



*Blue Ridge  
Educational Center  
Unlocking Learning Potential*

## **Blue Ridge Educational Center**

### **Program of Studies**

**2024-2025**

606 E. Massanutten Avenue  
Front Royal, VA 22630  
(540) 631-9503  
<http://www.blueridgeeducation.org>

BREC offers courses in the 6<sup>th</sup> through 12<sup>th</sup> grades. As students with Individual Education Plans (IEP), Individual Instruction Plans (IIP), and 504 Plans are placed by Local Educational Agencies (LEA), BREC aligns the curriculum to the LEA's curriculum wherever possible to ensure that transitions to a less restrictive environment are as seamless as possible.

Our core courses and electives align with the Virginia Standards of Learning and Curriculum Framework. Our low teacher-to-student ratio allows us to differentiate course material in order to meet the needs of individual students and effectively address goals and objectives respective to each student's educational plan.

Graduation requirements for our students align with each student's placing school division requirements. Our academic team works closely with case managers and guidance counselors to ensure that each student is successful with required coursework, SOL tests, and other conditions necessary for receiving a diploma from their placing school division.

Please refer to each individual course syllabus for more information regarding student expectations, grading, and curriculum.

## **Language Arts**

### English (Grade 6) 01-034 SOL Test

The sixth-grade student will be an active participant in classroom discussions, present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will continue in the study of the elements of media literacy as introduced in earlier grades. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction texts. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, technology will be used as a tool to research, organize, and communicate information.

### English (Grade 7) 01-035 SOL Test

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. The student will continue vocabulary development. Knowledge of the informative/persuasive techniques of media messages will be studied. The student will apply research techniques to gather, organize, and communicate information, properly citing sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

### English (Grade 8) 01-036 SOL Test

The eighth-grade student will learn and apply interviewing techniques developing and delivering oral presentations in groups and individually. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will evaluate, analyze, develop, and produce media messages. The student will plan, draft, revise, and edit writing. The student will apply reading and writing skills in all subjects and continue development of vocabulary, with attention to connotations and figurative language. The student will continue to develop an appreciation for literary genres through a study of a wide variety of selections. The student will describe themes, make inferences, interpret cause and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of texts.

### English (Grade 9) 01-001 1 credit

The ninth-grade student will make planned oral presentations independently and in small groups. Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary. Knowledge of literary terms and genres will be applied in the student's own writing. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and other media. Students will cite sources and distinguish between reliable and questionable sources of information. Writing will encompass narrative, expository, and persuasive forms for a variety of purposes and audiences. The student will

demonstrate correct use of language,

### English (Grade 10) 01-002 1 credit

The tenth-grade student will build on the skills needed in oral and written communication in small-group learning activities. The student will examine, analyze, and produce media messages. The student will continue development of vocabulary. The student will read and analyze literary texts from a variety of eras and cultures. Attention will be given to the analysis of nonfiction texts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.

### English (Grade 11) 01-003 1 credit SOL Test

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations. An examination of how media influences beliefs and behaviors will be introduced. The student will continue to develop and expand vocabulary. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of history and culture. Students will also use nonfiction texts to draw conclusions and make inference. The student will be able to write personal, professional, and informational correspondence. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive writings.

### English (Grade 12) 001-004 1 credit

The twelfth-grade student will use organizational skills and both verbal and nonverbal presentation skills to plan and deliver an effective oral presentation, choosing language and tone appropriate to the audience and purpose. Students will use technology and understanding of media to create, organize, and display knowledge in ways others can access, view, and use. The student will expand vocabulary through speaking, listening, reading, and viewing. The student will analyze British literature and literature of other cultures, recognizing major literary forms and their elements. Using nonfiction texts, students will analyze and synthesize information to solve problems. Writing will include the production of informational, expository, and persuasive/argumentative papers. The student will also produce a research product, by locating, evaluating, synthesizing, and documenting information.

