

Virginia Academy  
Upper School Program Guide  
2021-2022

Updated 7/6/21

**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.

## Table of Contents

Accreditation.....	3
Mission, Vision, Values.....	3
General Information.....	5
Promotion and Credit Information.....	7
Diploma Requirements.....	8
Transferring into VAA.....	10
Grade Point Average and Class Rank.....	10
Grading Scale.....	11
Standardized Testing.....	11
Special Programs.....	12
Dual Enrollment.....	12
Online Courses.....	12
Academic Support.....	12
Course Descriptions (Middle School).....	14
Course Descriptions (High School).....	21
Athletics.....	41
Student Life.....	43

## 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](http://www.icaa.us).

### Southern Association of Colleges & Schools (Cognia)

The mission of the Southern Association of Colleges and Schools is the improvement of education in the South through accreditation. School leaders engaged in Cognia 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 exists to prepare students for their best life by introducing them to a faith relationship with Christ and thoroughly preparing them for His service.

### **Vision**

We see young people fulfilling their God-given purposes; impacting the world with their faith, intellect, and God-given abilities.

### **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.

## **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 may do so with the permission of the parents but subject to approval of the principal/counselor at any time up to one week after the issuance of the first interim progress report. 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. Dropping classes could affect diploma type. All students must fill out an Add/ Drop Form. All core courses must be taken through Virginia Academy or an approved dual-enrollment course and may not be dropped at any time.

**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 9-12 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.

**Activity and 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. There are no tuition refunds for dropped courses.

**Reclassification of a Student:**

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

If you plan to attend a Division I school, you must complete 16 NCAA-approved core courses in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate high school early, you must still meet the NCAA's core-course requirements. If you graduate high school on time and plan to attend a Division I school, you may complete one additional NCAA core-course within one year of your graduation date to meet core-course

requirements or improve your GPA. You may complete the additional core course at a school other than the high school from which you graduated, but check before you take the course to make sure it appears on the school's list of NCAA-approved courses. You 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	Students 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 9-12th grade for core classes (English, Math, Science, and History). 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 9<sup>th</sup> 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 9<sup>th</sup> grade school year.

## **Standard Diploma Course Requirements[1]**

### **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]	2 credits
Economics and Personal Finance	1 credit
Electives	2 credits

**Total** **22 credits**

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[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 9<sup>th</sup> grade year may have this requirement reduced with VAA administration approval. **Students must take at least 1 Bible elective each year of attendance.**

## Advanced Diploma Course Requirements

### Discipline Area

English	4 credits
Mathematics[7]	4 credits
Laboratory Science[8]	4 credits
History and Social Science[9]	4 credits
World Language[10]	3 credits
Health and Physical Education	2 credits
Bible[11]	2 credits
Economics and Personal Finance	1 credit
Electives	2 credits

**Total** **26 credits**

[7] 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.

[8] 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.

[9] 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.

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

[11] 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 9<sup>th</sup> 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*

<b><u>Grade</u></b>	<b><u>Numerical Equivalent</u></b>	<b><u>Points Awarded</u></b>
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 6<sup>th</sup> – 10<sup>th</sup> 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 8<sup>th</sup> – 11<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> grades take the SAT which measures critical reasoning, mathematics, and writing skills. A student should begin taking the test by the spring of their 11<sup>th</sup> 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](http://www.collegeboard.com).

### ACT

Students in the 11<sup>th</sup> 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.*

**Liberty University Dual Enrollment:**

Through its residential and online programs, services, facilities, and collaborations, the University educates men and women who will make important contributions to their workplaces and communities, follow their chosen vocations as callings to glorify God, and fulfill the Great Commission.

Liberty University Online Academy, in partnership with [Liberty University Online](#), offers a program specifically designed for high school juniors and seniors who want to earn college credit while still in high school. Click [here](#) for Liberty University's dual enrollment brochure.

**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. Through the use of ASC, we are able to develop specific educational plans for students who both require remediation as well as enrichment or acceleration. On a case by case basis, as requested by parents, we are also able to provide academic support for students with learning differences by managing and making some accommodations for students with IEPs (Individual Education Programs). Students' IEP's will be reviewed to identify needs and determine our ability to develop an academic plan of success; specific testing will be used to diagnose learning gaps, a specialist will prescribe a specific course of action to address the issues, and the program of study will be implemented.

**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 (Math 7)
  - 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**
  - Math 8
  - 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)**
- **Bible**
- **Health**

## **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.

### **United States History from 1865 to Present**

Students will continue to use skills for historical and geographical analysis as they examine American history since 1865. The standards for this course relate to the history of the United States from the Reconstruction era to the present. Students should continue to develop and build upon the fundamental concepts and skills in civics, economics, and geography within the context of United States history. Students will use investigation as a foundation to delve into the political, economic, and social challenges facing the nation once reunited after the Civil War. This foundation provides a pathway to develop an understanding of how the American experience shaped the world's political and economic landscapes.

