

# McDOWELL COUNTY SCHOOLS

## HIGH SCHOOL PROGRAMS OF STUDY AND COURSE HANDBOOK



2023  

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2024

# McDowell County Schools

## Programs of Study

The Courses of Study Document is based on the WVBE Policy 2510. Graduating Classes of 2022 and beyond are required to have 22 credits for graduation.

Course offerings are dictated by student requests and available staff. Not all courses listed in this document can be offered every year. Student and parents are encouraged to discuss their options with school administrators, counselors, and/or their advisers regarding available options and their future career plans.

If a student is planning to participate in college athletics, please be advised that the NCAA may not accept Transitional English or Transitional Math as a student's fourth English or Math requirement. A student must take Math III in Grade 11 and English 12 and a higher level math in Grade 12 to meet the NCAA requirements.

### **Definitions**

**Advanced Placement (AP)**- high school courses that offer college credit if a student receives a passing score on an AP Exam.

**Career Cluster**- A wide grouping of related occupations representative of types of occupations available in the workplace. Career clusters identify the knowledge and skills needed to follow a pathway toward career goals and provide content for exploring various occupational options.

**Concentration Courses**- Four courses that a student takes based on their selected Career Cluster. Student must complete the four concentration classes in their chosen pathway as a requirement for graduation.

**Dual Credit**- college credit courses that can be applied toward high school and college graduation.

**EDGE (Earn a Degree, Graduate Early)**-A WV Higher Education Tech Prep Program that allows students to take high school courses for community and technical credit. CTE courses are EDGE courses.

**Embedded Credit Course**- Course that incorporates content standards for an embedded credit from one credit bearing high school course into another host course and allows students to earn credit for both.

**Personalized Education Plan (PEP)**- a plan developed to guide students and their parents/guardians to thoughtfully explore individual interest and aptitude in relation to academic and career planning. Each student's course selections are based on individual career aspirations and post-secondary plans.

**Simulated Workplace**- Workplace environment protocols that have been implemented to align with WV workforce requirements, including random testing, professionalism, attendance, and safety.

**STEM**- Science, Technology, Engineering, and Mathematics education.

**STEAM**- Science, Technology, Engineering, Arts, and Mathematics education.

# **Choosing Courses**

(All courses may not be offered at both schools every year.)

It may seem overwhelming to consider now what your plans are for the coming year and beyond graduation. The concentration you choose now should be based on your interests. Following are a few guidelines to help you make your decisions:

As you start planning your possible college and career goals, the initial step lies in choosing a cluster and working with your counselor to identify potential concentrations and courses to take in high school.

Clusters are broad groupings of careers:

- Architecture and Construction
- Science, Technology, Engineering, and Mathematics (STEM)
- Arts, A/V Technology, and Communication
- Business Management and Administration
- Marketing
- Finance
- Government and Public Administration
- Human Services
- Health Sciences
- Education and Training
- Hospitality and Tourism
- Information Technology
- Transportation, Distribution, and Logistics
- Manufacturing
- Law, Public Safety, Correction, and Security

Concentration: Each Cluster is divided into areas of Concentration. For instance, if you want to be a stockbroker, you would likely choose the Personal/Financial Management Concentration in the Business and Marketing Cluster. Likewise, if you want to be a bank teller, you would also choose this concentration, taking the four required courses and possibly some of the recommended courses. The concentration directs you toward courses that will help you better understand and prepare for your career interest.

Course selection opportunities are subject to teacher availability and each school's master schedule.

Virtual School Classes are available for many courses. Virtual Schools' courses may be found at the following URL:

<https://wveis.k12.wv.us/vschool/courses/coursecatalog.cfm>

## Adolescent Education (Grades 9-12)

Under the direction and assistance from the school counselors, teachers, administrators, parents, and mentors, students should determine the requirements for entering technical programs, colleges, or universities they plan to attend. This information, along with the high school graduation requirements, should guide students as they create their personalized education plan (PEP) and schedule high school courses.

Students must make the following decisions when completion the PEP:

1. Identify career interest
2. Choose CTE Option or Non-CTE Option
3. Select a career cluster from the 16 clusters defined as WV Career Clusters
4. Select a concentration option aligned with chosen career cluster
5. Identify what four courses will be taken to fulfil concentration option
6. Identify plans for first year after graduation: 4-year college, 2-year college, technical school, military, workforce, or other.

