



"Not just a school, a new generation of education!"

Student Handbook

2011-2012

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Danville, Virginia 24541**

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<http://web.dps.k12.va.us>

This handbook belongs to:

Name _____

Address _____

City/Town _____

State _____ **Zip** _____

Phone _____

Email _____

FIRST SEMESTER SCHEDULE

Period	Course	Teacher	Room
1			
2			
3			
4			

SECOND SEMESTER SCHEDULE

Period	Course	Teacher	Room
1			
2			
3			
4			

STUDENT HANDBOOK

2011-2012

Welcome to Galileo Magnet High School. The administration and faculty are dedicated to providing a safe and orderly environment that enhances the educational process.

The policies and procedures provided in the handbook are to make you aware of the rules and regulations that will help you adjust to our school and become an integral part of it. It is our hope that you will become familiar with all that Galileo Magnet High School has to offer, obey all rules and regulations, and build memories that will last a lifetime.

Rules and regulations contained within this publication are not all-inclusive, and the administration reserves the right to address other discipline acts in a fair and equitable manner. The administration also reserves the right to assess rules and regulations on an individual basis and act accordingly.

Additionally, the rules and regulations contained within this publication apply on the entire campus (parking lot, etc.) and whenever a student is representing the school off-campus.

Danville Public Schools and Galileo Magnet High School will not discriminate against any student because of race, sex, national origin, social standing, or handicapping condition.

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Galileo Magnet High School Bell Schedule

Full Day Schedule

8:40 – 10:10
 10:13 – 11:43
 11:46 – 1:42
 1:45 – 3:15

First Period
 Second Period
 Third Period
 Fourth Period

Two-Hour Delay Schedule

10:40 – 11:10
 11:13 – 11:43
 11:46 – 1:42
 1:45 – 3:15

For delayed scheduling/school closing information, visit the main Danville Public Schools Web site at <http://web.dps.k12.va.us> or call the DPS Weather Line at **434-797-4590, ext. 111.**

2011-2012 Calendar

August	15	First Day of School
September 2011	5	Labor Day Holiday
October 2011	14	End of 1 st Nine Weeks Half Day Dismissal
November 2011	8 23 24- 25	Teacher Workday/ Professional Development Day Half Day Dismissal Thanksgiving Holiday – All Schools Closed
December 2011	22 23- 30	End of 1 st Semester Half Day Dismissal Winter Break - All Schools
January 2012	2 3 4 16	Winter Break Continues Teacher Workday Beginning of 2 nd Semester Martin Luther King, Jr. Day – All Schools Closed
February 2012	17	Teacher Workday
March 2012	9 12	End of 3 rd Nine Weeks Teacher Workday
April 2012	6- 13	Spring Break – All Schools Closed
May 2012	23 24- 25 29- 30	End of 2 nd Semester Half Day/Last Day for Students Teacher Workday Contracted Workday Option

ANNOUNCEMENTS

Announcements will be made each afternoon via phone intercom. Any student or faculty member who would like to make an announcement should pick up and complete the announcement request form and turn it in to the office. Upon administrative approval, the announcement will be included in the daily announcements. Announcements will also be posted in the main office and on the Galileo web page. **Students are responsible for being aware of the daily announcements and will be held accountable for them.**

ASSEMBLY CONDUCT

Assemblies are held for the education and enjoyment of students and faculty. Give every courtesy to the speaker and to the program. It is the responsibility of each student to maintain high standards of conduct. **Failure to do so may result in disciplinary action.**

ATTENDANCE REGULATIONS

Regular school attendance is a vital factor in school achievement because excessive absences and tardies interfere with the orderly development of sound progress in one's education. **Students should not be absent unless absolutely necessary.** Attendance is monitored both daily and in individual classes. Excessive absences (excused or unexcused) may result in a parent conference to develop a Plan of Attendance. Excessive excused or unexcused absences will result in a Truancy Referral (see chart on following page). After four (4) absences, a student is required to have medical or legal documentation.

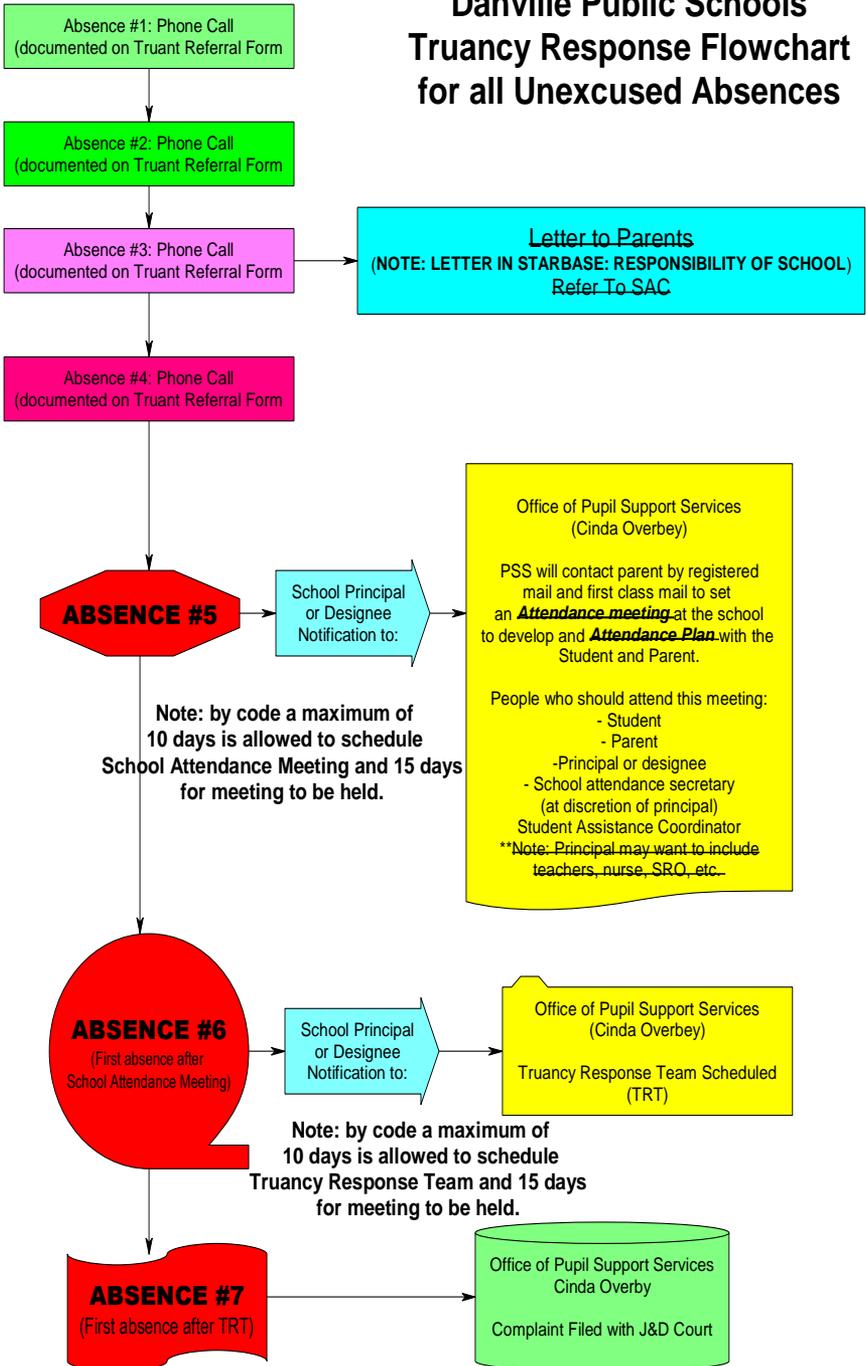
When it is necessary to be absent, it is the student's responsibility to learn the missed material and make up missed work. Students with excused absences will have the same number of days to make up work as the number of days absent. **When returning to school after an absence, the student shall report to the cafeteria before school to obtain an admit slip.**

School Board policy requires that a student who has been absent bring a parental note to the school the first day of the student's return to school stating the reason for absence. The only excuses for absences that shall be deemed acceptable are: (1) Illness; (2) Required court appearance; (3) Death in the family; (4) Religious holiday; (5) Extenuating circumstances which are determined by the school administration.

School-authorized activities such as field trips are not counted as absences; however, the students who are involved must notify teachers before the event and complete all required assignments.

Students may arrive no earlier than 7:30 a.m. (report to the cafeteria) and should leave campus no later than 3:35 p.m.

Danville Public Schools Truancy Response Flowchart for all Unexcused Absences



EXTRACURRICULAR ACTIVITIES

To participate in school activities outside of school hours, a student must have attended school the full day of the activity. This includes the Friday prior to a weekend event.

MAKEUP WORK POLICY

A student officially excused from school is allowed the equal number of days absent to complete missed work. Each teacher provides guidelines for makeup work. The student is responsible for obtaining direction from the teacher concerning any missed assignment(s). If a student is absent for an extended period of time, parents should contact the school for makeup assignments.

For a planned absence, the student should obtain administrative pre-approval and should obtain assignments in advance of the absence and turn them in the morning of his/her return.

