English

TIS follows Virginia standards of English. The goals of the English Standards of Learning are to teach students to read, write, and communicate.
They should be prepared to participate in society as literate citizens, equipped with the ability to Communicate effectively in their communities, in the workplace, and in postsecondary education. As students' progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies. Students become competent readers of a variety of texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary genres, exemplify universal themes, and relate to all subjects. Students in high school become familiar with a wide variety of authors and classic literary works.

Mathematics

Virginia standards of learning in mathematics prepare students to pursue higher education, to compete in a global workforce, and to be informed citizens requires rigorous mathematical knowledge and skills. Students must gain an understanding of fundamental ideas in number sense, computation, measurement, geometry, probability, data analysis and statistics, and algebra and functions, and they must develop proficiency in mathematical skills.

Science

The Science Standards of Learning for Virginia Public Schools identify academic content for essential components of the science curriculum at different grade levels. The content of the standards, in conjunction with effective instruction, provide a platform for creating scientifically literate students. The Science Standards of Learning reflect a vertical progression of content and practices. The Standards of Learning contain content strands or topics that progress in complexity as they are studied at various grade levels in grades K-5 and are represented indirectly throughout the middle and high school courses.
These strands are:
Scientific and Engineering Practices
Force, Motion, and Energy
Matter
Living Systems and Processes
Earth and Space Systems
Earth Resources

Social studies

TIS follows Virginia standards of social studies .The study of history and social science is vital in promoting a civic-minded, democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. The History and Social Science Standards of Learning were developed with the assistance of educators, parents, business leaders, and others who have an interest in public education and a civil society.

The Computer Technology

The Educational Technology Plan for Virginia: 2016 focuses primarily on one specific component of 21st century skills—information and communications technology (ICT) literacy., is using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society."

The Computer Technology Standards of Learning define the essential knowledge and skills necessary for students to access, manage, evaluate, use, and create information responsibly using technology and digital resources. , Teachers can use these standards as guidelines for planning technology-based activities in which students achieve success in learning and communication—preparing them to meet the challenges of today's knowledge-based society.

French

TLS follows Virginia standards of French .The course provides a very organized format for each lesson through which students are able to learn the everyday French they want to learn. It include a systematic approach to grammar progression, with clear explanations and extensive practice. it contains interesting topics ,set in authentic contexts, from France and other French speaking countries ,clear and attractively designed pages, with humorous and stimulating artwork, user friendly vocabulary and grammar reference sections to encourage independent learning ,and end of unit summaries to provide a clear learning framework.
The applied courses: Tri colore 2-3

Visual Arts Course

TLS follows Virginia standards of visual Arts Course. Visual arts education, course content is organized into four specific content strands or topics: Visual Communication and Production, Cultural Context and Art History, Judgment and Criticism, and Aesthetics. It is through the acquisition of the concepts, content, and skills that the goals for visual arts education can be realized. A comprehensive visual arts education program provides students with multiple means of expression as well as with analytical skills to evaluate information that is conveyed by images and symbols.

The standards are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond these standards and select instructional strategies and assessment methods appropriate for their students..

Music

The Music curriculum of Virginia Standards of Learning identifies the essential knowledge and skills required in the music curriculum for each grade level or course. The standards outline the minimum criteria for a sequential course of study within a comprehensive music education program. The standards are designed to be cumulative, progressing in complexity by grade level from kindergarten through several sequences of high school courses.

A comprehensive music program provides students with the ability to understand their own responses and the responses of others to the many forms of musical experience. Through individualized instruction and multiple group educational opportunities, students develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model appropriate use of copyrighted and royaltyprotected materials.

Physical Education

Physical education is an academic discipline that involves the study of human movement and its impact on health and quality of life. Physical education and physical activity have short- and long-term influences on the physical, cognitive, and psychosocial health and development of children and adolescents. Physical education in schools provides all students access to standards-based instruction that

promotes health literacy, and the motivation to engage in the health-enhancing physical activity needed to achieve and maintain a balanced, healthy life. Physical education areas of study include human anatomy, physiology, exercise science, and kinesiology needed to apply discipline-specific biomechanical concepts critical to the development of physically literate individuals; psychology and socio-cultural analysis of functional fitness and sport; and other health-related fields in kinesiology.

The Physical Education Standards of Learning for Virginia Public Schools identify the academic content for the essential concepts, processes, and skills for physical education in kindergarten through grade twelve. These standards provide school divisions and teachers with a guide for creating aligned curricula and learning experiences in physical education to help students understand the benefits of achieving and maintaining a physically active lifestyle and learn the skills necessary for performing a variety of physical activities.

Physics

The Physics standards emphasize a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra and trigonometry, is important, but conceptual understanding of physical systems remains a primary concern. Students build on basic physical science principles by exploring in-depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered by the standards include force and motion, energy transformations, wave phenomena and the electromagnetic spectrum, electricity, fields, and non-Newtonian physics. The standards stress the practical application of physics in other areas of science, technology, engineering, and mathematics. The effects of physics on our world are investigated through the study of critical, contemporary global topics.

Chemistry

The Chemistry standards are designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated through the use of laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology is employed in experimental and analytical investigations, and concepts are illustrated with current practical applications that should include examples from environmental, nuclear, organic, and biochemistry content areas.

Technology, including graphing calculators, computers, and probe ware, are employed where feasible. Students will understand and use safety precautions with chemicals and equipment. The standards emphasize qualitative and quantitative study of substances and the changes that occur in them. In meeting the chemistry standards, students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively.

Biology

The Biology standards are designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and gather and use information in scientific literature. The history of biological thought and the evidence that supports it are explored, providing the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. All students are expected to achieve the content of the biology standards.