### Requirements for Graduation- Options

CTE Option	Non-CTE Option
4 English credits**	4 English credits**
4 Math credits**	4 Math credits**
3 Science credits**	3 Science credits**
4 Social Studies credits**	4 Social Studies credits**
1 Fine Art credit	1 Fine Art credit
1 PE credit	1 PE credit
1 Health credit	1 Health credit
4 CTE Core Concentration Credits	4 Credits leading to post-secondary goals

*\*Two sequential courses of the same world language are recommended for college bound students. Students should check with their post-secondary institutions because some individual programs and out of state institutions may require two years of world language.*

**\*\*AP/Dual Credit/Honors courses are offered to any interested students regardless of the chosen option**

#### Non-CTE by Grade Level

Grade 9	Grade 10	Grade 11**	Grade 12**
English 9	English 10	English 11	English 12 or another personalized ELA credit
Math I	Math II	Math III or another personalized math credit	Math IV or another personalized Math credit
Earth and Space	Biology	Science Elective	Science Elective
World Studies	US History	Social Studies Elective	Civics
Fine Art	Health	Elective*	Elective*
PE	Elective *	Elective*	Elective*
World Language/Elective	World Language/Elective	Elective*	Elective*

*\*Electives must reflect a chosen career cluster (including virtual classes)*

***\*\*AP or Dual Credit classes can be completed in Grades 11 and 12***

### CTE by Grade Level

Grade 9	Grade 10	Grade 11**	Grade 12**
English 9	English 10	English 11	CTC
Math I	Math II	Math III or another personalized math credit	CTC
Earth and Space	Biology	Science Elective**	CTC
World Studies	US History	Social Studies Elective	CTC
Fine Art	Health	CTC	English 12 or another personalized ELA elective
PE	Elective *	CTC	Math IV or another personalized ELA elective
Elective*	Elective*	CTC	Civics

\*Electives must reflect a chosen career cluster (including virtual classes)

\*\* For Therapeutic Services, Chemistry is a required Science elective

**\*\*AP or Dual Credit classes can be completed in Grades 11 and 12**

### High School Coursework

Content Area	Required Courses	Personalized Options
English Language Arts 4 Credits	English 9 English 10 English 11 1 additional personalized credit from course options	English 12 or Transition English Language Arts for Seniors English 12 CR Technical English Language Arts Creative Writing and Reading English Language Arts College Courses AP English Literature and Composition AP English Language and Composition
Mathematics 4 Credits	Algebra I Geometry 2 Personalized Options	AP Computer Science A Advanced Mathematical Modeling Calculus Statistics Quantitative Reasoning Mathematics College Course Math III Math IV AP Calculus AP Statistics Financial Algebra Computer Science and Mathematics
Science 3 Credits	Earth and Space Science (Grade 9) Biology (Grade 10) 1 Personalized Option	Chemistry Human Anatomy and Physiology Physics Physical Science Environmental Science Forensics Science College Courses Computer Science- GIS Human Body Systems (CTE) Therapeutic Services (Courses I, II, and III)

Social Studies 4 Credits	World Studies US Studies Civics 1 Personalized Option*  *Beginning with the 2020-2021 9 <sup>th</sup> grade cohort students who take US Studies must utilize Contemporary Studies as their Personalized Credit	Contemporary Studies Geography Economics Financial Literacy Psychology Social Studies College Courses Dual Credit Courses Sociology
Physical Education 1 Credit	PE 9-12, Integrated PE Extracurricular/Interscholastic PE, both graded and non-graded	
Health 1 Credit	Health 9-12	Health College Courses
The Arts 1 Credit	1 Personalized Credit	Four Sequential courses in music, visual art, dance, theatre are required to be offered  Arts courses Arts College Courses Ornamental Metal Work (CTE) Digital Imaging/Multimedia I (CTE)
Personalized Education Plan 4 Credits	4 credits in a CTE Program of Study Or 4 credits leading to post-secondary goals	Each student's PEP will identify a career cluster and either a CTE program of study or coursework for the 4 credits that will lead directly to college placement, attainment of an industry-recognized certificate or license, a workforce training program
Computer Science		Required to be offered: One course in computer science
World Languages		Three levels in one world language are required to be offered. Most four-year colleges and universities require the completion of at least two credits of the same world language before or during post-secondary programming.
Driver Education		One course in Driver Education is required to be offered
<b>Social and Emotional Advisory System for Student Success- Required (2520.19)</b>		

# Transcript Analysis

Student: \_\_\_\_\_

Student WVEIS ID: \_\_\_\_\_

- ✓ Course name in the designated space means the course has been completed for that semester.
- ✓ Refer to High School coursework charts for required courses for each grade level
- ✓ 22 credits are required for graduation for Classes 2022 and beyond