TARDY TO SCHOOL

All students late to school are required to report to the office immediately upon their arrival on school grounds. Parental notification to the Galileo office will be required in all cases of legitimate student tardies. **Students with excessive unexcused tardies to school or to class will be referred for disciplinary action.**

Five excusable reasons for student tardies are: (1) Personal illness; (2) An appointment with a health care professional that **MUST** be made during the regular school day (documentation may be requested); (3) Observance of a recognized religious holiday when the observance is required during the school day; (4) A family emergency; (5) A planned absence for a personal or educational purpose which has been approved **in advance** by school administration

TARDY TO CLASS

Students who are legitimately detained by a teacher, staff member, or the office will request a pass from the person who has detained them to present to their next teacher. Late passes are **NOT** available from the office unless the office is directly responsible for the tardiness.

A student is tardy if he/she is not in the classroom by the end of the tardy bell. All teachers will make students aware at the time of the tardy.

Consequences for an unexcused tardy to class are:

- 1st tardy - warning by the teacher
 - 2nd tardy - 1 day detention\parent contact by teacher
 - 3rd tardy - discipline referral- parent conference
 - 4th tardy - ISS
 - 5th tardy and all subsequent tardies may result in suspension
- *Tardies that are a result of a student who drives to school may have their driving privileges revoked.

EARLY DISMISSAL

Students wishing to leave early should follow this procedure:

- Present a note from parent/guardian and receive a Check Out Pass in the office.
- Present a Check Out Pass to classroom teacher if leaving during a class period.
- Sign out in the office when leaving.

CHANGE OF ADDRESS

Any time a student changes his/her place of legal residence, it is the responsibility of the parent to immediately inform the main office in writing. Failure to notify the school of changes in address may make parents liable for payment of tuition charges if appropriate guidelines are not followed.

MESSAGES

Students receiving non-emergency messages will be notified prior to school and the end of the school day. Please inform your family, employer, and friends that the office cannot act as a message center.

NEWS MEDIA COVERAGE

From time to time, news reporters may use photos or videotape of students in incidental news coverage. A parent who objects to a student's image being used should notify the school in writing at the beginning of each academic school year. If a student is to be interviewed on school property by the news media, parental permission is required.

CHEATING/PLAGIARISM

Students who use plagiarized papers or projects or who are involved in any other form of cheating will be given a zero on that assignment and disciplinary action will be taken.

DRESS CODE

Galileo Magnet High School is a place of educational business where students are learning both academic and social skills. Therefore, students are expected to wear attire appropriate for **business**/school day activities. Student attire shall not be distracting to the educational environment. **Dress for physical education must conform to the school's dress code.** In order for a positive learning atmosphere to prevail, the following expectations have been established:

- Ripped or torn clothing is unacceptable.
- Shoes must be worn at all times. Slippers are not allowed. Closed-toe shoes are required during science labs.
- Any head apparel, including sweatbands, caps, hoods, “do rags,” bandanas, and scarves, may not be worn inside the building. Head apparel worn inside the building will be confiscated.
- Sunglasses may not be worn inside.
- Shirts and other clothing that are of a disruptive, profane, or suggestive nature or related to drugs, alcohol, or any illegal substance are prohibited from being worn at school.
- Shirts and blouses should cover the waistband at all times. Muscle tops, spaghetti strap tops, halter tops, tube tops, tank tops, low cut tops, etc. are not considered appropriate apparel for school. In no way may any item of clothing be revealing. Bare shoulders must be covered.
- Undergarments may not be exposed or visible through clothing.
- Sagging pants, jeans, etc. are not acceptable. All pants must be secured at the waist.
- Shorts and skirts must be no more than four inches above the middle of the kneecap. A slit may not be open above this length.
- Skirts or shorts must be worn over leggings or pants and must be no more than four inches above the middle of the kneecap.
- Long coats, such as “trench coats” are not allowed in school.
- "Cut-off" shorts and spandex pants of any length are not acceptable.
- Chains of any type are not permitted.
- Pajamas, robes, and other bedroom attire, including bedroom shoes are not allowed.
- Students are not allowed to wear any other article of clothing that the administration deems disruptive to the educational process.

Students who violate the dress code will not be allowed to attend class until the violation has been corrected. Absences due to a violation of the dress code are considered unexcused.

Repeated violations of the dress code will result in disciplinary action.

ELECTRONIC DEVICE/CELL PHONE POLICY

High School students may have electronic devices/cell phones at school but may not turn them on or use them during the school day or on the school bus. During the school day, such devices must be turned off and left in a locker, car, or kept out of sight in a purse or book bag. A student will have such a device taken away if the device is seen, whether it is on or off. A parent must pick up the confiscated phone from the administration the next school day between 3:15 p.m. and 4: p.m. For example, if the phone is taken on Friday, it will not be returned until Monday afternoon

Disciplinary Responses for Electronic Device/Cell Phone violations:

- First Offense: Device confiscated\parent conference
- Second Offense: Device confiscated\1 day of ISS
- Third Offense: Device confiscated\3 days of OSS
- Fourth Offense: Device confiscated\5 days of OSS
- Fifth Offense: Recommendation for Long-term Suspension

If a student chooses to refuse to release the device and/or becomes disrespectful, this creates a second offense which may result in additional disciplinary action.

RULES OF GOOD CITIZENSHIP

- Respect yourself and others.
- Be on time to class and be prepared.
- Dress appropriately.
- Be responsible.
- Keep your hands to yourself. To best provide for the safety and security of all students, Galileo Magnet High School enforces a ***no touching policy***. Students are not permitted to touch for any reason (no hugging, kissing, holding hands, horseplay, etc.).
- All food and drink are to be consumed in the cafeteria
- No electronic device use is allowed within the building. Students wishing to use such devices **after** school hours should exit the building to do so. Additionally, to help secure the integrity of our computers and network, students are not permitted to use personal USB/Flash drives.

- Card playing is not permitted.

AFTER SCHOOL DETENTION

After School Detention is a step in the discipline process used in lieu of In-School-Suspension. Students assigned to after school detention will be notified via a tardy slip and/or a discipline referral. The notification will include the day(s) assigned as well as the location.

After School Detention begins at 3:20 and ends at 3:50 p.m. on Tuesdays and Thursdays. Students assigned to detention are required to attend. Failure to report to detention (without prior administrative approval/arrangements) may result in additional disciplinary consequences.

STUDENT DRIVERS

Student drivers will be required to register their vehicle and purchase a parking permit from the front office. These permits are \$15.00 and must be displayed on the rear view mirror. Failure to obtain a parking permit may result in loss of driving privileges.

Student drivers are expected to leave campus by 3:35 unless staying for a school-sponsored event.

RESEARCH CENTER

Beginning at 8:10 and prior to the first bell, students may gather in the Research Center to study. Computer use is limited to specific class assignments and students must have a pass. If students arrive to school prior to 8:10, students must gather in the cafeteria and obtain permission from supervisory staff to report to the Research Center.

During the school day (including lunch), students should have a pass from the teacher accountable for them at the time to be in the Research Center and for use of the computer. Computer use is limited to specific class assignments.

EMERGENCY DRILLS

Emergency drills are important and serious exercises that may save lives. Everyone should know the designated escape route.

Building Evacuation Guidelines: There are several scenarios in which it may be necessary to evacuate the building. There will not always be an

alarm given; notice may be given verbally. Therefore, it is essential that each student know where to report in the case of a building evacuation.

- When an evacuation notice is given, students will use the published evacuation routes, unless other directions are given. Students in a class must stay together with the teacher/adult in charge.
- Walk quickly and quietly out of the building. **(No Talking)**
- Report to the designated area for your class. The teacher will take roll to determine attendance.

