps and graphics is a major outcome of learning earth science. Students also consider costs and benefits of using the Earth's resources in problem-solving situations.

Biology

Credit: 1

Honors, weighted .5

Grades 9-10

Prerequisite: None

Students taking Biology will see God's power and glory in creation as they learn detailed knowledge of living systems. Areas of study include cellular organization and processes, molecular biology, classification of organisms, genetics, evolution, and ecosystems.

This course is designed to give students multiple experiences conducting science research as a means to develop biology content knowledge and scientific thinking. Students interpret biological information and utilize technology, and biological protocols to organize and analyze data.

Students learn the role that scientific evidence and scientific thinking plays in development of new scientific knowledge in the field of biology. Students are expected to collect and communicate data with descriptive statistics and graphical representations. In addition, students answer research questions using scientific data and draw conclusions using their biological content knowledge.

Chemistry

Credit: 1

Honors, weighted .5

Grades 10-12

Prerequisites: Algebra I

Chemistry students develop an appreciation for the interaction between matter and energy.

Students investigate the structure, properties, and reactions of matter. Classroom study is balanced with laboratory experiences to deepen the students' understanding of Chemistry. Chemistry related career features inform students of opportunities to serve God and mankind through science.

Analytical experimental investigations are conducted using the scientific method, and proper safety precautions are employed. Students investigate kinetic theory, the Periodic Table stoichiometry, reactions and equations, and chemical equilibrium. Students report findings of both qualitative and quantitative data using effective communication skills, correct expression of significant figures and error, and factor labeling in problem solving.

Chemistry is designed as a challenging course requiring advanced reading and writing skills.

Environmental Science

Credit: 1

Grades 11-12

Prerequisites: Two Science Credits (Earth Science and Biology suggested).

Environmental Science provides the opportunity to synthesize information and knowledge of physics, chemistry, earth science, and biology.

Students gain an understanding of ecological concepts including air, water, soil, biological diversity, and human impacts. Students are learn about how to be good stewards of God's creation.

Inquiry skills are developed through fieldwork, service projects, and collaborative investigation while using appropriate technology. Because of the interdisciplinary focus of the course, students are challenged with diverse topics, rigorous reading requirements, and opportunities for written and oral presentations.

Environmental Science 121: General Environmental Science I (NVCC)*Credit: .5

Weighted, 1.0

Grade 12

Prerequisite: Chemistry

Explores fundamental components and interactions that make up the natural systems of the earth. Introduces the basic science concepts in the disciplines of biological, chemical, and earth sciences that are necessary to understand and address environmental issues. (4 College Credits)

Environmental Science 122: General Environmental Science II (NVCC)* Credit: .5

Weighted, 1.0

Grade 12

Prerequisite: Environmental Science 121

Explores fundamental interactions between human populations and natural systems of the earth. Introduces the basic science behind the causes, effects, and mitigation of major environmental issues.

*Both ENV 121 and ENV 122 must be completed to satisfy Science graduation requirement

Physics**Credit: 1**

Grades 11-12

Prerequisite: Algebra II

This course uses a highly mathematical approach. Students learn and use many algebraic and trigonometric concepts while investigating physics content. Laboratory work includes graphical analysis. Topics include mechanics, electricity and magnetism, waves and optics, the Special Theory of Relativity, and atomic structure. These topics are presented in conjunction with real-world modeling exercises that reinforce a Christian worldview by demonstrating the relevance and validity of approaching science from a biblical perspective. Physics is designed as a challenging course requiring advanced reading, writing, and mathematical skills.

Social Science and Global Studies**World History/Geography to 1500****Credit:****1**

Honors, weighted .5

Grade 9

Prerequisite: None

In this course, students learn to think critically about world events and societies around the globe before the year 1500. They learn to think in an organized way to

understand history and to express themselves in all forms of writing, both formal and informal.

This is a course in the human history of the world that asks the following questions: What changes and events have caused people to live the way they do today? What progress have humans made? What problems have humans faced? What problems still exist today? God's providence and Bible integration are given prominence as the students are taught to view the world through a Christian lens.

World History/Geography 1500 to Present

Credit: 1

Honors, weighted .5

Grade 10

Prerequisite: None

Today individuals live in a global world that allows them to log on to a computer and talk live to other students in China, India, or South Africa. World History helps students understand how different societies developed the way they did and prepares students to live in a global, interconnected society.

In World History II students expand their ability to think clearly and carefully about social and historical forces that have shaped the world. They compare the roles of different groups of people, including young people, in different times and places. They learn to think in an organized way to understand history and to express themselves in all forms of writing, both formal and informal.

This course assists students in the study of modern human history by posing the questions: What changes and events have caused people to live the way they do today? What progress have humans made? What problems still exist today? What solutions to these problems can individuals of today offer? God's providence and Bible integration are given prominence as the students are taught to view the world through a Christian lens.

United States History

Credit: 1

Grade 11

Prerequisite: None

In U.S. History students expand their ability to think clearly and carefully about social and historical forces that have shaped their lives. Students compare the roles of different groups of people, including young people, in different times and regions.

