

**GREAT BRIDGE  
HIGH SCHOOL  
SCHEDULING INFORMATION  
2011-2012**



**RISING 9<sup>TH</sup> GRADERS**

## Great Bridge High School Mission Statement

*The mission of Great Bridge High School is to raise the achievement of all students by meeting their diverse needs through a comprehensive and rigorous curriculum in a supportive social environment, working together with their parents and the community to prepare students for life's challenges as productive citizens and lifelong learners.*

### Administrators and School Counselors

#### Administrators

Mrs. Porter	Principal
Mrs. Dugan	Assistant Principal of Instruction
Mr. Godette	Assistant Principal
Mr. Mizell	Assistant Principal
Mr. Mustain	Assistant Principal

#### School Counselors

Mrs. Miller	Director
Mrs. Dirksen	Counselor A - ELL
Ms. Suter	Counselor EM - LAO
Mrs. Hedrick	Counselor LAP – RIC
Mrs. Lenhart	Counselor RID – Z
Ms. Morris	Student Assistance Counselor
Ms. Owen	Career and Vocational Counselor

Great Bridge High School  
301 Hanbury Road, West  
Chesapeake, VA 23322

School Counseling Office (757) 482-4450  
School Counseling Office Fax (757) 482-4208

# GREAT BRIDGE HIGH SCHOOL



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## DESCRIPTION OF BLOCK SCHEDULING

Great Bridge High School will be operating on a 4 x 4 block schedule. Generally, a 4 x 4 block schedule refers to the use of four class periods (plus lunch) in the school day with each period 90 minutes in length. Students may complete four classes each term (fall and spring) for a total of eight classes for the school year. The fall term runs from September through January. The spring term runs from February through mid June.

<b>Block One</b> 90 minutes			
<b>Block Two</b> 90 minutes			
1 <sup>st</sup> Lunch 30 minutes	Block Three (part 1) 30 minutes	Block Three (part 1) 60 minutes	Block Three 90 minutes
Block Three 90 minutes	2 <sup>nd</sup> Lunch 30 minutes		
	Block Three (part 2) 60 minutes	3 <sup>rd</sup> Lunch 30 minutes	
		Block 3 (part 2) 30 minutes	4 <sup>th</sup> Lunch 30 minutes
<b>Block Four</b> 90 minutes			

The number of lunch blocks may vary, depending on enrollment.

## Scheduling Process

### Scheduling Information Meeting

A scheduling information meeting for parents and rising 9<sup>th</sup> – 12<sup>th</sup> grade students will be held on **Tuesday, February 15, 2011**, from 6:00 P.M. – 7:15 P.M. in the Media Center at Great Bridge High School. Each department will have display information in the commons area.

### Special Education – Diploma Options Meeting

On **Tuesday, February 15, 2011**, from 6:45 P.M. – 7:15 P.M. in the chorus room, special education students and their parents are invited to attend an informational session on diploma options and verified credits.

### Scheduling with Students

Counselors will be visiting each middle school to present scheduling information on the following dates:

**Crestwood Middle:** Thursday, February 10, 2011

**Hickory Middle:** Monday, February 14, 2011

**Great Bridge Middle:** Wednesday, February 16, 2011

Scheduling sheets will be sent home shortly after the above dates for parent/guardian review.

Students are required to **return signed scheduling sheets to the middle school.**

# SCHEDULING GUIDELINES

1. All students must take eight courses in the 9<sup>th</sup> grade.
2. Students may take only one of the following required courses each year: English, Social Studies, PE I, and PE II. Exceptions are students who need to make up a course before advancing to the next level or are new enrollees who need required courses. Students may take more than one math, science, and/or elective, keeping within the course sequence (see *Secondary Catalog* for sequences).
3. Special Education students will be scheduled according to their Individualized Education Program (IEP). They may take support classes one or two terms.
4. Performance music courses will be scheduled with the A/B modified block configuration. These courses will alternate with the following:
  - A. Freshmen----music/physical education\*
  - B. Sophomores--music/physical education\*
  - C. Juniors-----music/English 11\*
  - D. Seniors-----music/ Government\*