TORNADO PROCEDURES

“Code Yellow” means a tornado is possible. Students should move to the following locations:

- Room 1: Hall outside the room
- Room 2: Hall outside the room
- Room 3: Hall outside the room
- Room 4: Hall outside the room
- Room 5: Hall outside boys' and girls' bathrooms
- Room 6: Inside room
- Room 7: Hall inside the room
- Room 8: Walls directly outside the room
- Room 9: Inside room
- Room 10: Inside room
- Room 11: Inside room
- Room 12: Inside room
- Room 13: Inside room
- Room 14: Inside room
- Room 15: Inside room
- Room 16: Inside room
- Room 17: Hall outside the room
- Room 18: Hall outside the room
- Room 19: Inside room
- Room 20: Walls in Commons Area
- Room 21: Inside room
- Room 22: Inside room
- Room 23: Inside room
- Room 24: Inside room
- Room 25: Inside room
- Room 26: Inside room
- Room 27: Inside room
- Room 28: Walls in Commons Area

Cafeteria: Walls in Commons Area

Research Center: Solid Research Center walls

Front Offices: Hall outside offices
Guidance Office: Inside office
Nurse's Office: Hallway outside the office

FOOD SERVICES

Students are expected to:

- Pay for lunch; no credit will be given, free/reduced lunch is available to those who qualify
- Stand in line quietly and wait to be served individually
- Students may bring their lunch from home but food and drinks from local restaurants are not allowed.
- Eat in the cafeteria area only; do not remove food or drinks from the cafeteria
- Keep the table areas clean by removing trays and garbage to the designated area
- Maintain proper decorum in the cafeteria

LUNCHROOM EXPECTATIONS

- Maintain a conversational tone of voice that cannot be heard from table to table
- Place no more than 8 chairs to a table
- Avoid talking across the room
- Leave sufficient space between tables for adults and students to walk
- Abstain from running, horseplay, or throwing items
- Visit restroom before the end of the lunch period
- Clean up all trash, food, and beverage spills in lunch line, at tables, and/or on the floor

GRADING SYSTEM

The grading system at Galileo Magnet High School is as follows:

	Regular	Advanced	Advanced Placement	IB
A (94-100)	4	4.5	5.00	5.50
B (86- 93)	3	3.5	4.00	4.50
C (77-85)	2	2.5	3.00	3.50
D (70-76)	1	1.5	2.00	2.50
F (Below 70)				

EXAMINATIONS

Examinations that are two hours in length are given at the end of each semester in all courses. Exams are optional for seniors who have an “A” average in the class, for any student who has passed the respective SOL exam, for any student who has taken an AP exam for the class, and for any student who has taken an IB exam for the class. Exams in dual enrollment classes are required and may not be exempted.

RANKINGS

Due to the small number of students at each grade level, Galileo students have not been ranked. However, beginning with the 2009-2010 ninth graders (graduating class of 2013), students will be ranked.

Additionally, all students earning a cumulative GPA of at least 3.5 will be recognized as Honor Graduates. Class rankings and Honor Graduate status will be calculated using all high school credits earned from middle school through classes taken the first semester of the twelfth grade year. These rankings will be frozen at that time to allow students to prepare college applications and for the school to plan for graduation ceremonies.

DIPLOMA SEALS

Students can earn a variety of seals upon graduation and meeting the requirements as outlined below:

Governor’s Seal - Earn an Advanced Diploma with a GPA of “B” or better and successful completion of at least one AP, IB or college-level course

Board of Education Seal - Advanced or Standard Diploma with an average grade of “A”

Advanced Mathematics and Technology Seal - Advanced or Standard Diploma, four units of Math (including Algebra 2), two verified credits with a “B” average or better, and pass an exam that confers college-level credit in a technology or computer science area

Excellence in Civics Education - - Advanced or Standard Diploma, complete US History and US Government with a grade of “B” or better, good attendance, no disciplinary infractions, and complete 50 hours of voluntary community service and/or extracurricular activities.

Strand Seal - completion of all four courses in a strand

Governor’s School Seal - completion of Governor’s School

VIRTUAL VIRGINIA COURSE

Virtual Virginia courses will only be offered to seniors whose schedule requires the need to take such courses. Additionally, each student's academic and discipline record will be reviewed to determine eligibility. The final decision will be made by the principal, guidance counselor, and Virtual Virginia coordinator.

GRADUATION REQUIREMENTS

There are specific requirements for graduation from high school. The Virginia Board of Education and the Danville Public School Board establish these requirements. The Standards of Learning for Virginia Public Schools describe the Commonwealth's expectations for student learning and achievement from grades K-12. It is the responsibility of the student, with parental support, to meet all requirements for graduation.

Virginia offers a variety of diploma options. Students attending Galileo are expected to work toward an Advanced Studies Diploma. For additional information visit Guidance or the Virginia Department of Education website: <http://www.pen.k12.va.us/2plus4in2004/index.shtml>.

STANDARD AND VERIFIED CREDITS

To earn a high school diploma in Virginia, students must earn the required minimum number of units of credit in effect when that student first entered the 9th grade.

Standard Diploma Course Requirements

Discipline Area	Standard Credits: effective with first-time ninth graders in 2003-2004 through 2010-2011	Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits: effective for first-time ninth graders in 2003-2004 and beyond
English	4	4	2
Mathematics	3	3	1
Laboratory Science	3	3	1
History & Social Sciences	3	3	1
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1		
Foreign Language, Fine Arts or Career & Technical Education		2	
Economics and Personal Finance		1	
Electives	6	4	
Student Selected Test			1
Total	22	22	6

Advanced Studies Diploma Course Requirements

Discipline Area	Standard Credits: effective with first-time ninth graders in 2003-2004 through 2010-2011	Standard Credits: effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits - effective with ninth graders in 2000-2001 and beyond
English	4	4	2
Mathematics	4	4	2
Laboratory Science	4	4	2
History & Social Sciences	4	4	2
Foreign Languages	3	3	
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1	1	
Economics and Personal Finance		1	
Electives	2	3	
Student Selected Test			1
Total	24	26	9

- A **standard credit** is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course.
- A **verified credit** is based on a minimum of 140 clock hours of instruction; successful completion of the requirements of the course; and achievement of a passing score on the end-of-course SOL test or additional test for that course as approved by the Board of Education.

END-OF-COURSE STANDARDS OF LEARNING TESTS AVAILABLE FOR VERIFIED CREDIT

- | | |
|-------------------------------|---|
| • English 11: | Reading/Literature/Research Writing |
| • Mathematics: | Algebra I, Geometry, Algebra II |
| • Science: | Earth Science, Biology, Chemistry |
| • History and Social Science: | World History and Geography from 1500 A.D., World Geography, Virginia and United States History |

GENERAL FACTS ABOUT THE SOLs

- The tests measure content knowledge, scientific and mathematical processes, and reasoning.
- The tests in English are for reading and writing. For the writing test students must write a composition. All other tests are multiple choice.
- Tests are untimed, which means that students have as much time as they need to answer the questions.
- Tools needed to complete a test, such as rulers and calculators, are provided.
- Test results are sent to parents in a document called Report to Parents: Virginia Standards of Learning Assessments.
- Students who take SOL courses for high school credit in middle school also take the related Standards of Learning tests.
- Students may repeat the end-of-course tests as many times as necessary to earn the verified credit required for graduation.
- New test questions, approved by Virginia teachers, are added each year while others are removed or “retired.”
- A student may be eligible for an expedited retest on an end-of-course test if he or she meets the following conditions:
 - Needs the test for verified credit, and
 - Has passed the course associated with the test, and

- One of the following:
 - Failed the test by a scale score of 375-399, OR
 - Had extenuating circumstances that would warrant retesting, OR
 - Did not sit for the regularly scheduled test for legitimate reasons.

High school students have the option to substitute other standardized tests for the end-of-course tests, such as Advanced Placement (AP), SAT Subject Tests, College-Level Examination Program (CLEP), and International Baccalaureate (IB). A full list of Board of Education-approved substitute tests is available at <http://www.pen.k12.va.us/VDOE/suptsmemos/2002/inf079a.pdf>.

Attachment A contains the complete list. The student and parent must notify the school principal and guidance counselor **prior** to a student using an approved substitute test. Students shall be counseled annually regarding the options for using substitute tests for earning verified credits and the consequences of failing to fulfill the obligation to complete the requirements for verified units of credit.

Advanced Studies Diploma Record of Standard and Verified Credits

Student's Name _____ **Grade** _____

Discipline	Courses	Standard Credits	SOL Test or Substitute Assessment Passed	Verified Credits
English 4 Standard Credits 2 Verified Credits			English RLR* or Substitute	
			English Writing or Substitute	
Mathematics 4 Standard credits 2 Verified credits			Students may combine SOL test with other approved substitute assessments or career and technical certifications to earn verified credits. A list of the approved substitutes may be found on the Internet: http://www.pen.k12.va.us/VDOE/supisismemos:2002:inf079a.pdf	
Laboratory Science 4 Standard Credits 2 Verified Credits				
History and Social Science 4 Standard Credits 2 Verified Credits				
Foreign Language 3 Standard Credits (3 years of 1 e or 2 years of 2)				
Health/PE 2 Standard Credits				
Fine <u>or</u> CTE (1)				
Electives 2 Standard Credits				
Student Selected Test	Students must earn 2 verified credits in English, 2 verified credits in Mathematics, 2 verified credits in Laboratory Science, 2 verified credits in History and Social Science, and 1 of Student's Selection			
Total	Minimum: 24 standard Credits		Minimum: 9 verified Credits	

PROMOTION STANDARDS

To be classified as a tenth grader, a student must

1. have earned a minimum of five (5) standard units of credits

To be classified as an eleventh grader, a student must

1. have earned a minimum of eleven (11) standard units of credit
2. one credit of the eleven (11) must be ninth grade English
3. one credit of the eleven (11) must be tenth grade English
4. and have earned three (3) verified units.

To be classified as a twelfth grader, a student must

1. have earned a minimum of seventeen (17) standard units of credit
2. one credit of the seventeen (17) must be eleventh-grade English
3. pass both the English 11 SOL tests
4. pass math SOL test
5. and have earned five (5) verified units.

Note: Retained students will have the privileges of the class in which they have been retained and may not be eligible for some programs. Students are retained for the school year. Retained seniors that will meet promotion/graduation standards by the end of first semester of the senior year will be promoted to twelfth grade classification.