### **Civics & Economics**

Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles with which the constitutions of Virginia and the United States were established, identify the rights, duties, and responsibilities of citizens, and describe the structure and operation of government at the local, state, and national levels. Through the economics standards, students will compare the United States economy to other types of economies and consider the government's role in the United States economy. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in the United States economy. The standards identify personal character traits, such as patriotism, respect for the law, willingness to perform public service, and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society.

## **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.

### **Math 8**

The eighth-grade standards continue to build on the concepts needed for success in high school level algebra, geometry, and statistics. Students will explore real numbers and the subsets of the real number system. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of more complex three-dimensional figures and apply transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem creating a foundation for further study of triangular relationships in geometry. Students will represent data, both univariate and bivariate data, and make predictions by observing data patterns. Students build upon the algebraic concepts developed in the standards for grades six and seven mathematics, which include simplifying algebraic expressions, solving multistep equations and inequalities, and graphing linear functions. The grade eight standards are vital to providing a solid foundation in Algebra I for students in middle school mathematics.

## **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.

### **Physical Science**

This curriculum teaches physical 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. This course is a prep for high school Chemistry and Physics.

## **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.

## **World 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 Spanish classes. This course 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.

## **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.

### **Health**

Students develop more sophistication in understanding health issues and practicing health skills including physical, emotional, spiritual, and social. Each year, students will study different health topics including safety, nutrition, body systems, physical health/disease prevention, mental wellness, healthy decisions, and more.

### **Bible**

Students will take introductory bible courses covering the life of Christ. Students will discover who Jesus was, what Jesus said, and the miracles that Jesus performed. The purpose of middle school bible is to build a strong foundation of the gospel and introduce other biblical connections in both the old and new testaments. Students are encouraged to study and apply God's word on their own and to strengthen their faith.

## **Course Designations and Descriptions (High School)**

### **Art**

#### **Art I**

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

**Credit: 1**

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.

### **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.

### **Ceramics**

**Credit .5**

Grades 9-12

This class will introduce students to building with clay. Emphasis will be placed on the design elements; line, shape, texture, and color. Focus will be on the hand building techniques; pinch, coil and slabs. Functional as well as sculptural applications will be explored.

### **Painting & Drawing**

**Credit: .5**

Grades 9-12

This course will introduce students to the fundamental processes of visual perception and artistic expression through painting and drawing. For painting, students will explore and experience a variety of painting techniques, media, and historical approaches to art. For drawing, students will focus on the development of observational skills and drawing techniques, employing a wide range of drawing media including charcoal and graphite. Students in this course will develop both technical abilities and creative responses to material and subject matter.

## **English**

### **English 9**

**Credit: 1**

**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**

**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**

**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**

**Honors, weighted .5**

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.

## **Fundamentals of Writing**

**Credit: 1**

**Honors, weighted .5**

Fundamentals of Writing is a course designed for writers of all ability levels who would like to develop and cultivate their skills. This course provides a supportive and innovative environment in which students engage in writing workshops to refine their writing skills, particularly for expository and technical writing. This course focuses on the study of the fundamental elements of writing, including strategies for writing and aspects of nonfiction writing. It culminates with a collaborative writing thesis that they will submit for critique and final review and opportunities to submit their work to publications.

## **Composition 101: College Reading and Writing (ORU)\***

**Credit: 1**

*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: 1**

*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: 1**

*weighted, 1.0*

Grade 11-12

Prerequisite: 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: 1**

*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: 1**

*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: 1***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

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

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**

**Honors, weighted .5**

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**

**Honors, weighted .5**

Grades 9-12

Prerequisite: Algebra I

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.

**Statistics & Probability**

**Credit: 1**

Grades: 10-12

Prerequisite: Algebra II

The statistics course topics include collecting and interpreting data through numerical methods, binomial and normal distribution, probability, linear correlation and regression, analysis of variance, and other descriptive statistical methods. Students should be able to transform data to aid in data interpretation and prediction and test hypotheses using appropriate statistics.

**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

**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

### High School Guitar 1

**Credit: 1**

Grades 9-12

This class is open to high school students who have successfully completed the VAA Middle School guitar courses, have previous musical experience, or are interested in gaining musical experience. Topics include standard musical notation; knowledge of the fretboard through fifth position; introduction to left- and right-handed techniques, including fingerstyle and pick technique; fundamentals of music; chords; basic song accompaniment; music history; listening; and understanding of guitar terminology. Guitar 1 also includes solo and ensemble literature. A variety of musical styles are explored. Students must have access to an acoustic guitar.