Music students should not take PE 9, PE 10, English 11, or Government in summer school.
5. Students shall not be granted credit for a course if absences total more than nine (9) class periods for a one-term course or more than eighteen (18) class periods for a two-term course unless extenuating circumstances are established. Students must attend Time Recovery and request Extenuating Circumstances from the principal.
6. Students playing sports or participating in any Virginia High School League activity must pass at least 3 new classes per term and also maintain a 2.0 "C" average.
7. For PROMOTION REQUIREMENTS, refer to the *Secondary Catalog*.
8. Students should have a "C" in English, math, and foreign language before advancing to the next level. (Example: a "C" in English 9 before taking English 10; a "C" in Algebra I, Pt. A before taking Algebra I, Pt. B; a "C" in Spanish I before taking Spanish II)
9. ALL SCHEDULING CONCERNS NEED TO BE ADDRESSED WITH THE COUNSELORS BEFORE LEAVING SCHOOL IN JUNE! Schedule changes received over the summer will not be reviewed until counselors return at the end of August.

## CRITERIA FOR HONORS AND ADVANCED PLACEMENT COURSES

Honors and Advanced Placement courses have been designed for students who meet the following criteria:

- The student has consistently received grades of "B" or better in that subject area in the past.
- The student has received scores of 90% or above on the applicable achievement test in math or reading.
- The student has the recommendation of his/her present teacher(s) in the appropriate subject.
- The student has the approval of his/her parent(s)/guardian(s).

In anticipation of the rigorous course of study, students enrolled in Honors English 9 – 12 may be required to read certain works during the summer.

**PROPOSED DIPLOMA REQUIREMENTS FOR THE CLASS OF 2015 AND BEYOND**  
*Beginning with the ninth-grade class of 2011-2012 and beyond*

**Proposed Standard Diploma (Class of 2015 and Beyond)**

Discipline Area	Standard Units of Credit Required	Verified Credits Required
<b>English</b>	4	2
<b>Mathematics</b> Courses completed to satisfy this requirement shall include <b>at least two different course selections</b> from among: Algebra I, Geometry, Algebra, Functions, and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. <u>Only one unit of credit each may be used to satisfy the mathematics graduation requirement by completing Algebra 1 or Geometry. Computer Mathematics may be used in conjunction with Algebra 1 &amp; Geometry to satisfy mathematics graduation requirements if the student also completes a career and technical concentration.</u> <a href="http://www.cteresource.org">www.cteresource.org</a>	3	1
<b>Laboratory Science<sup>6</sup></b> Courses completed to satisfy this requirement shall include course selections from <b>at least two different science disciplines</b> : earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma.	3	1
<b>History and Social Sciences<sup>6</sup></b> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both.	3	1
<b>Health and Physical Education</b>	2	
<b>Foreign Language, Fine Arts or Career and Technical Education<sup>7</sup></b>	2	
<b>Economics and Personal Finance</b>	1	
<b>Electives<sup>4</sup></b>	4	
<b>Student Selected Test<sup>5</sup></b>		1
<b>Total</b>	22	6
<p><sup>4</sup> Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.</p> <p><sup>5</sup> A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.</p> <p><sup>6</sup> Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.</p> <p><sup>7</sup> Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.</p>		

**Proposed Standard Technical Diploma (Class of 2015 and Beyond)**

Discipline Area	Standard Units of Credits Required	Verified Credits Required
<b>English</b>	4	2
<b>Mathematics</b> Courses completed to satisfy this requirement shall include <b>at least three different course selections</b> from among: Algebra I, Geometry, Algebra Functions and Data Analysis, or Algebra II or other mathematics courses above the level of Algebra II.	3	1
<b>Laboratory Science</b> <sup>5</sup> Courses completed to satisfy this requirement shall include course selections from <b>at least three different science disciplines</b> from among: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma.	3	1
<b>History &amp; Social Sciences</b> <sup>5</sup> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both.	3	1
<b>Health and Physical Education</b>	2	
<b>Fine Arts or Foreign Language</b>	1	
<b>Economics and Personal Finance</b>	1	
<b>Career and Technical Education</b> <sup>4</sup>	4	
<b>Electives</b>	1	
<b>Student Selected</b> <sup>6</sup>		1
<b>Total</b>	22	6

<sup>4</sup> Courses completed to satisfy this requirement **must include a career concentration** as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment. [www.cteresource.org](http://www.cteresource.org)

<sup>5</sup> Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification competency credential or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.