	Required Class	Electives
_____	English 9 or English 9 Honors	_____
_____	English 10 or English 10 Honors	_____
_____	English 11 or English 11 Honors	_____
_____	English 12 or English TR for Seniors or AP Composition and Lit	_____
_____	Math I	_____
_____	Math II	_____
_____	Math III	_____
_____	Math IV or Math TR for Seniors	_____
_____	Earth and Space Science or Earth and Space Honors	_____
_____	Biology or Biology Honors	_____
_____	Science Elective _____	_____
_____	Science Elective _____	_____
_____	World Studies	_____
_____	US Studies	_____
_____	Contemporary Studies	_____
_____	Civics	_____
_____	Fine Art	4 Core Concentration Courses
_____	Physical Education	_____
_____	Health	_____
_____	Foreign Language I _____	_____
_____	Foreign Language II _____	_____

## Grading Scale/Quality Points

<u>Scale</u>	<u>Letter Grade</u>	<u>Non-Weighted Quality Points</u>	<u>Honors Weighted Quality Points</u>	<u>Advanced Weighted Quality Points</u>
90-100	A	4.0	4.5	5.0
80-89	B	3.0	3.5	4.0
70-79	C	2.0	2.5	3.0
60-69	D	1.0	1.5	2.0
0-59	F	0.0	0.0	0.0

### Grade of "I" or Incomplete

An incomplete may be given when a student has not completed all the required work within a grading period. The teacher shall change the grade of incomplete to the grade earned when the following guidelines are met:

1. It is the student's responsibility to obtain the assignment from the particular teacher(s).
2. The student is responsible to turn in the completed work on the specified date.
3. *All work is to be completed and turned in within a period equal to the number of days missed at the end of the grading period, which is not to exceed three days.*

### Final Exams

Comprehensive semester exams will be given for Mathematics, English, Science and History and will account for 1/7 of the total semester average. School leadership has the discretion to require additional semester exams for other core content subjects.

All students in grades 9-12 shall be required to participate in final exams at the end of each semester. All courses will have to have finals scheduled at the end of each semester.

- Finals will be comprehensive and cover standards taught during the course of the semester, reflecting the complexity levels of those standards;
- The finals can be exams or demonstration projects;
- Finals must be provided to the principal/assistant principal for approval along with the scoring guidelines at least 2 weeks before the final exams.

Students may be exempted from the semester exams under the following circumstances:

- a. No more than one (1) absence and a "C" average, unless the excused absences are a result of school-approved curricular or extracurricular activities, failure of the bus to run, calamity, or chronic medical condition (documented by specialist via chronic medical form);
- b. No more than two (2) absences and a "B" average, unless the excused absences are a result of school-approved curricular or extracurricular activities, failure of the bus to run, calamity, or chronic medical condition (documented by specialist via chronic medical form);



- c. No more than three (3) absences and an “A” average unless the excused absences are a result of school-approved curricular or extracurricular activities, failure of the bus to run, calamity, or chronic medical condition (documented by specialist via chronic medical form);
- d. Students who are exempt from the final exam will not have to report to school on the designated final exam days, but will be counted absent in the school’s official record. Students who are exempt from the final exam will be provided an alternate activity by the school if they report to school on the final exam days.
- e. All students may take a non-required exam to improve their grade point average. However, if the exam hurts their final grade, it shall not count.
- f. Students enrolled in courses that require end of course exams (AP and dual credit) will not be exempted from those exams. If students opt out of taking an AP exam, they will be assigned an equivalent of an AP exam following the same grading/weight expectations as an AP exam.

Semester grades will be calculated by averaging percentage grades from each quarter.

## HONORS COURSES

Purpose of Honors Courses: The purpose of an honors course is to challenge students to excel in specific disciplines above and beyond the expectations of the average classroom. Honors classes are expected to be rigorous. The level of difficulty will be appropriate to the course and grade level. In addition, the expected outcome of an honors curriculum is to better prepare students to perform on college entrance exams and be better prepared for the rigor required in the succeeding Advanced Placement course, where those courses exist.

Fundamental Understandings:

- Honors level courses differ from regular courses in that they treat content with greater in-depth study, contain research, give evidence of requiring critical thinking and contain extended course content.
- Honors level courses must have established prerequisites indicating completed courses and academic standing.
- Honors level courses are designed with the rigor of Advanced Placement courses in mind.
- Honors level courses are offered in several departments. These courses are weighted at all grade levels, nine through twelve.
- The selection of courses is a critical choice for students, and is always accomplished in consultation with parents.