Transfer students from within the Commonwealth must meet these promotion requirements. The classification of all other transfers will be considered on an individual basis in accordance with The Regulations Establishing Standards for Accrediting Public Schools in Virginia.

SCHOOL GUIDANCE AND COUNSELING

Danville Public Schools offers a K-12 Developmental Guidance and Counseling Program. A comprehensive school-counseling program is a shared effort with parents, teachers, administrators, and other school and community members that focuses on all aspects of student learning. School counselors collaborate to foster, promote, and improve student success and achievement.

The mission of the Danville Public Schools Guidance and Counseling Program is to prepare students for a lifetime of learning and productive, meaningful participation in a complex, changing world. Guidance and counseling services are available through classroom guidance, small/large group counseling, and individual guidance/counseling. The following guidance and counseling services are available to students.

Academic Guidance and Counseling

Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school. Academic counseling assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities. The Academic Development component encourages the use of strategies and activities to help students succeed academically and to meet local, state, and national standards.

Career Guidance and Counseling

Students will investigate the world of work in order to make informed career decisions. Career guidance helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities. The Career Development component helps students build a foundation for the acquisition of the knowledge and skills necessary to make a successful transition from school to the world of work and/or further training and education.

Personal/Social Guidance and Counseling

Personal/social counseling assists students to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes. The Personal/Social Development component supports personal and social growth and the development of civic responsibility as students successfully progress through the public schools. Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

GUIDANCE AND COUNSELING POLICY

Guidance and counseling programs related to academic, career, and personal/social counseling are available for all students. No student shall be required to participate in any guidance and counseling program to which the student's parent/legal guardian objects. Parent/guardian permission is not required for short duration personal/social counseling which is needed to maintain order, discipline, or a productive learning environment. Annual written notification from the parent/guardian must be submitted to the counselor if the parent elects to have their child not participate (opt out) in classroom guidance.

COURSE REGISTRATION AND SCHEDULES

Individual and group counseling sessions are conducted to discuss diploma requirements, course offerings and plan an individual program of studies. The counselor makes every effort to recommend a course of study that is challenging and academically appropriate for each student. Parents are encouraged to be part of the course selection process. In May of each school year, students will receive a copy of their course registration for the next school year, and parents will have the opportunity to give final approval to the students' course selections. Course offerings and staffing are based upon student registrations; therefore, it is imperative students carefully consider their choices in course selections. A request for a course change will be honored until June 25 of each school year.

If an unusual circumstance requires a change in a course, this must be done prior to the opening of school. After school opens in August, students will not be allowed to drop a course unless there are special circumstances. Students may meet with the guidance counselor during the first five (5) days of the school year to discuss an adjustment in their schedule. A change may be done only if the student, parent, teacher, and principal concur that the adjustment is in the best interest of the student. The Course Change Request form should be picked up from and returned to the guidance department. The form requires the reason for the requested change and recognition that the parent accepts responsibility for the course change.

Schedule adjustments are completed by the principal and counselor if one of the following conditions exists: (1) The student failed a course; (2) Change in a requested course due to a conflict in the schedule; (3) Course is not offered; (4) To balance class enrollment.

TRANSCRIPTS

Transcripts will include all secondary courses taken by a student showing the final grade received for each attempt at the course. (For more information, see DPS Policy 3221.00.)

PSAT/NMSQT

Administration Date: Sat, October 15, 2011 Cost for juniors: \$14.00

Additional information may be obtained on the Internet at <http://www.collegeboard.com>

The Preliminary SAT[®]/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC).

The PSAT/NMSQT measures critical reading skills, math problem-solving skills and writing skills.

Most juniors who plan to attend college should take the Preliminary SAT (PSAT) exam October 15. PSAT serves as a practice SAT test for tenth graders. If the student is enrolled in eleventh grade, this test is used as the qualifying exam for the National Merit Scholarship Program. The PSAT results, available in December, provide vital, individualized information about what a student can do to improve his/her SAT Reasoning Test performance. The PSAT is also used by colleges (Student Search) to send information to students who may be suitable for their particular institution.

On a first-come first serve basis, sophomores may register to take the PSAT. See the school counselor to sign-up. There is no cost for tenth graders.

Students will be given a copy of the Official Student Guide to the PSAT/NMSQT to aid with test preparation.

SAT REASONING TEST AND SAT SUBJECT TESTS

Galileo Magnet High School CEEB Code 470659

In the second semester of the junior year, students are advised to take the SAT Reasoning Test. If a student is not satisfied with his/her score, they still have time to sit for another SAT in October of their senior year. The high school counselor will assist each student with their plan of action for taking the SAT and SAT Subject Tests.

Students who anticipate applying to very competitive colleges should consider taking SAT Subject Tests toward the end of their junior year or at the beginning of their senior year. Tests such as World History, Biology E/M, Chemistry, or Physics should be taken as soon as possible after completing the course while the material is still fresh. For foreign language tests, the student should have completed at least two years of study.

Fall of the senior year provides the last opportunity for students to take tests that will be considered during the college admission process. Usually students will take the SAT Reasoning Test in October and, if

needed, SAT Subject Tests in November or December. Both tests are offered on a variety of dates and administered on a Saturday morning.

The SAT Registration Bulletin, SAT Preparation Booklet, and Taking the SAT Subject Tests may be secured from the guidance department. Students may also register online at <http://www.collegeboard.com>

SAT REASONING/SUBJECT TEST DATES

George Washington High School is a test center for the SAT Reasoning Test and SAT Subject Tests
The Test Center Number is 47-255.

2011 - 2012 Test Dates	Test (SAT & Subjects)	U.S. Registration Deadlines*	
		Regular	Late (a fee applies)
October 1, 2011		9-9-11	9-21-11
November 5, 2011		10-7-11	10-21-11
December 3, 2011		11-8-11	11-20-11
January 28, 2012		12-30-11	1-13-12
March 10, 2012		2-10-12	2-24-12
May 5, 2012		4-6-12	4-20-12
June 2, 2012		5-8-12	5-22-12

Please Note the Following:

- Mailed registration materials must be postmarked by the U.S. deadlines.

ACT ASSESSMENT

The ACT assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Almost all colleges will accept the ACT in lieu of the SAT. This test is offered a number of times throughout

the year and is given on Saturday mornings. Chatham Hall and Hargrave Military Academy located in Chatham, Virginia, respectively are testing sites. Registration packets and study guides are available in the Guidance Department. For more information, visit www.act.org.

Test Date	Registration Deadline	<i>(Late Fee Required)</i>
September 10, 2011	August 12, 2011	August 13-26, 2011
October 22, 2011	September 16, 2011	Sept 17-30, 2011
December 10, 2011	November 4, 2011	November 5-18, 2011
February 11, 2012	January 13, 2012	January 14-20, 2012
April 14, 2012	March 9, 2012	March 10-23, 2012
June 9, 2012	May 4, 2012	May 5-18, 2012

ADVANCED PLACEMENT (AP) EXAMINATIONS

Students who have taken Advanced Placement courses take the Advanced Placement exams in May. Taking the exams is the only way that colleges will give consideration for college credit and the scores may also be used to exempt students from required college courses. These tests are given on regular school days in early May. Information may be found on the internet at <http://www.apcentral.com>

FEE WAIVERS

The purpose of the fee waiver service is to assist students with payment of the SAT Reasoning Test, SAT Subject Tests, AP Exams, ACT fees, and PSAT/NMSQT. The College Board and American College Testing (ACT) provide this service. Fee waivers are given to those students who meet the criteria set by College Board and ACT. A student is also eligible to receive up to four waivers for the college application fee. College application fee waivers are available only to students who receive a waiver for the SAT Reasoning Test/ Subject Tests or ACT.

Fee Waiver Procedure

- Complete the SAT /ACT registration form and bring it to the school counselor.
- After receiving the waiver, complete the items required on the fee waiver card.
- Mail the registration form and the completed fee waiver card in time to be postmarked by the registration deadline.

Note: The ACT fee waiver varies somewhat and will be explained upon request.



THE INTERNATIONAL BACCALAUREATE PROGRAMME

Galileo Magnet High School offers two International Baccalaureate Programmes to its students.

Galileo is authorized as a Middle Years Programme (MYP) school. The Middle Years Programme is designed for students in grades six through ten. The curriculum is focused around Five Areas of Interaction. These include Approaches to Learning, Health and Social Education, Environment, Community and Service, and Human Ingenuity. Additionally, students are expected to take courses in Language A (native language), Language B (a second language), Humanities, Math, Science, Physical Education, Technology, and the Arts. Students in grade ten are required to complete a Personal Project that encompasses the Areas of Interaction within a project designed by the MYP student. There is a strong emphasis on internationalism throughout the curriculum. Students are expected to complete community service projects throughout the school year. Ninth grade students are required to complete forty hours of community service, and tenth grade students are required to complete fifty hours of community service. Documentation forms for these hours are available from the advisors or the IB Coordinator.