<sup>6</sup> A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8 VAC 20-131-110.

**Proposed Advanced Studies Diploma (Class of 2015 and Beyond)**

*(Any student who meets the requirements for both the Advanced Studies and the Advanced Technical diploma may choose between these two diplomas.)*

Discipline Area	Standard Units of Credit Required	Verified Credits Required
<b>English</b>	4	2
<b>Mathematics</b> Courses completed to satisfy this requirement shall include <b>at least three different course selections from among:</b> Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II.	4	2
<b>Laboratory Science</b> Courses completed to satisfy this requirement shall include course selections from <b>at least three different science disciplines from among:</b> earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma.	4	2
<b>History and Social Sciences</b> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both.	4	2
<b>Foreign Language</b> Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.	3	
<b>Health and Physical Education</b>	2	
<b>Fine Arts or Career and Technical Education</b>	1	
<b>Economics and Personal Finance</b>	1	
<b>Electives</b>	3	
<b>Student Selected Test</b> A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.		1
<b>Total</b>	26	9

**Proposed Advanced Technical Diploma (Class of 2015 and beyond)**

*(Any student who meets the requirements for both the Advanced Studies and the Advanced Technical diploma may choose between these two diplomas.)*

Discipline Area	Standard Units of Credit Required	Verified Credits Required
<b>English</b>	4	2
<b>Mathematics</b> Courses completed to satisfy this requirement shall include <b>at least three different course selections from among:</b> Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II.	4	2
<b>Laboratory Science</b> Courses completed to satisfy this requirement shall include course selections from <b>at least three different science disciplines from among:</b> earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma.	4	2
<b>History and Social Sciences</b> Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both.	4	2
<b>Foreign Language</b> Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.	3	
<b>Health and Physical Education</b>	2	
<b>Economics and Personal Finance</b>	1	
<b>Fine Arts or Career and Technical Education</b>	1	
<b>Career and Technical Education</b> <sup>5</sup>	3	
<b>Student Selected Test</b> <sup>6</sup>		1
<b>Total</b>	<b>26</b>	<b>9</b>

<sup>5</sup> Courses completed to satisfy this requirement **must include a career concentration** as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.

<sup>6</sup> A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

**Special Education Diploma Options (Modified Standard Diploma and Special Diploma) will remain the same as with previous graduating classes.**

## 9<sup>th</sup> Grade Elective Descriptions

### **JROTC:**

Students learn about communication, leadership and the principles of flight. They wear a uniform once a week. They compete in drill competitions and participate in community service. Cadets often represent our school at ceremonial functions where they present the flags. Instructors do not recruit students to join the military.

### **Art 1:**

Art 1 is a wide range of all art mediums; pencil, charcoal, watercolor, acrylic, colored pencil, pastel, both two dimensional and three dimensional projects. Discussion of the Elements and the Principles of Design help students understand the nature of the art critique. It is an overview class that covers assorted materials, techniques and subject matter through drawing, painting, printmaking, sculpture, ceramics and computers.

### **Ceramics 1:**

Ceramics 1 is an introductory class in which students explore techniques and design of both functional (cups, bowls, mugs...) and sculptural works in clay. In ceramics students work with all areas of hand building, making projects such as large slab boxes, clay houses, coil pots, clay whistles, relief frames, etc. They also work on the potters' wheel. It teaches them about the medium of clay, glazes, color and design principles.

### **Keyboarding Applications:**

Learn basic typing skills, how to process office documents and how to use the different components of Microsoft Word.

### **Principles of Business and Marketing:**

Students will learn life skills such as employment skills, balancing check books, maintaining credit and debit accounts, and accounting techniques.

### **Drama I:**

Students learn the foundations of acting, study the history of drama, and learn basic acting techniques.

### **Journalism I:**

Students will learn basic news writing skills. Students will take place in projects such as: news stories, feature stories, sports stories and the construction of a school newspaper.

### **Life Planning:**

The focus of this course is on developing a life management plan; caring for self and others to ensure wellness and building and maintaining constructive relationships.