### High School Guitar 2

**Credit: 1**

Grades 9-12

*Prerequisite:* High School Guitar 1

This class is open to students who have successfully completed High School Guitar 1. Students who do not meet this prerequisite may be accepted by audition. The purpose of this course is to prepare students for a lifetime of guitar playing and music appreciation. Topics include completion of the fingerboard, refinement of right- and left-handed technique, advanced chord forms, scales, improvisation, and solo and ensemble repertoire. A variety of musical styles are explored. The ensemble is performance-oriented and is involved in concert appearances. As a co-curricular ensemble, performances outside regular school hours are a requirement. Students must have access to an acoustic guitar.

### High School Piano Lab

**Credit: 1**

Grades 9-12

This class is open to high school students of every level of piano experience including those with no formal experience. This class will address musical topics including standard notation, rhythm, listening, musical history, and performance techniques. Topics will vary based on students' abilities. Performance is a requirement upon teacher discretion. Students must have access to a piano or keyboard.

### **Theater**

**Credit: 1**

Grades 9-12

Theater Arts is a course in which students explore the performing elements of theater. They are exposed to the major elements of live theater and gain knowledge through study, practice, and class performance. Units of study include improvisation, basic acting, and audition skills.

### **Tech Theater**

**Credits: 1**

Grades 9-12

Tech theater is an exploration of the duties of theater technicians and their contribution to the dramatic production. Topics covered include lighting, sound, set design, makeup, costuming, props, and other technical elements. Technical theater incorporates both academic study and hands-on application of knowledge and skills.

### **Choir**

**Credits: 1**

Grades: 9-12

Choir is a course in which students explore the use of their voices and bodies as musical instruments. Students will create music with others in various settings and genres while learning technique, theory, and musicality. This course will culminate in several musical performances and provide support for the chapel and performing arts departments.

### **Cinematography**

**Credits: 1**

Grades: 9-12

Cinematography is a beginner-level course that explores the art of visual storytelling. It provides a firm overview of the technical foundation for effectively using the camera, lighting, and other tools to convey your message. Students will work within several mediums and programs to create both short and long-term projects. This course will culminate in a final film presentation at the end of the year.

## **Science**

### **Earth Science**

**Credits: 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**

**Credits: 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**

**Honors**, *weighted .5*

### Grades 11-12

The Virginia Environmental Science Course Content and Process Guidelines are designed to continue the student investigations that began in grades K-8. These outcomes integrate the study of many components of our environment, including the human impact on our planet. These outcomes focus on scientific inquiry, the physical world, the living environment, resource conservation, humans' impact on the environment, and legal and civic responsibility. Instruction should focus on student data collection and analysis through laboratory experiences and field work. These should include descriptive and comparative studies as well as investigation (i.e. meaningful watershed educational experiences). Teachers may collaborate with museums, aquaria, nature centers, government agencies, associations, foundations, and private industry in efforts to engage the community, provide diverse points of view about the management of natural resources, and offer a variety of learning experiences and career education opportunities.

### **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.

### **Astronomy**

**Credit: 1**

Grades 9-12

Prerequisite: none

The goal of this course is to provide students with an introduction to the concepts of modern astronomy, the origin and history of the Universe, and the formation of the Earth and the solar system. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes, and the origin of the universe. There should be descriptive and comparative studies as well as investigations. Teachers may work with local science organizations, including observatories and planetariums.

## **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.

**Introduction to Creative Worship****Credit: 1**

Prerequisite: None

Creative class is an elective course that we offer to create space for students to discover the inherent creativity that we are each born with as children of the Creator. In this class, students will have the opportunity to contribute to our weekly chapel experiences, participate in creating videos, songs and messages that help shape our school. Further, students will have the opportunity to study and learn under some of the best and most innovative creative church leaders in our world today through online workshops, podcasts and class discussion. Our hope is that students will experience this class and not just "take this class." We will be intentional about spending time in worship and preparing our hearts each week as we actively contribute to the spiritual life of our school. Our God is creative - and so are we!

**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**

Prerequisite: None

This course aims to equip students to communicate effectively through oral presentation and develop confidence speaking in the eventual workplace. By cultivating personal growth and developing oral communication skills, students will have the opportunity to strengthen their communication abilities. Students will explore the process of evaluating ideas and feelings through intrapersonal and interpersonal communication, oral interpretation, group discussion, and public speaking.

### **Advanced PE**

**Credit: 1**

Grades 10-12

Advanced Physical Education will provide learning opportunities for students to further develop skills and knowledge related to fitness, physical competence, cognitive understanding and positive attitudes about physical activity that promote a healthy and physically active lifestyle.

### **SAT Prep**

**Credit: 0.5/1**

Grades 11-12

In this semester/year long course, students take real, full-length new SAT practice tests from College Board through Khan Academy. Students receive exclusive access and advice to build a personalized practice program. SAT Prep concentrates on SAT reading, vocabulary and writing skills along with math practice. Students may opt to take SAT prep for a full year to receive a full elective credit.

## **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.

	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Boys</b>	Soccer Cross Country	Basketball	Flag Football
<b>Girls</b>	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 service 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.

### **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!