The Middle Years Programme provides students with the opportunity to be better prepared for the challenging demands of the International Baccalaureate Diploma Programme. **Students interested in enrolling in the IB Diploma Programme courses are required to successfully complete all aspects of the Personal Project and the required community service hours.**

The Diploma Programme is a rigorous course of study that is completed during the eleventh and twelfth grade years. Subjects of study are Language A1 (English), Language B, Individuals and Societies, Experimental Sciences, Mathematics and Computer Science, and Arts/Psychology. In addition, students are required to complete an Extended Essay, participate in Creativity/Action/Service projects, and complete the required Theory of Knowledge course and its requisites. IB

Standard Level (SL) courses are one year courses, and IB Higher Level (HL) courses are two year courses. Currently, Galileo offers three Higher Level courses and four Standard Level courses.

Any student who is enrolled in an IB course is required to sit for the IB exams which will be administered in May 2011. The *anticipated* prices for the 2010 exams are listed below.

Anticipated Exam Fees for Spring 2011

1 exam	\$237
2 exams	\$333
3 exams	\$429
4 exams, TOK fee and Extended Essay fee	\$384

If a student drops out of an IB course on or before September 21st, 2010, exam fees will be refunded. **After that time, there can be no refunds, and any student who has not paid the exam fees will be removed from the IB course(s) in which he/she is enrolled.**

IB schedule changes must be completed during the first ten (10) school days of the academic year. Dropped courses after the first ten days will result in a final semester grade of "F" for that course. Since students must be enrolled in four courses each semester, he/she will be placed in another course and will be responsible for all assignments. A parent must schedule a conference with the IB Coordinator and Guidance Counselor before any changes will be honored.

The *anticipated* IB Exam Schedule for 2012 is listed below.

May 2 nd	IB English exam #1
May 2 nd	IB Psychology exam #1
May 3 rd	IB Psychology exam #2
May 3 rd	IB Math exam #1
May 4 th	IB Math exam #2
May 9 th	IB English exam #2
May 11 th	IB History exams #1 and 2
May 14 th	IB History exam #3
May 17 th	IB Spanish exams #1 and 2
May 17 th	IB Biology exams #1 and 2
May 18 th	IB Biology exam 3
May 22 nd	IB French exams 1 # 2

*These test dates and times are set by IBO. There can be no changes in the dates.

TYPICAL IB SCHEDULE FOR GRADES 11 AND 12

It is strongly recommended that prospective IB Diploma students complete a high school unit of Advanced Algebra 1 and French or Spanish as eighth graders. Prospective Diploma Programme students are also encouraged to take chemistry and government **prior** to grade 11 to prepare for the IB courses that will be required in grades 11 and 12. The completion of cell biology in grade nine or ten is also recommended.

GRADE 11 IB COURSES

- IB Language A (English)
- IB Language B (French or Spanish)
- Individuals and Societies (History)
- Pre-calculus (if not taken prior to grade 11)
- Pre-IB Biology
- IB Theatre Arts or IB Psychology

GRADE 12 IB COURSES

- IB Language A (English), part 2
- Individuals and Societies (History)
- IB Biology
- IB Mathematics
- IB Theatre Arts or IB Psychology
- Theory of Knowledge

IB CERTIFICATE

Students may opt to receive an IB certificate as opposed to receiving the IB Diploma. This allows students who take any number of IB courses to receive, if successful, a certificate of proof that the students have passed the IB course(s).

Certificate students may not register to submit externally assessed Theory of Knowledge coursework or the Extended Essay. Many colleges recognize the certificate as a criterion to be exempt from college coursework at the freshman level.

IB COURSE DESCRIPTIONS

Language A1

(.5 credits each semester - 2 credits total)

IB Language HL (higher level) is a collaborative anthology of American, British, and World Literature that is designed to enable the students to develop skills in analyzing and interpreting the prose and poetry of literature written in a variety of periods, disciplines and rhetorical contexts, and to become skilled writers who compose for a variety of purposes. This course strives to promote international awareness and appreciation of the various ways in which cultures influence and shape the experience of life in a manner common to all humanity. Via their writing and reading in this course, students become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way conventions and the resources of language contribute to effective writing.

Language B (French and Spanish)

(1 credit each course)

IB Language B is designed to build confidence in the use of languages, to develop sensitivity to the audience, and to convey ideas clearly. Vocabulary and grammar are integrated into speaking, listening, reading, and writing. Students learn to communicate in a variety of situations by learning to select language appropriate to a particular cultural and social context. They develop competence in conveying messages by understanding ideas and how they are organized. Auditory practice comes from a range of authentic media, and reading will be taken from diverse types of authentic sources and classic literature. Writing is done in many styles. Students are expected to use grammatical structures accurately and to understand subtleties and nuances of speech.

IB Individuals and Societies

(.5 credits each semester - 2 credits total)

History of the Americas is a study of our region's heritage, from exploration and colonization through revolution, rebellion, and imperialism into world leadership. The course examines the United States foreign policy in Europe, 1898-1945. Students also explore major topics in Twentieth-Century History. One goal is to prepare students to explain different approaches to and interpretations of historical events and topics. Also, students develop an ability to comprehend, analyze, evaluate, and integrate source material critically as historical evidence.

IB Biology (HL)

(.5 credits for Intro course, 1 credit each semester - 2.5 credits total)

This course aims to help students develop the conceptual framework and the experimental and analytical skills necessary for an understanding of modern biology. Students explore major topics in biology from the perspective of both theory and experimental research, and they gain appreciation of science as a process and a way of knowing. Students gain experience in the use of scientific literature and the use of technology to access scientific information. Scientific inquiry is emphasized. An in-depth group 4 project is required.

IB Mathematics (SL)

(1 credit each semester - 2 credits total)

This course is designed for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of the students will need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology, and business administration. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way. Students should wherever possible apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. Students should have completed pre-calculus prior to enrolling in the course.

IB Psychology (SL)

(1 credit for 1st semester, .5 credit for 2nd semester - 1.5 credits total)

The IB psychology course is designed to encourage the systematic and critical study of human experience and behavior, physical, economic and social environments, and the history and development of social and cultural institutions. Students will identify and analyze critically, and evaluate theories, concepts, and arguments related to individuals and societies. Students are expected to interpret and/or conduct psychological research and develop an understanding of different theoretical processes that are used to interpret behavior.

Theory of Knowledge

(No credit - incorporated into Language A1 grading)

The Theory of Knowledge course is central to the educational philosophy of the IB Programme. It challenges students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the

complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

COURSE OFFERINGS/ DESCRIPTIONS

ADVANCED COMMUNICATIONS AND NETWORKING

COMPUTER APPLICATIONS

1 credit

This course provides students with in-depth instruction in Microsoft Office Professional Suite 2003—Word, PowerPoint, Excel, Access, and Publisher. Students will learn the essential features for performing fundamental tasks in word processing, building presentations, creating spreadsheets and charts, developing and accessing databases, and desktop publishing.

ADVANCED COMPUTER CONCEPTS

1 credit

This course is designed as an introduction to information technology including computer history, hardware, software, terminology, applications data integration, Internet searching, networking basics, technology problem solving, and computer ethics. Hands-on activities will give students an opportunity to explore assembling computers, installing software, processing data, managing files, storing data, using Internet research, and creating network cables. At the conclusion of this course, students will have an understanding of basic computer concepts and applications, the importance of Internet research, basic networking, and the impact of technology in the world.

ADVANCED WEB DESIGN

1 credit

Prerequisite: Advanced Computer Concepts

This course will introduce and familiarize students with fundamental skills in web page design. Students will learn basic HTML structure and formatting web pages using Macromedia Dreamweaver and image creating and alteration using Macromedia Fireworks and Flash. Topics include writing for the web, interactivity, multimedia, and marketing.

ADVANCED MULTIMEDIA TECHNOLOGY

1 credit

Prerequisites: Advanced Computer Concepts; Advanced Web Design

This course will introduce students to current technologies, practices, and authoring systems in the design and implementation of systems that incorporate text, audio, images, animation, and full-motion video. Students will complete multimedia projects using state-of-the-art tools.

ADVANCED NETWORKING

1 credit

Prerequisites: Adv Computer Concepts; Adv Web Design; Adv Multimedia Technology

This course focuses on organizing and managing information systems for telecommunications—Internet, intranets, and extranets. Students will study a variety of network models and standards, compare local and wide area networking, and review wired and wireless technologies. Attention will be given to IP addressing, binary conversion, subnetting, and TCP/IP

connectivity issues and troubleshoots. Students will participate in Network Case studies and hands-on exercises. This course is designed to prepare students for the Network+ certification.

AIR AND SPACE

ADVANCED ASTRONOMY

1 credit

This course will provide students with an in depth study of our planet, our solar system, and our galaxy. Using theories of physics and measurement, the motion of heavenly bodies will be examined. Hands on experiments in the use of astronomy for navigation will be conducted. NASA technology, including the Hubble telescope will be used to investigate the universe. Elements of the universe, including stars and black holes, will be examined. This course is not a prerequisite for Principles of Flight but must be taken to complete the strand.