### **Nutrition and Wellness:**

Learn general nutrition facts (health and portion sizes; calories and baking). Nutrition and Wellness is a prerequisite for Culinary 1.

### **Introduction to Interior Design:**

This course is an in depth study of the types and construction of housing and selection of home furnishings and accessories related to the needs of individuals and families. Students construct and decorate a small scale house.

### **Introduction to Marketing:**

Students will gain the knowledge of Marketing and its importance in society. Activities include: role playing, group presentations, job interviews, resumes, communication skills, how to advertise and sell products, and human relations. Once in the marketing program you become part of DECA (Distributive Education Clubs of America) which is a nationwide organization.

### **Introduction to Fashion Marketing:**

Students will learn work place readiness skills (people skills and professional knowledge). Students will have the opportunity to learn about the design and marketing processes and a general overview of apparel and textile design.

### **Band:**

Continue to develop fundamentals of music reading, tone production, and pitch awareness. Many performance opportunities are provided.

**Chorus:**

The *Freshman Chorale* is the heart of the Great Bridge High School choral program. All ninth grade students enrolled in chorus are in this ensemble. Students participate in various choral activities while learning and reviewing performance skills and developing music literacy. Vocal development, ear training, and sight-singing are core skills that students will strengthen and improve.

**Orchestra:**

Use skills learned in previous string orchestra classes in order to perform at different levels of difficulty.

**Guitar:**

Students learn basic performance skills on the acoustic guitar and the fundamentals of music reading. Guitars are available for student use in school.

**Graphic Communications:**

This class teaches students how to create effective designs using Adobe Illustrator and Adobe Photoshop. Some of the projects include: T-shirt designs, CD covers, concert posters, animations, picture books, and portfolios.

**Electronics Technology I:**

This course engages students in electricity and electronic experiments that focus on the application of scientific theories and mathematics principles. Students solve problems using simple electrical devices and circuits, and design and build electronic projects using DC and AC devices and circuits. If you are interested in becoming an electrician or engineer, this class will benefit you.

**Construction Technology:**

In this course, students learn about structures and the related industries to investigate such jobs as architects, civil engineers, carpenters, electricians, plumbers, surveyors, contractors, masons, and construction and environmental management. Students build and test scale-model structures, plan site preparation, design structures and infrastructure projects, and utilize computer software and other appropriate tools used in such industries.

**Production Systems:**

Students assess the relationship between production and society as they compose design portfolios, construct production prototypes, and apply automation to evaluate their solutions to technological problems.

**Power and Transportation:**

Students survey the many broad sources of energy and power used in power and transportation systems. Instruction in this course includes ways that energy is converted to power; power is transmitted and controlled; and power is used through mechanical, fluid, and electrical devices. Students explore career opportunities in power and transportation fields, design and build products, conduct experiments, and repair mechanical devices such as small engines.

**Computer Control and Automation:**

Students engage in the study of computers and microprocessors and their applications to manufacturing, transportation, and communication systems. Topics include computer equipment and operating systems, robotics, programming, control systems, and social/cultural impact of these technologies. Problem-solving activities challenge students to design, program, and interface devices with computer systems. Learning activities include robotics, computer-aided design, computer-aided manufacturing, and the design and control of electromechanical devices.

**Communication Systems Technology:**

This course provides experiences related to various modes of communicating information, using data, technical design, optics, graphic production, audio and video, and integrated systems. Students learn about potential career choices related to communication and impact of communication on society.

**Basic Technical Drawing:**

In this foundation course, students learn the basic language of technical design, while they design, sketch, and make technical drawings, illustrations, models, or prototypes of real design problems. Students develop spatial ability as they apply mathematical concepts to visual representations. The course is especially recommended for future engineering and architecture students.

# Four-Year Planning Chart

List any credits earned in middle school:

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<b>9<sup>th</sup> Grade</b>	
Fall Semester	Spring Semester

<b>10<sup>th</sup> Grade</b>	
Fall Semester	Spring Semester

<b>11<sup>th</sup> Grade</b>	
Fall Semester	Spring Semester

<b>12<sup>th</sup> Grade</b>	
Fall Semester	Spring Semester