### Mythology (Grades 10-12) 01-069 1 credit

Students will examine myths from various cultures (including, but not limited to, Greco-Roman, Indian, African, Native American, Norse, Celtic, Asian, Central and South American, and Middle Eastern cultures). Students will extend their understanding of mythology's influence in contemporary American culture and will construct a theory of American mythology.

### Journalism (Grades 9-12) 11-101 1 credit

Journalism courses (typically associated with the production of a school newspaper, yearbook, or

literary magazine) emphasize writing style and technique as well as production values and organization. Journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; and teach students the principles of production design, layout, and printing. Photography, photojournalism, and digital technology skills may be included.

## **Mathematics**

### Math (Grade 6) 02-036 SOL Test

The sixth-grade standards provide a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra with a focus on rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percent's as ratios; solve single-step and multistep problems, using positive rational numbers; and gain a foundation in the understanding of and operations with integers. Students will solve problems involving area and perimeter, begin to graph in a coordinate plane, and use algebraic terminology. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving and continue to review and practice foundational math skills.

### Math (Grade 7) 02-037 SOL Test

The seventh-grade standards continue to emphasize the foundations of algebra. The standards address the concept of and operations with rational numbers by continuing their study from grade six. Students will build on the concept of ratios to solve problems involving proportional reasoning. Students will solve problems involving volume and surface area and focus on the relationships among the properties of quadrilaterals. Students continue to develop their understanding of solving linear equations and inequalities in one variable by applying the properties of real numbers. Students discern between proportional and non-proportional relationships and begin to develop a concept of slope as rate of change. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. The development of problem-solving skills is a major goal of the mathematics program at every grade level.

### Math (Grade 8) 02-038 SOL Test

Students will explore real numbers and pre-algebra concepts. Proportional reasoning is expounded upon as students solve a variety of problems. Students find the volume and surface area of 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 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.

### Algebra I (Grade 8-10) 02-052 1 credit SOL Test

Students will use algebra as a tool for representing and solving a variety of practical problems.

Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions. These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Graphing utilities (calculators, manipulatives, computers, and other technology tools) will be used to assist in teaching and learning. Students will use systematic methods for representing mathematical relationships and analyzing change, develop facility with the concepts and symbols of algebra, how the symbols can be used to record ideas and events, explore patterns that are linear and quadratic, and develop the notion of families of functions. (Note: This course may be taken in two parts over two years as Algebra I Part 1 and Algebra I Part 2.)

Algebra I 2-year Sequence Part I (Grade 8-10) 02-053 1 credit

Algebra I 2-year Sequence Part II (Grade 8-10) 02-054 1 credit SOL Test

Geometry (Grade 8-10) 02-072 1 credit SOL Test

This course is designed for students who have successfully completed the standards for Algebra I. All students are expected to achieve the Geometry standards. The course includes an emphasis on developing reasoning skills through the exploration of geometric relationships including properties of geometric figures, trigonometric relationships, and mathematical proofs. In this course, deductive reasoning and logic are used in direct proofs. Direct proofs are presented in different formats (typically two-column or paragraph) and employ definitions, postulates, theorems, and algebraic justifications including coordinate methods. This set of standards includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Graphing utilities (calculators, manipulatives, computers, and other technology tools) and dynamic geometry applications will be used to assist in teaching and learning. (Note: This course may be taken in two parts over two years as Geometry I Part 1 and Geometry I Part 2.)

Geometry 2-year Sequence Part I (Grades 9-12) 02-903-I 1 credit

Geometry 2-year Sequence Part II (Grades 9-12) 02-903-II 1 credit SOL Test

Algebra, Functions and Data Analysis (grades 10-12) 02-902 1 credit

This course is designed for students who have successfully completed the standards for Algebra I and may benefit from additional support in their transition to Algebra II. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated through practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, exponential, or logarithmic equations or a system of equations. Through the investigation of mathematical models and interpretation/analysis of data from relevant, applied contexts and situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning.