Enrollment Requirements:

Students will be enrolled in honors level courses based on the following criteria:

- Scores which show Lexile and Quantile scores at or above the scale scores for the appropriate grade levels in ELA and Mathematics based on the interim assessments and General Summative Assessment;
- Current teacher recommendation;
- Previous performance in Honors classes; or
- Parent request via a written letter to the student’s counselor.

## **Advanced Placement and Dual Credit Courses**

Advanced Placement and Dual Credit Courses offer our students the opportunity to do college level work while still in high school. They are available to qualified academically oriented students in grades 9 through 12 as noted. Upon completion of the AP Course, students must take the nationally administered examination offered in early May. They may receive college credit hours for each examination they take. This makes it possible for a student who is successful on the exam(s) and in the course(s) to enter college as or near the sophomore level. After successful completion of a Dual Credit course, students will also receive a college credit for the course.

Reasons to take an AP or Dual Credit course:

- You are ready for a rigorous learning experience that will help you succeed in college.
- Through college-level courses and exams, you can earn college credits and advanced placement.
- You can stand out in the admission process.

In order to receive college credit for an AP course, a student generally needs to score three or higher on the examinations. A student should confer with college admission in regard to their policy of accepting college credit from the AP exams. For a list of colleges that accept AP credit, students should see their counselor, An AP Grade Report is sent in early July to each student, school, and if requested, to the college(s) you select. It must be kept in mind that completion of the AP course(s) does not insure the student a passing grade on the examination(s). It depends on the dedication and quality of work performed by the student.

Advanced Placement courses are offered in the following areas: Social Studies, Science, Mathematics, and English. Additional electives in AP courses can be added after the meeting with the school's counselor. Additional opportunities for advanced placement classes may be available through Virtual Schools, if a student's schedule allows.

## **Assessment**

### **College Entrance Exams**

The College entrance tests are given by two testing agencies: the College Board administers the PSAT/NMSQT, and SAT Achievement Tests, and the American College Testing Program which administers the ACT. For detailed information on the nature of these tests and the preferred testing dates students should see their counselors. SAT is also given to all 11<sup>th</sup> graders and to the 12<sup>th</sup> graders in Transitional Courses as part of WV General Summative Assessment.

### **Armed Services Vocational Aptitude Battery (ASVAB)**

The ASVAB test is administered by representatives of the Armed Services. It is an optional test but is recommended to students to help give them an idea of their strengths and weaknesses in the aptitude for certain careers. This test is also required before entering the military.

## CTE Courses of Study and College/Dual Credit Options

Program of Study	Cluster and #	Pathway	Fulfillment of Required Course (not transcribed)	Credit Articulation Agreement (Bluefield State)	EDGE Credit	Certifications Offered
<b>Allied Health Sciences*</b>	Health Science HE0715	Therapeutic Services	3 required courses 0711, 0715, and any Clinical Specialty fulfils third science	3 required courses 0711, 0715, and 0721= 8 credit hours for the following BSC courses: HLTH 100, HLTH 101, HLTH 201, and HLTH 290	Reflected in transcripts and can be transferred to certain area community colleges in WV	OSHA-10 NOCTI Completion
Automotive Technology	Transportation, Distribution and Logistics TR1620	Facility & Mobile Equipment Maintenance			Reflected in transcripts and can be transferred to certain area community colleges in WV	OSHA-10 NOCTI Completion
Building Maintenance and Operations	Architecture and Construction AR1800	Maintenance/Operations			Reflected in transcripts and can be transferred to certain area community colleges in WV	OSHA-10 NOCTI Completion
<b>Careers in Education*</b>	Education and Training ED1300	Teaching/Training		3 required courses 1301, 1302, and 1135= 7 credit hours for the following BSC courses: EDUC 110, EDUC 160, and EDUC 200	Reflected in transcripts and can be transferred to certain area community colleges in WV	OSHA-10 NOCTI Completion
Coding, App and Game Design	Information Technology IT1442	Interactive Media	Digital Imaging/Multimedia I 1431 fulfils Art 1 (3211)		Reflected in transcripts and can be transferred to certain area community colleges in WV	OSHA-10 NOCTI Completion
Computer Systems Repair Technology	Information Technology IT 1680	Network Systems			Reflected in transcripts and can be transferred to certain area community colleges in WV	OSHA-10 NOCTI Completion A+ Certification