They learn to think in an organized way to understand history and to express themselves in all forms of writing, both formal and informal.

In this class students are expected to develop their ability to independently use historical evidence to make arguments and draw conclusions. This course helps students improve their ability to think critically within a biblical worldview while examining how the people of America have met needs, formed communities, and developed into new, diverse, and complex societies.

History 101: American History Survey (ORU)

Credit: 1

weighted, 1.0

Grade 11

Prerequisite: None

Students develop a personal synthesis of American history with this introduction of the main political, economic, social, foreign policy, and cultural developments in American history since 1760. (3 College Credits)

History 121: United States History I (NVCC)*

Credit: .5

weighted, 1.0

Grade 11

Prerequisite: None

Surveys United States history from its beginning to the present. (3 College Credits)

History 122: United States History II (NVCC)*

Credit: .5

weighted, 1.0

Grade 11

Prerequisite: None

Surveys United States history from its beginning to the present. (3 College Credits)

*Both History 121 and History 122 must be completed to satisfy History graduation requirement

United States Government

Credit: 1

Grade 12

Prerequisite: None

In U.S./Virginia Government students expand their ability to think clearly and carefully about social and political forces that shape their lives. Students learn about essential features of American government, from historical and scriptural foundations to detailed analysis of its inner workings. They continue to develop their thinking in an organized way for clear communication in all forms of writing, both formal and informal. They strengthen their independent ability to describe and make conclusions about government structures and policies.

This course helps improve students' ability to think critically and to examine how the people of America meet their needs for constructive political life in a diverse society. Democracy depends on citizens' paying attention and getting involved. The course prepares students to be thoughtful and active citizens of the U.S.

Government 101: American Government & Politics (ORU)

Credit: 1

weighted, 1.0

Grade 12

Prerequisite: None

A study of the institutions and processes of American government and politics at the national, state, and local levels, with attention to policy-making and the relationship between citizenship and Christian faith. (3 College Credits)

Political Science 211: U.S. Government I (NVCC)*

Credit: 1

weighted, 1.0

Grade 12

Prerequisite: None

This course teaches an in depth understanding of the American political system. You will explore current events and issues that shape policies, along with the institutions and power centers that mold the scope of government and determine who governs and to what ends. The course is an introduction to the American political theory and the complex workings of the three branches of government. Students will enjoy a contemporary look at how our American political system and government works. (3 College Credits)

Political Science 212: U.S. Government II (NVCC)*

Credit: 1

weighted, 1.0

Grade 12

Prerequisite: None

This course teaches an in depth understanding of the American political system. It includes topics of the presidency, Congress, Supreme Court, bureaucracy, domestic and foreign policy. Lecture 3 hours per week.

The general course objective is to introduce the student to the American political system. It is intended for liberal arts transfer students who need three semester hours of political science. (3 College Credits)

*Both History 121 and History 122 must be completed to satisfy History graduation requirement

Bible

Biblical Foundations

Credit: .5

Grades 9-12

Prerequisite: None

The purpose of this course is to give students a sure faith foundation. This course is a comprehensive foundational study answering many of the questions about God, Jesus, the Holy Spirit, and His Church. It is also an invitation to become a disciple of Christ in the truest sense. Students will engage in study and discussion to develop a personal vibrant faith and begin accessing the tangible present help of God in their lives.

Old Testament Survey

Credit: .5

Grades 9-12

Prerequisite: None

The purpose of this course is to provide students with a clear understanding of the structure, authorship, chronological setting, and content of the 39 books of the Old Testament. Students will develop a foundational understanding of the context in which the Old Testament emerged. Students will learn how apply critical thinking

skill to the reading of Biblical texts, how to examine and analyze scripture and how this study relates to our lives and points to Christ.

New Testament Survey**Credit: .5**

Grades 9-12

Prerequisite: None

This interactive survey course is designed to provide students with an understanding of the structure, authorship, chronological setting, and content of the twenty-seven books of the New Testament. Students will examine the life, ministry, teachings, death and resurrection of Jesus Christ. This course will also provide students with an in-depth understanding of the events that transpired following the ascension of Jesus into Heaven as they develop their own personal knowledge that is transformational.

Spiritual Formation Lab**Credit: .5**

Grades 11-12

Prerequisite: None

The purpose of this course is to help students to discover and know themselves as God's masterpiece made for wonderful service. Students will explore the meaning of service and their call to be servants of God. They will also discover their unique personalities, past life experiences and family dynamics, spiritual gifts, strengths, and passions as they develop a personal strategic plan and portfolio for future service for and with the Lord.

Other**Economics and Personal Finance****Credit: 1**

Grades 10-12

Prerequisite: None

Students will 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. Being a good steward of the Lord's money is the primary emphasis. Development of financial literacy skills and an understanding of

economic principles provide the basis for responsible citizenship and career success. In addition to developing personal finance skills, students also study basic occupational skills and concepts in preparation for entry-level employment in the field of finance.