### Algebra II (Grades 9-12) 02-056 1 credit SOL Test

Students enrolled in Algebra II are assumed to have mastered those concepts outlined in the Algebra I standards. Advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and sequences and series. Emphasis will be placed on practical applications and modeling throughout the course of study. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning.

### Math Analysis (Grades 11-12) 02-104 1 Credit

Prerequisite: Algebra II with a grade of "C" or higher.

Students enrolled in Mathematical Analysis are assumed to have mastered Geometry and Algebra II concepts. Mathematical Analysis develops students' understanding of algebraic and transcendental functions, parametric and polar equations, sequences and series, and vectors. The content of this course serves as appropriate preparation for a calculus course. Graphing utilities (calculators, computers, and other technology tools) will be used to assist in teaching and learning. This is a pre-calculus course that encompasses topics which grow out of Algebra.

### Math Capstone (Grade 12 only) 02-905 1 Credit

Prerequisites: AFDA or Algebra II and have earned at least 2 verified credits in Mathematics

This course is designed for high school seniors who plan to attend college or enter the workforce directly after graduating high school. Content is designed to give certain students an additional boost for competent and successful entry into college and careers. The course will add to students' preparation for college and the workplace by 1) enhancing skills in number and quantity, functions and algebra, geometry, and statistics and probability; and 2) reinforcing readiness skills and dispositions in adaptability and flexibility, creativity and innovation, leadership, team work, collaboration, and work ethic.

### Math Remediation (Supplemental Math) (Grade 9-12) 02-996 1 credit

The secondary supplemental intervention mathematics course is designed to support students during the school day (for elective, not mathematics credit) who need additional instruction beyond their Core mathematics course. This course is intended to increase student understanding and achievement by increasing time and intensity on grade level core standards. It is inclusive of all student populations. To determine which students would benefit from the intervention mathematics course, it is essential to look at several data points. Data is an important piece for placing students in a mathematics intervention course and determining if the intervention is effective.

### Consumer Mathematics (Grade 12 only) 02-157 1 credit

Consumer Mathematics courses reinforce general mathematics topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. While these courses prepare students for a variety of practical applications, they are not intended to serve as remedial mathematics courses. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

## **Science**

### Science (Grade 6) 03-236

In sixth grade, students explore the characteristics of their world, from the Earth's placement in the solar system to the interactions of water, energy, air, and ecosystems on the Earth. As students more closely examine the use of resources, they also consider how their actions and choices affect future habitability of Earth. Students continue to develop scientific skills and processes as they pose questions and predict outcomes, plan and conduct investigations, collect and analyze data, construct explanations, and communicate information about the natural world.

### Life Science (Grade 7) 03-158

The Life Science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Students build on scientific investigation skills by independently identifying questions and planning investigations.

### Physical Science (Grade 8) 03-159 SOL Test

In 8<sup>th</sup> grade, Physical Science involves an in-depth understanding of the nature and structure of matter and the characteristics of energy. Major areas covered by the standards include the particle nature of matter, the organization and use of the periodic table; physical and chemical changes; energy transfer and transformations; properties of longitudinal and transverse waves; electricity and magnetism; and work, force, and motion. Students build skills of systematic investigation with a clear focus on variables and repeated trials.

### Earth Science (Grades 9-12) 03-001 1 credit SOL Test

The Earth Science standards focus on the complex nature of the Earth system, including Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space as a set of complex, interacting and overlapping systems. Students learn about the development of scientific thought about Earth and space; interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze, and report data; and the utilization of science skills in systematic investigation. Problem solving and decision-making are integral parts of the course, especially as related to the costs and benefits of utilizing Earth's resources.

### Biology I (Grades 9-12) 03-051 1 credit SOL Test

Biology students investigate biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the changes in organisms through time. Skills necessary to examine scientific explanations, conduct experiments, analyze and communicate information, and gather and use information in scientific literature continues to be important. Tools and technology, including calculators, computers, and microscopes are used when feasible. Students will use chemicals and equipment safely.