Law and Public Safety*	Law, Public Safety, Corrections and Security LA1020	Law Enforcement Services		4 required courses 1035, 1037, 1034, and 1035 = 9 credit hours for the following BSC courses: CRMJ151, CRMJ221, and CRMJ 232	Reflected in transcripts and can be transferred to certain area community colleges in WV	Facility & Mobile Equipment Maintenance
Power Equipment Systems	Transportation, Distribution and Logistics TR1960	Facility & Mobile Equipment Maintenance			Reflected in transcripts and can be transferred to certain area community colleges in WV	OSHA-10 NOCTI Completion
Welding	Manufacturing MA1980	Production	Ornamental Metalwork 1982 fulfils 1 Art credit		Reflected in transcripts and can be transferred to certain area community colleges in WV	OSHA-10 NOCTI Completion
Hospitality and Tourism	Hospitality and Tourism				Reflected in transcripts and can be transferred to certain area community colleges in WV	OSHA-10 NOCTI Completion

# HIGH SCHOOL COURSE HANDBOOK:

## ENGLISH

### **ENGLISH LANGUAGE ARTS 9.....1 CREDIT**

PREREQUISITES: Required for all freshmen.

DESCRIPTION: Reading and English Language Arts ninth grade students will focus on the effective use of written language in educational and occupational endeavors and interpersonal communications. Instructional delivery will be enhanced through a wide range of information media and the interpretation of media communication. Frequent interaction with a broad array of quality literature and informational texts will encourage an appreciation for the power of the written and spoken word. All reading, writing, speaking, listening and media literacy skills and strategies will be utilized across the curriculum.

### **ENGLISH LANGUAGE ARTS 9 HONORS.....1 CREDIT**

PREREQUISITES: See Honors Courses page 8.

DESCRIPTION: Reading and English Language Arts ninth grade students will focus on the effective use of written language in educational and occupational endeavors and interpersonal communications. Instructional delivery will be enhanced through a wide range of information media and the interpretation of media communication. Frequent interaction with a broad array of quality literature and informational texts will encourage an appreciation for the power of the written and spoken word. All reading, writing, speaking, listening and media literacy skills and strategies will be utilized across the curriculum. In addition to English requirements, students will be introduced to extended readings in literature and in other fields of knowledge. Techniques of inquiry develop higher-level thinking skills. Writing assessments emphasize the relationship between critical thinking and writing, as students prepare to meet the challenges of college composition.

### **ENGLISH LANGUAGE ARTS 10.....1 CREDIT**

PREREQUISITES: Required for all sophomores.

DESCRIPTION: Reading and English Language Arts tenth grade students will use written language for educational, occupational and self-direction endeavors. Preparation will include critiquing and evaluating oral presentations and using listening, speaking and media literacy. Instructional delivery will be enhanced by a wide variety of media. Frequent interaction with a broadened array of literature will encourage an increased appreciation and understanding for the power of the spoken and written word across the curriculum. Tenth graders will become more adept at making connections and transferring knowledge to new situations through research and writing.

### **ENGLISH LANGUAGE ARTS 10 HONORS.....1 CREDIT**

PREREQUISITES: See Honors Courses page 8.

DESCRIPTION: Reading and English Language Arts tenth grade students will use written language for educational, occupational and self-direction endeavors. Preparation will include critiquing and evaluating oral presentations and using listening, speaking and media literacy. Instructional delivery will be enhanced by a wide variety of media. Frequent interaction with a broadened array of literature will encourage an increased appreciation and understanding for the power of the spoken and written word across the curriculum. Tenth graders will become more adept at making connections and transferring knowledge to new situations through research and writing. In addition to English

requirements, students will be introduced to extended readings in literature and in other fields of knowledge. Techniques of inquiry develop higher-level thinking skills. Writing assessments emphasize the relationship between critical thinking and writing, as students prepare to meet the challenges of college composition.

**ENGLISH LANGUAGE ARTS 11.....1 CREDIT**

PREREQUISITES: Required for all juniors.

DESCRIPTION: Reading and English Language Arts eleventh grade students will refine and enhance foundational literary and information and communication skills through academic rigor and depth. School-to-career experiences, including college entrance exam preparation and the ability to think, speak and write logically in the workplace will become primary focus. Challenging research and writing skills will be emphasized across the curriculum. The inclusion of higher order thinking skills, communication skills, self-direction and creative thinking in the curriculum will be used to enable students to effectively build content knowledge.