Public Speaking**Credit: 1**

Grades 10-12

Prerequisite: None

Public Speaking is an elective course students can take in grades 10-12. In this class, students learn how to plan, research, compose, practice and deliver speeches on a wide range of topics. They will learn about the different types of speeches and will deliver each one. The student will study famous speakers and evaluate their styles of speaking. The students will study the process of communication, which will help them become better learners. Students will study mass media; perform scenes from plays; act out skits; debate each other; read dramatically, and communicate using every type of communication from verbal through non-verbal. The text teaches the student to speak clearly and concisely to honor Christ.

Yearbook**Credit: 1**

Grades 9-12

Prerequisite: None

In this course students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class as students prepare written descriptions of photos used in the yearbook. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles.

Athletics

At Virginia Academy, we see athletics as a means to provide our students with an opportunity to gain much needed physical exercise, but also to learn valuable life lessons through teamwork, competition, and hard work. We believe that genius can be expressed through athletics as well as academics and sports provide many students an opportunity to use and display special God-given talents and abilities as well as opportunities to secure financial means for future educational pursuits. Athletics also help to build school spirit and opportunities for social interaction. For all these reasons, we encourage participation in a variety of intramural and interscholastic sports. The Patriots will be competing in two conferences for interscholastic sports - VISAA (Virginia Independent Schools Athletic Association) and NVIAC (Northern Virginia Athletic Conference). Below is a list of sports we plan to make available for the 2017 - 2018 school year.

	Fall	Winter	Spring
Boys	Soccer Cross Country	Basketball	Flag Football
Girls	Volleyball Cross Country	Basketball Cheerleading	Soccer

Student Life

At Virginia Academy, we desire to prepare students for life. In addition to academic rigor, athletics and other activities; we provide many relationship and character building activities like our annual spring trip, and chapel services, as well as leadership and service opportunities such as SCA, NHS, and Love Projects to make sure our students are becoming productive citizens with the character it takes to both lead and serve others well.

Chapel

At Virginia Academy, chapel is a great worship experience designed to help kids connect with God. It occurs weekly for all upper school students in a state of the art auditorium with special lighting, fun music, video presentations and lots of interaction. Many students actually participate in chapel by using their talents in the praise band, or behind the scenes in our soundbooth. Students are engaged and encouraged to participate in praise and worship and hear a great message from God's Word encouraging faith in God and Christ-like character.

Advisory

The advisory program enables students to successfully navigate through Virginia Academy. Students meet in small groups, called advisories, once weekly where they engage in discussions and activities regarding essential life skills such as bully

prevention, academic and personal goal-setting, career explorations, and diversity. Additionally, each advisory performs community service.

Clubs

At the beginning of each year, students are given the opportunity to choose the clubs they would like to see here at Virginia Academy. Each club has a student leader and a faculty advisor.

Field Trips

In addition to our great curriculum and classes, Virginia Academy students benefit from unique "out of the classroom" learning opportunities as well. Students will also have the opportunity for Mission trips in high school grades.

Productions/Performances

Virginia Academy is committed to allowing students to express themselves through the performing

arts. Each year, Upper School students put on at least one major production and two student showcases. Past productions include, *Peter Pan*, *The Wizard of Oz*, *James and the Giant Peach*, *A Christmas Carol*. Showcases allow students to perform pieces of worked on in elective classes. There is also an opportunity for students in our Visual Arts classes to display their artwork.

National Association of Student Councils

NASC provides student councils and their advisers with the knowledge, skills, and resources that students need to become active, engaged leaders in their schools and communities. Leadership is something Virginia Academy is passionate and strategic about developing. The upper school has a student council comprised of a president, vice president, secretary, and treasurer, as well as a body of representatives from each of the upper school grade levels. The student council meets regularly with a faculty advisor to discuss, plan, and facilitate student life activities, fundraisers, service opportunities. The student council also sponsors such events as the homecoming, dances/Prom, upper

school snack shack, and February candy grams, and many more.

National Junior Honor Society/National Honor Society

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. These characteristics have been associated with membership in the organization since its beginning in 1921. Students are inducted in the spring and meet regularly with an advisor and participate in community service opportunities; completing 30 community service hours per year.

Fire Escape Youth Ministries

Being a school under the umbrella of a dynamic church has its privileges. All students are invited to participate in weekly connect groups, services, and other special gatherings provided by the youth ministry of Community Church also known as Fire Escape or Fe. The Fire Escape's mission is to help students meet God, meet friends, and live life better!

Triple-C Camp

Virginia Academy partners with Triple C Ranch Day Camp to provide the best summer fun and care around. Triple C Ranch Day Camp, a ministry of Community Church, has been the best summer adventure in Northern Virginia for 25 years. Triple C offers forty plus hours a week of summer fun with a variety of outdoor & indoor activities

for preschool aged children all the way through rising 9th graders. Along with the most exciting summer activities around, Triple C boasts a top notch staff of teachers and counselors who are committed to making sure your teen has the absolute best time in the summer. For more information about Triple C Ranch Day Camp, please visit www.triplecranchcamp.com.