### Environmental Science (Grades 11-12) 03-003 1 credit

Environmental Science is 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. Students will conduct data collection and analysis through laboratory experiences and field work including descriptive and comparative studies as well as investigation.

### Chemistry (Grades 10-12) 03-101 1 Credit SOL Test

Prerequisite: Completion of Algebra I and Geometry with a grade of "C" or better; concurrent enrollment in Algebra II or instructor recommendation.

Chemistry is a rigorous traditional chemistry course. Chemistry standards are designed to provide students with a detailed understanding of the interaction between matter and energy. This interaction is investigated using experimentation, mathematical reasoning, and problem-solving. Students study atomic structure and its effects on the reactivity of the elements of the periodic table and the dynamic nature of molecules. Topics are presented using a combination of lectures, readings, group activities, labs, and on-line resources. Students explore chemical principles through inquiry-based activities, experimentation, and quantitative analysis. Topics emphasize connections and the building of skills through a thematic approach.

### Earth Science II – Oceanography (Grades 11-12) 03-005 1 Credit

Prerequisite: Earth Science I (required)

In Oceanography, students develop skills needed to understand, explain, analyze and communicate about the environmental interactions between humans and the oceans. Students study oceanography from an Earth Science perspective, exploring biodiversity, the geology of the ocean floor and sea floor spreading, continental drift and the biology of plant and animal communities in the oceans. Laboratory work is supplemented with project-based learning and the opportunity to explore current news topics related to the Earth's oceans.

## **History & Social Studies**

### U.S. History to 1865 (Grade 6) 04-102 SOL Test

Study of American history to 1865. Students will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship. Students will interpret maps, globes, photographs, pictures, or tables and will apply social science skills to understand how early cultures developed in North America. 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. The study of history will emphasize the intellectual skills required for responsible citizenship.

### U.S. History 1865 to Present (Grade 7) 04-103 SOL Test

Students will continue to use social studies skills as they examine American history since 1865, from

the Reconstruction era to the present. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world's political and economic landscapes. Emphasis will be placed on intellectual skills required for responsible citizenship.

### Civics and Economics (Grade 8) 04-161 SOL Test

Civics and Economics will examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the Constitutions of Virginia and the United States, identify the rights, duties, and responsibilities of citizens, and describe the structure and operation of government at the local, state, and national levels. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in it. 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 will be emphasized throughout the course. Emphasis will be placed on the intellectual and practical skills required for responsible citizenship.

### World History I (Grade 9-12) 04-052 1 credit SOL Test

Students will explore the historical development of people, places and patterns of life from prehistory to ancient civilizations until 1500 A.D. (C.E.). Geographical analysis including the study of human interaction and the environment, cultural characteristics and economic development will be emphasized as students explore people, places and events. Students will engage in historical and chronological thinking through the examination of primary and secondary sources.

### World History II (Grades 10-12) 04-053 1 credit SOL Test

Students will examine history and geography from 1500 A.D. (C.E.) to the present, with emphasis on Western Europe. Geographic influences on history will continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the 19th and 20th centuries will be emphasized for their strong connections to contemporary issues.

### Virginia and U.S. History (Grade 11-12) 04-101 1 credit SOL Test

Students will examine the historical development of American ideas and institutions from the age of exploration to the modern era. Basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history will be connected by focusing on political and economic history. Students will use social studies skills to explore the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.

### Virginia and U.S. Government (Grade 12) 04-151 1 credit

Students will explore the American political system and the democratic values that enable citizens to

participate effectively in civic and economic life. Students will examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at local, state and national levels of government, and the operation of the United States market economy. Students will continue to use social studies skills to explore the events, people and ideas pertinent to the study of American government. Personal character traits that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society will be emphasized throughout the course.

## **Art**

### Art and Music Exploratory I (Grades 6-8) 05-186; 05-187

Emphasizes the recognition of visual arts and musical content, concepts, and skills to create, discuss, and understand original works of art. The standards represent a thematic approach to visual and musical communication and production, cultural context, history, judgment and criticism, and aesthetics through which students will develop understanding and appreciation for the visual arts and music.