ADVANCED PRINCIPLES OF FLIGHT

1 credit

This course will introduce students to the basics of flight. Beginning with the earliest attempts at non-powered flight with lighter than air vehicles and gliders, the course will examine technological breakthroughs which led to the development of manned, powered flight. Theories and applications of basic aerodynamics will complement Algebra 1, Algebra 2, and Geometry classes. The course will present the technology, the advantages, and the disadvantages of different types of propulsion systems. The effects of meteorology on flight planning, flight characteristics and flight safety will be researched. The technology and applications of various aviation navigation systems will be compared. The value of using air and space resources in mapping and environmental monitoring will be assessed.

ADVANCED AERODYNAMICS

1 credit

Prerequisite: PRINCIPLES OF FLIGHT

This course will provide an in-depth study of aerodynamics and the concomitant mathematical and scientific concepts. Beginning with lighter than air vehicles, the course will examine the history of aerodynamic theory and its applications. Members of the class will have the opportunity to research aircraft design factors, theorize the effects of design changes, and test the changes. The relative merits of differing types of control systems and propulsion systems will be compared and contrasted.

ADVANCED SYSTEMS DESIGN

1 credit

Prerequisite: ADVANCED AERODYNAMICS

This course will provide students with an opportunity to conduct intense, in-depth research into air and space subjects covered in previous years. Class members will develop a research paper detailing experimental data related to aircraft propulsion systems, airfoil and fuselage designs, or control systems. Electronic navigation systems, their capabilities, and their limitations will be examined and compared to celestial navigation. Online resources will be used to analyze NASA's role in meteorology. Advances in robotics will be

surveyed and applied to potential designs for the International Space Station and other future space vehicles.

BIOTECHNOLOGY

ADVANCED CELL BIOLOGY

1 credit

This course will serve as an introduction to the biotechnology strand of the curriculum at Galileo. Students will study and practice various techniques of microscopy used to study cells. The structure and diversity of prokaryotic and eukaryotic cells will be examined as will the role of bacteria and protozoa in human health and disease. Cellular processes such as photosynthesis and cellular respirations will be studied through extensive lab work. Special attention will be given to DNA and its role in the cell in order to lay a foundation for more advanced course work in the strand.

ADVANCED DNA TECHNOLOGIES

1 credit

Prerequisites: CELL BIOLOGY or ADVANCED BIOLOGY

This course will offer students in the biotechnology strand a close look at important discoveries in DNA science, the role of DNA in the cell, and the applications of this knowledge in agriculture, forensics, and medicine. Students will work extensively in the lab and will learn techniques of DNA extraction, gel electrophoresis, and recombinant DNA. Ethical issues such as those related to cloning, gene therapy, and genetically modified organisms will be examined throughout the course from a variety of perspectives.

ADVANCED APPLICATIONS OF BIOTECHNOLOGY

1 credit

Prerequisites: CELL BIOLOGY or ADVANCED BIOLOGY; DNA TECHNOLOGIES

As a follow up to DNA Technologies, this course will allow students to further their understanding of biotechnology through lab work involving immunology, plant issue culture, and protein assay. Students will explore the process of PCR and its applications. Extensive use will be made of the resources of the Fralin Biotechnology Center at Virginia Tech and much of the course will be based on laboratory work. Bioinformatics will be explored especially as it relates to the Human Genome Project.

ADVANCED MICROBIAL GENOMICS

1 credit

Prerequisites: CELL BIOLOGY or ADVANCED BIOLOGY; DNA TECHNOLOGIES; ADV APPLICATIONS OF BIOTECHNOLOGY

Microbial Genomics is a course developed in partnership with the Virginia Bioinformatics Institute and the National Science Foundation. Students in Microbial Genomics learn about pathogens through the study of DNA and protein sequences. The course begins with a study of emerging diseases such as West Nile, Lyme disease, and SARS, as well as pathogens such as HIV and E. Coli O157:H7. Students compare DNA and protein sequences of various strains using computer databases. Students learn to extract DNA from bacteria, identify bacteria through staining, and use gel electrophoresis in conjunction with bioinformatics tools to study genes. The course explores

the use of bioinformatics and 3D molecular visualization software in the development of drug targets and vaccine candidates. To familiarize themselves with all of the necessary tools for comparing sequences and visualizing molecules in 3D, students complete a set of tutorials using the website for the National Center for Biotechnology Information (NCBI).

FINE ARTS

COMPUTER ART I **1 credit**
In this course, students will create examples of a wide variety of animation techniques and tape them on a VCR. Sound effects and music will be edited into the tapes.

ADVANCED COMPUTER ART II **1 credit**
Prerequisite: COMPUTER ART I
This course will begin with a brief review of all techniques learned in Computer Art I as needed. After new software is learned and hardware knowledge is established, students will be given ample time to develop their original ideas using any and all equipment available. Emphasis is put on providing highly motivated students the opportunity to develop a portfolio, pursue an idea in-depth, experiment with many techniques, and/or develop an individual style. They are encouraged to intermix traditional media with technology and may work independently or in small groups.

HISTORY/SOCIAL SCIENCES

ADVANCED WORLD GEOGRAPHY SOL Course **1 credit**
This course is designed to equip students with the ability to analyze, apply, and interpret the concepts of world geography. Students will be introduced to the concepts of physical/human geography and to make real life applications of these concepts. Students will experience the interrelatedness of the world's regions and cultures. Basic map skills, critical thinking skills, and writing skills will be emphasized.

ADVANCED WORLD HISTORY II SOL Course **1 credit**
This course is a survey course of the world from the Renaissance to the present. The course will enable students to apply the events/concepts from the past to today's current events. Students will analyze the cause and effect of past decisions/events and apply those outcomes to the shaping of today's world. In addition to the World History II Standards of Learning, students will demonstrate mastery of intellectual reasoning, researching and writing skills, and participate in self-reflections.

ADVANCED US HISTORY SOL Course **1 credit**
Prerequisites: WORLD GEOGRAPHY; WORLD HISTORY II
This course is a study of the American heritage, from exploration to colonization; revolution through imperialism; and from depression to being a world power. Students will examine the United States' foreign policies, as

well as the economic and governmental structure of various time periods. Students will analyze the ideological and real impact of the United States' involvement in world affairs. In addition to the Standards of Learning, students will demonstrate mastery in intellectual reasoning, reflective journaling, researching and writing skills.

ADVANCED US GOVERNMENT

1 credit

Offered Grade: 10, 11, 12

Prerequisites: WORLD GEOGRAPHY; WORLD HISTORY II; US HISTORY

In this course, students will examine both the structure and function of American government at the national, state, and local levels. The course will focus on political decision-making and the student's role as a citizen. Critical thinking, writing, research, and group-process skills will be refined.

ADVANCED PLACEMENT GOVERNMENT

1 credit

Offered Grade: 10, 11, 12

Prerequisites: WORLD GEOGRAPHY; WORLD HISTORY II; US HISTORY

This is a fast paced course that requires the student to analyze primary documents and court cases. The class is equivalent to an introduction to government course at a university. Students are expected to take the AP exam at the end of the course and may earn college credit. The course will focus around six main themes: 1. Constitutional Underpinnings, 2. Political Beliefs and Behaviors, 3. Political Parties, Interest Groups, and Mass Media, 4. Institutions of National Government, 5. Public Policy, and 6. Civil Rights and Civil Liberties. Students will be required to apply critical thinking skills, develop research skills, and defend their positions. Appropriate debating techniques will be developed and utilized.

ADVANCED LEGAL STUDIES

1 credit

Offered Grade: 12

Prerequisites: US HISTORY or US GOVERNMENT

This is a demanding introduction to the American legal system, approximating a college-level introductory course in a paralegal curriculum. In addition to a review of typical state and federal civil and criminal law concepts, the student will study typical state domestic relations, real estate, and business legal concepts. The student will study the Uniform Commercial Code, document preparation, and trial and appellate court organization and practice.

LANGUAGE ARTS

ADVANCED ENGLISH 9

1 credit

Students will develop superior abilities in reading comprehension, composition, and vocabulary. There is an intensive study of grammar and the conventions of written composition with a specific focus on paragraphing. Students will read and study different genres of literature including the mythology and drama of Ancient Greece, Shakespeare's play *Romeo and Juliet*, as well as poetry, novels, classic short stories and essays. There will be a strong emphasis on reading and interpreting literature selections. Writing will encompass narrative, literary, expository, and technical forms with particular attention to analysis. Students will be introduced to the elements of research, and parallel reading will be assigned each quarter. This advanced course is designed to raise all students to our high standards of excellence and prepare each student for success at Galileo.

ADVANCED ENGLISH 10

1 credit

Prerequisite: ENGLISH 9

Advanced English 10 is designed to allow students to experience the often overlooked corners of the world through reading. Students will examine a diversity of genre from various culturally significant literature. Grammar instruction will continue with a focus on sentence construction and stylistic conventions. The writing strand stresses multi-paragraph compositions based on reading assignments with particular emphasis placed on audience and purpose.