### Art and Music Exploratory II (Grades 7-8) 05-187; 05-188

Intermediate extends and refines investigation and responses to the visual arts and music. The standards emphasize the content, concepts, and skills involved in the creation of original works of art. The standards introduce a chronological approach to musical and visual communication and production, cultural context and history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art and music function within a multicultural society.

### Art and Music I: Foundations (Grades 9-12) 05-154-1 1 credit

This course is an introductory music and visual art course designed to introduce students to a variety of media and processes. Students will learn, apply, and analyze the Elements of Art and the Principles of Design in their own art making and the art of others. Both two- and three-dimensional art processes will be introduced. Students will explore art and music in both historical and contemporary contexts and participate in critical analysis of work of different artists, musicians, cultures, and time periods.

### Art and Music II: Intermediate (Grades 10-12) 05-154-2 1 credit

Intermediate extends and refines investigation and responses to the visual arts and music. The standards emphasize the content, concepts, and skills involved in the creation of original works of art. This second level course is designed to expand on and refine two- and three-dimensional processes learned in the previous course. Students will maintain a portfolio in which artistic progress can be shown. Students will continue to examine art as a means for personal expression as well as its historical and societal impact. Students will explore content, concepts, and big ideas in their own original works of art.

### Crafts as Art (Grades 9-12) 05-165 1 credit

Craft as Art is designed to be a hands-on project-based class with an emphasis on techniques and production. Students will explore many medias and different trades in the art world and work with

various materials such as: cardboard, paper, magazine, clay, fabric, string, wire, paints, paper-mache and tissue. Sewing and other techniques will be practiced.

### Graphic Arts I (Grades 9-12) 05-169 1 credit

Students will explore print layout, typography, color theory, digital imaging and graphic design using a variety of traditional and electronic media. Students will create original projects culminating in a student-created web portfolio (and resume for Grades 9-12). Students will be graded on vocabulary and concepts as well as on mastery of skills.

## **Health/Physical Education**

### Physical Education (Grade 6) 08-036

Students will participate in a variety of movement experiences to develop fundamental skills including: motor skill development, anatomical basis of movement, fitness planning, social development and energy balance.

### Physical Education (Grade 7) 08-037

Students will participate in a variety of movement experiences to further practice of fundamental skills. This course fosters life-long habits of personal health and wellness for all students. Emphasis is on participation in life-long team and individual sports. Athletic shoes are required. In addition to physical education, there are pertinent health units interspersed throughout the year, taught in the classroom with appropriate materials devoted to general health education.

### Physical Education (Grade 8) 08-038

Students will participate in a variety of movement experiences to further practice of fundamental skills. This course provides students with knowledge and skills necessary to participate in group games and sports. Athletic shoes are required. In addition to physical education, pertinent health units are interspersed throughout the year and taught in the classroom with appropriate materials devoted to general health education.

### Physical/Health Education (Grade 9) 08-052 1 credit

Students demonstrate the ability to use basic skills, strategies, and tactics in a variety of lifetime physical activities. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence in making choices, respecting others, avoiding conflict, resolving conflicts appropriately, and using elements of fair play and ethical behavior in physical activity settings. Students in grade nine integrate a variety of health concepts, skills, and behaviors to plan for their personal, lifelong health goals (self-management and responsible decision making). They see themselves as having an active role in creating a healthy lifestyle for themselves, for their families, and for the community (relationship skills and responsible decision making).

### Physical/Health Education (Grade 10) 08-999 1 credit

Students will participate in a variety of movement experiences to develop fundamental skills including: motor skill development, anatomical basis of movement, fitness planning, team activities, social development and energy balance. The objectives of this required course for all

students are identifying and explaining the five components of physical fitness, assessing personal fitness, and developing and implementing a plan for maintaining and improving personal fitness. After students have completed this course, they will have the knowledge and skills to develop a fitness plan for the changing stages of their lives. This course includes basic first aid and CPR training. Students will have the opportunity to receive certification.

### Physical Education/Personal Fitness I (Grade 11) 08-016 1 credit

Personal Fitness is an elective physical education course that focuses on fitness, strength training, physical conditioning, and lifetime health concepts, activities and knowledge to promote health and wellness. This course is structured to develop individualized knowledge of weight training and physical conditioning for the beginning student and the advanced student. The course requires mastery of training principles and a thorough understanding of fitness center safety rules prior to participation in weight room laboratory experiences. The course content is presented so that teachers may select strategies and instructional techniques designed to improve muscular strength and endurance, flexibility, and cardiorespiratory endurance. Students will gain the necessary information and skills to plan and implement a personal fitness and conditioning program that includes skill- and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime. Various training models will be presented that allow for flexibility of instruction among diverse student needs. Students will continue to implement and modify personal fitness and conditioning programs.

### Driver's Education

An online Driver's Education class through VADETS; Pass/Fail; green card issued upon successful completion.

## **Career and Technical Education**

### Family and Consumer Sciences Exploratory I (Grades 6-8) 19-903

This course prepares students for the demands of 21st century living. This course provides a foundation for managing individual, family, career, and community roles and responsibilities. Students focus on areas of individual growth, goal setting, strengthening families, and awareness of personal safety and wellness. They also explore saving and spending practices, clothing care, food preparation, positive and caring relationships with others, and careers. Instruction emphasizes science, technology, engineering and mathematics (STEM) concepts, where appropriate.

### Family and Consumer Sciences Exploratory II (Grades 7-8) 19-904

Prerequisite: Family and Consumer Sciences Exploratory I

This is a middle school course that provides a foundation for managing individual family, work, and community roles and responsibilities. Student focus on their individual development as well as their relationships and roles within the family unit. They learn how to maintain their living and personal environments and to use nutrition and wellness practices. Students also apply consumer and family resources and explore careers related to Family and Consumer Sciences. Students will learn the necessary skills to be more responsible, more respectful and to make better decisions.

### Economics and Personal Finance (Grades 9-12) 19-262 1 Credit

Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success. Instruction in economics and personal finance prepares students to function effectively as consumers, savers, investors, entrepreneurs, and active citizens. Students learn how economies and markets operate and how the United States' economy is interconnected with the global economy. On a personal level, students learn that their own human capital (knowledge and skills) is their most valuable resource. This course is required for graduation.

### Life Skills I – Life Planning (Grades 6-8) and (Grades 9-12) 19-257 1 credit

Life Skills part I course is divided into four primary areas: 1) financial literacy and planning, 2) household management, cleaning and maintenance, 3) cooking, sewing and shop, and 4) "Civility" through speech and actions, healthy habits and time management. This course provides a foundation for management of individual, family, and community roles and responsibilities. Students will explore concepts through active learning. Life Planning equips students with life skills. Creating and maintaining healthy relationships, practicing personal nutrition, health, and wellness, and developing a life-management plan are emphasized through relevant life applications.

### Life Skills II – Individual Development (Grades 10-12) 19-260 1 credit

Life Skills part II course focuses on independent living skills for young people who need learning, enhancing, or supporting life skills to effectively transition into adulthood. The course will focus on 7 core areas: Career Preparation, Education, Health and Nutrition, Housing and Home Management, Social Skills, Prevention, and Money Management. Students will explore concepts through active learning. Individual Development students focus on cultivating positive self-esteem; developing skills to build healthy relationships with family, peers, and community members; managing stress and conflict; and preparing to become college- and career-ready.

### Life Skills III – Independent Living (Grade 12) 19-154 1 credit

Independent Living students become prepared to meet the challenges of living on their own. Students build life skills focusing on creating and maintaining healthy relationships and making responsible financial, consumer, nutrition, and housing decisions.

## **Virtual Virginia Program & APEX**

BREC students, in coordination with their LEA, may elect to take a course through Virtual Virginia and/or APEX at BREC. Courses and availability are subject to the respective school divisions and program offerings throughout the school year.