ADVANCED ENGLISH 11 SOL Course

1 credit

Prerequisites: ENGLISH 9; ENGLISH 10

English 11 is designed to develop the student's ability to write effective essays, letters, and themes and to give a comprehensive background of literature of the United States from the pre-colonial period to the twentieth century. Students will be assigned to read at least two major works from influential American writers such as Hawthorne, Thoreau, and Steinbeck. All students practice critical analysis and study the process and procedures required for a research paper on a literary topic. Basic writing skills and literary terminology will be reviewed in preparation for the state SOL testing.

ADVANCED ENGLISH 12 BRITISH LITERATURE

1 credit

Prerequisites: ENGLISH 9; ENGLISH 10; ENGLISH 11

English 12 is designed to prepare students for post-secondary studies. Students will survey British literature from the Anglo-Saxon Period through the present beginning with *Beowulf* and extending through such works as *Utopia* and *Frankenstein*. Emphasis will be placed on both the

critical, thematic and historical approaches to literary theory. Several critical analyses with multiples drafts and a research paper will be required.

LANGUAGE ARTS ELECTIVES

ADVANCED CREATIVE WRITING

1 credit

Creative Writing is an elective which is designed for students to try different forms of written expression through journals, both individual and group poetry, and prose in the form of anecdotes, essays, short stories, and reviews. There is strong emphasis on teaching students to develop a voice as well as a sense of style in their writing. Students will ultimately showcase their semester's work in the Galileo Literary Magazine, *Reflections*.

ADVANCED JOURNALISM 1-4

1 credit each

These courses are designed to train journalists in a variety of writing styles including straight news, editorials, features, and columns. Additionally, the students will learn to work with layout and design, graphics, photography, and headline and caption writing. It will be the responsibility of these classes to produce the school yearbook and publish all issues of the school newspaper.

ADVANCED THEATRE ARTS I

1 credit

This course provides an introduction to acting and directing as well as to period styles of the theatre. The course familiarizes students with the nature of theatre, how it is created and how it functions in society. Emphasis is placed on the diversity of the art form, basic terminology and acting and play production techniques. An introduction to basic acting techniques, including relaxation, concentration, diction, stage movement, and sensory awareness is developed in the course. Students will practice audition skills; study the theories of various acting masters, learn how to critique, and analyze characters and play productions. Students will gain an appreciation of theatre and good audience skills by attending live performances.

ADVANCED THEATRE ARTS II

1 credit

Prerequisite: ADVANCED THEATRE ARTS I

This course is strongly recommended but not required for ADVANCED THEATRE ARTS III. This course is an extension of the basic skills taught in Intro to Theatre Arts I. Students continue development of acting skills through physical/vocal exercises and improvisation. Students will study theatre history and performance in a variety of theatrical modes, including classical and contemporary theatre, mime, children's theatre, and musical theatre. Students will gain an appreciation of theatre and good audience skills by attending live performances.

ADVANCED THEATRE ARTS III

1 credit

Prerequisite: ADVANCEDTHEATRE ARTS I

This course consists off five compulsory parts: Performance skills, World Theatre Studies, Practical Play Analysis, Theatre Production and an Individual Project on a specific aspect of Theatre Arts. This advanced course emphasizes continued development of acting skills through physical/vocal exercises and improvisation. Students perform in a variety of theatrical modes, including masked theatre, classical and contemporary theatre. Theatre appreciation and careers are included. Students will study in detail play texts from more than one theatrical tradition and more than one culture, as well as contrasting theatrical practices.

ADVANCED THEATRE ARTS IV

1 credit

Prerequisite: ADVANCEDTHEATRE ARTS III; ADVANCED ENGLISH 11

This course is an extension of the advanced skills taught in Advanced Theatre Arts III. Students will continue their own personal study of World Theatre Studies as well as develop a practical play analysis. The play analysis will be in the form of an oral presentation of a directorial approach to a play. Students will continue to develop their performance skills and theatre production skills. Students will contribute to, and participation in, practical class work and Theatre Production. A Portfolio reflecting on the students learning and development in Theatre Arts will be compiled throughout the course as well as developing an Individual Project recording the student's development and findings.

DEBATE/FORENSICS

This course if designed to help students improve their fluency in public speaking through the structure of two Virginia High School League sponsored activities: Forensics and Debate. Debate is designed to improve the student's ability to speak in front of an audience and articulate a position based on sound reasoning and research. Forensics is designed to practice and develop proficiency in oral communication techniques through the different areas of oral interpretation, extemporaneous speaking, and public speech. Students will be encouraged to participate in school sponsored VHSL extracurricular activities in these two formats.

MATHEMATICS

ALGEBRA I PART I

1 credit

ALGEBRA I PART II

SOL Course

1 credit

The standards below outline the content for a course in Algebra I Part I and Algebra I Part II. All students are expected to achieve the Algebra I standards. When planning for instruction, consideration will be given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from the arithmetic to the symbolic. Students will be helped to make connections and build relationships between algebra and arithmetic and geometry. Connections also will be made to other subject areas through practical applications. This approach to teaching algebra will help students attach meaning to the abstract concepts of algebra.

These standards require students to 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, inequalities and to analyze functions. Matrices will be used to organize and manipulate data. Students will study rational expressions involving exponents and multiple variables, quadratics, factoring, and radical expressions. Preparation for the SOL test will involve weeks of extensive Algebra I Part I and Part II review and remediation.

Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of functions; they provide a powerful tool for solving and verifying solutions to equations and inequalities.

Throughout the course, students will be encouraged to talk about mathematics, use the language and symbols of mathematics in representations and communication, discuss problems and problem solving, and develop their confidence in mathematics.

GEOMETRY PART I

1 credit

GEOMETRY PART II

SOL Course

1 credit

Prerequisite: Successful completion of ALGEBRA I

The content of this program provides comprehensive coverage of geometry at a pace that meets student needs. The course deals with the concepts of Euclidean plane geometry, some solid geometry, and basic right triangle trigonometry. The ideas of points, lines, and planes are explored as they pertain to both plane and solid figures. Definitions, postulates, and theorems concerning angles, triangles, parallel lines, quadrilaterals, polygons, and circles are covered and related to practical

applications. Deductive and inductive reasoning, transformations, perimeter, area, volume, and geometric constructions are also addressed.

ADVANCED GEOMETRY (314330) SOL Course 1 credit

Prerequisite: Successful completion of ALGEBRA I

Students will develop basic skills through the study of points and lines on the Cartesian plane. Students will also focus on using deductive and inductive reasoning to develop strong problem solving skills and to construct geometric proofs. There will be an intensive study of the properties and uses of triangles, quadrilaterals, circles, and other geometric shapes. Students will also study the ideas of area and volume with a focus on applications in real world problems. This course moves at a more rapid pace than GEOMETRY, PART I AND II.

ADVANCED ALGEBRA II-TRIGONOMETRY SOL Course 1 credit

Prerequisites: ALGEBRA I; GEOMETRY

Students enrolled in ADVANCED ALGEBRA II-TRIGONOMETRY have mastered those concepts outlined in the ALGEBRA I standards. A thorough treatment of advanced algebraic concepts is provided through the study of functions, “families of functions,” equations, inequalities, systems of equations and inequalities, polynomials, rational expressions, complex numbers, matrices, and sequences and series. Emphasis will be placed on practical applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results also should permeate the course.

These standards include a transformational approach to graphing functions. Students will vary the coefficients and constants of an equation, observe the changes in the graph of the equation from the parent graph, and make generalizations that can be applied to many graphs.

Graphing utilities (graphing calculators or computer graphing simulators), computers, spreadsheets, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through mathematical modeling and aid in the investigation and study of functions. They also provide an effective tool for solving/verifying equations and inequalities. Any other available technology that will enhance student learning should be used.

In addition, the basic concepts of trigonometric and inverse trigonometric functions are explored.

ADVANCED PRE-CALCULUS

1 credit

Prerequisites: ALGEBRA I; GEOMETRY; ALGEBRA II-TRIGONOMETRY

This is a college-level course (offered as dual enrollment through Danville Community College) in elementary mathematical analysis organized to bridge the gap between the usual secondary mathematics courses and calculus. Students enrolled in this course are assumed to have mastered Algebra II concepts and have had some exposure to trigonometry. This course completes the student's necessary preparation for International Baccalaureate Mathematics (or Calculus I). Topics include college preparatory algebra, analytical geometry, elementary functions, curve sketching, trigonometry, mathematical induction, sequences, vectors, and other discrete mathematics topics. A limited amount of introductory calculus is also included.

NATURAL SCIENCES

ADVANCED EARTH SCIENCE

SOL Course

1 credit

This course provides an in-depth study of the Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its relative position in space. Historical contributions are emphasized in the development of scientific thought about the Earth and Space. Technology will be used to collect, analyze, and report data relative to interrelationships in Earth/Space systems, Earth patterns, cycles, and change. Students will use an independent approach in the investigation of environmental issues.

ADVANCED BIOLOGY

SOL Course

1 credit

Prerequisite: EARTH SCIENCE

This is a laboratory course designed to challenge students with high academic abilities. The course deals with the fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. Topics similar to the ones covered in Biology A-B are addressed, but with more depth and rapid pace. Topics to be addressed include: the organization and biochemical functions of cells, photosynthesis, genetics, classification, and continuity of life. Students will be expected to work independently and with small groups. Problem solving skills will permeate the small group and individual investigations.

ADVANCED BIOLOGY II (Anatomy and Physiology) 1 credit

Advanced Biology II is an in-depth study of the human body at all levels of organization (atoms, molecules, cells, tissues, organs, and systems). Normal anatomy and physiology of the systems of the human body will be a major focus. This course will also explore the pathophysiology (dysfunction and disease) of selected organs and systems of the body.

ADVANCED CHEMISTRY SOL Course 1 credit

Prerequisite: EARTH SCIENCE

This is a survey course in chemistry for the college-bound student. The student enrolled in this course will be introduced to the fundamental chemical concepts and principles. Topics covered include SI-Metric usage, matter and its changes, stoichiometry, energy, atomic structure, nuclear processes, periodic relationships, chemical bonding, and molecular geometry and polarity. Discussions include gas, liquid, and solid phase solutions, reaction kinetics, chemical and solutions equilibrium, and acid-base concepts. A strong foundation in algebra is essential.

ADVANCED PHYSICS 1 credit

Offered Grade: 12 (Administrative Approval may be granted for underclassmen)

Prerequisites: ALGEBRA I; GEOMETRY

This course begins with an introduction of measurements of mass, length, and time. Principles of mechanics, heat, sound, light, and electricity constitute most of the subject matter. Wave motion is introduced along with laboratory experimentations.

PHYSICAL EDUCATION AND HEALTH

PE/HEALTH 9 1 credit

This is a required course for ninth grade students, that includes a physical education activity class and the study of health, drugs, tobacco, alcohol, body systems, skin, hair, nails, family life education, communication and first aid education.

PE/HEALTH/DRIVER EDUCATION 10 1 credit

Prerequisite: PE/HEALTH 9

This is a required course for tenth grade students that includes team and individual physical activities and the study of physical health, mental health, family life education, skeletal system, muscular system, cardiovascular system, and physical fitness education. Students will receive the classroom component of Driver Education.

WORLD LANGUAGES AND INTERNATIONAL STUDIES

It is strongly recommended that all Galileo students complete a minimum of three credits of world languages and international studies courses.

The French and Spanish Language courses at Galileo Magnet High School are designed with a global interest in mind and hold to rigorous academic expectations. Students are expected to be self-discipline, self-motivated, hard-working and appreciative of cultural and language differences in other parts of the world. Level II is the start of preparation for the IB exams, what are graded internationally. Students will follow a rigorous, thorough program to be able to compete at a global level. Expectations for the program are outlined below.

FRENCH

FRENCH I

1 credit

This course introduces students to basic grammar and vocabulary. Students develop listening, speaking, reading, and writing skills through skits, dialogue and vocabulary practice, and grammar exercises. French culture is introduced through authentic texts, music, film and Internet activities.

FRENCH II

1 credit

Prerequisite: FRENCH I

This course is continuation and expansion of French I. Grammar includes mastery of the present and passé composé' verb tenses. Skits become more challenging, as students talk about the past, present, and future. Oral presentations on French culture, especially Paris, as well as cultural enrichment and internet activities bring the French language alive.

ADVANCED FRENCH III

1 credit

Offered Grade: 10, 11, 12

Prerequisites: FRENCH I; FRENCH II

In this advanced course, grammar and vocabulary learning is continued, with a strong emphasis on grammar. There is increased opportunity and emphasis to practice speaking and writing in French. Cultural information is integrated into the practice of the language. Students are exposed to Francophone cultures through poetry, literary excerpts, film, websites and authentic printed materials. This class is conducted mainly in French. It is strongly recommended that the student maintains an average of 80% or higher in French II before committing to Advanced French III.

ADVANCED FRENCH IV

1 credit

Offered Grade: 10, 11, 12

Prerequisites: FRENCH I; FRENCH II; ADVANCED FRENCH III

This course is conducted totally in French. Students concentrate on developing their listening and speaking skills. Grammar and vocabulary are learned through oral and written activities. Oral presentations and interviews are numerous as are written compositions. Students read a variety of authentic French language materials and view French language films and television. Cultural information is taught through these authentic sources and through Internet information. A teacher recommendation and an oral interview are preferred for entry in this class.

ADVANCED FRENCH V

1 credit

Offered Grade: 10, 11, 12

Prerequisites: FRENCH I; FRENCH II; FRENCH III; FRENCH IV

This is a continuation of the immersion program begun in French IV. The length and difficulty of the proficiency areas increase. Students are required to speak French in conversation, group discussion, debates and presentation. Writing is done in a variety of styles. Reading selections are drawn from authentic sources ranging from classic literature to contemporary magazines. Cultural topics from the Francophone world are studied and discussed in French. A teacher recommendation is preferred for entry in this class.

SPANISH

SPANISH I

1 credit

This course is designed to teach the basic concepts of the Spanish language including grammar, vocabulary, and culture. Short readings and conversations give the students an understanding of contemporary Hispanic lifestyles. Students view videos and visit web sites to increase their exposure to Hispanic culture. Interactive practice in speaking and listening is done in the classroom and the language lab. Students are required to write brief compositions.

SPANISH II

1 credit

Prerequisite: SPANISH I

This course continues to develop the skills of listening, speaking, reading, and writing begun in the first year. Grammar becomes more complex and vocabulary is increased. Conversational ability is strengthened through dialogs with other students, oral presentations, and interviews. Listening and speaking are also practiced in the language lab. Culture continues to be explored through the Internet, videos, and readings.

ADVANCED SPANISH III

1 credit

Offered Grade: 10, 11, 12

Prerequisites: SPANISH I; SPANISH II

In this advanced course, grammar and vocabulary learning is continued, with a strong emphasis on grammar. There is increased opportunity and emphasis to practice speaking and writing in Spanish. Cultural information is integrated into the practice of the language. Students are exposed to Hispanic cultures through poetry, literary excerpts, film, websites and authentic printed materials. This class is conducted mainly in Spanish. It is strongly recommended that the student maintains an average of 80% or higher in Spanish II before committing to Advanced Spanish III.

ADVANCED SPANISH IV

1 credit

Offered Grade: 10, 11, 12

Prerequisites: SPANISH I; SPANISH II; SPANISH III

This course is conducted totally in Spanish. Students concentrate on developing their listening and speaking skills. Grammar and vocabulary are learned through oral and written activities. Oral presentations and interviews are numerous as are written compositions. Students read a variety of authentic Spanish language materials and view Spanish language films and television. Cultural information is taught through these authentic sources and through Internet research. A teacher recommendation and an oral interview are preferred for entry in this class.

ADVANCED SPANISH V

1 credit

Offered Grade: 10, 11, 12

Prerequisites: SPANISH I; SPANISH II; SPANISH III; SPANISH IV

This is a continuation of the immersion program begun in Spanish IV. The length and difficulty of the proficiency areas increase. Students are required to speak Spanish in conversation, group discussions, debates and presentations. Writing is done in a variety of styles. Reading selections are drawn from authentic sources ranging from classic literature to contemporary magazines. Cultural topics from the Hispanic world are studied and discussed in Spanish. A teacher recommendation is preferred for entry in this class.

SUMMER READING PROGRAM

To encourage each of our students to become life-long readers, the Summer Reading Committee has developed a required summer reading list. The books on the Summer Reading List were adopted and are inclusive of all the academic disciplines taught at Galileo (i.e., social sciences, English, technology, sciences, etc.).

During the summer (on pre-set dates) or the first week of school each student will complete a test for each of the three required books. The tests will count as 100 point grades in the three appropriate areas of English, science, and social studies and will be included in the first nine weeks grades of each student during the appropriate semester when the student is scheduled for English, science, and/or social studies.

The tests for each book will be constructed by the appropriate area teachers. Tests will be taken on a computer and scored by the exam software. (Tests taken on paper will be entered into the software system for scoring). A copy of each test will be retained by the advisors and a copy will be given to the appropriate teachers of each student. If the scoring is completed expeditiously, these scores will be among the first grades of each semester.

The required summer reading list will be distributed during second semester of each year.

Student Planner

And

Hall Pass



Week of:

August 15, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

August 22, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

August 29, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

September 5, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

September 12, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

September 19, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

September 26, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

October 3, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

October 10, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

October 17, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

October 24, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

October 31, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

November 7, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

November 14, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

November 21, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

November 28, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

December 5, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

December 12, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

December 19, 2011

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

January 2, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

January 9, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

January 16, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

January 23, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

January 30, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

February 6, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

February 13, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

February 20, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

February 27,2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

March 5, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

March 12, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

March 19, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

March 26, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

April 2, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

April 9, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

April 16, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

April 23, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

April 30, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

May 7, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

May 14, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

May 21, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

Week of:

May 28, 2012

	Mon	Tues	Wed	Thurs	Fri
Block 1					
Block 2					
Block 3					
Block 4					
Other					