**ENGLISH LANGUAGE ARTS 11 HONORS.....1 CREDIT**

PREREQUISITES: See Honors Courses page 8.

DESCRIPTION: Reading and English Language Arts eleventh grade students will refine and enhance foundational literary and information and communication skills through academic rigor and depth. School-to-career experiences, including college entrance exam preparation and the ability to think, speak and write logically in the workplace will become primary focus. Challenging research and writing skills will be emphasized across the curriculum. The inclusion of higher order thinking skills, communication skills, self-direction and creative thinking in the curriculum will be used to enable students to effectively build content knowledge. In addition to English requirements, students will be introduced to extended readings in literature and in other fields of knowledge. Techniques of inquiry develop higher-level thinking skills. Writing assessments emphasize the relationship between critical thinking and writing, as students prepare to meet the challenges of college composition.

**ENGLISH LANGUAGE ARTS 12.....1 CREDIT**

PREREQUISITES: Required for all seniors.

DESCRIPTION: Reading and English Language Arts twelfth grade students will focus and polish personal skills and goals. Experiences such as a senior project or a sophisticated persuasive research paper will culminate the graduation experience. Evaluation, analysis and appreciation of language and literature in spoken and written form will be the primary focus. Readiness for the work place, by thinking creatively and logically to solve problems and using tools that are essential for workplace productivity, and post secondary education is the final educational reality check during the twelfth grade year. To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media.

**TRANSITION ENGLISH LANGUAGE ARTS FOR SENIORS.....1 CREDIT**

PREREQUISITES: Required for seniors that have not met college readiness benchmarks.

DESCRIPTION: Transition Language Arts for Seniors will prepare students for success at the postsecondary level in English Language Arts. Twelfth grade students will focus and polish personal skills and goals. Experiences such as a senior project or a sophisticated persuasive research paper will culminate the graduation experience. Evaluation, analysis and appreciation of language and literature in spoken and written form will be the primary focus. Readiness for the work place, by thinking creatively and logically to solve problems and using tools that are essential for workplace productivity, and post secondary education is the final educational reality check during the twelfth grade year. To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range

of media. Writing assessments in this course emphasize the relationship between critical thinking and writing, as students prepare to meet the challenges of college composition.

**AP ENGLISH LITERATURE AND COMPOSITION.....1 CREDIT**

PREREQUISITES: See advanced placement courses page 9.

DESCRIPTION: In an AP English Literature course, students are engaged in the careful reading of literary works. Through such study, they sharpen their awareness of language and their understanding of the writer’s craft. They develop critical standards for the independent appreciation of any literary work, and they increase their sensitivity to literature as shared experience. To achieve these goals, students study the individual work: its language, characters, action, and themes. They consider its structure, meaning, and value, and its relationship to contemporary experience as well as to the times in which it was written. As a critical component of this course, frequent writing assignments should focus on the critical analysis of literature and should include essays in exposition and argument.

**ENGLISH LANGUAGE ARTS ELECTIVES**

**CREATIVE WRITING.....1 CREDIT**

PREREQUISITES: “C” Average in English

DESCRIPTION: This course is designed for students interested in developing specialized skills in written expression. Creative writing consists of four major units: descriptive and narrative writing, short story, poetry, and drama. Students are required to keep a journal of their original works. Essentials of good composition (content, form, style, mechanics, and usage) are stressed on all assignments. Students are required to share their writing informally in class and formally through school publications and writing contests.

**SPEECH 1/ ORAL COMPOSITION.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Speech 1 is an elective, which enhances the Reading and English Language Arts curriculum. Oral communication is fundamental to all other learning. By actively participating in a variety of speaking activities, students will gain the confidence and skills to overcome communication anxiety. A student who communicates will succeed in social, economic and academic environments. Effective oral communication provides readiness for the workplace and/or postsecondary education and is, a recommended elective for students in all career majors.

**NEWSPAPER.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Students who wish to be a part of the newspaper staff should enroll in this course. These students will engage in all types of newspaper production including sales, advertising, writing, and page layout. Enjoyment of writing is desirable.

**APPALACHIAN LITERATURE .....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Appalachian Literature will acquaint students with a variety of creative expression about the Appalachian region including West Virginia, Virginia, Tennessee, North Carolina and Kentucky. The works of fiction, nonfiction, poetry and song will feature artists from this region

**YEARBOOK I/ YEARBOOK II.....1 CREDIT**

PREREQUISITES: Teacher approval

DESCRIPTION: Students who wish to be a part of the yearbook staff should enroll in this course. They will engage in all types of production activities including sales, advertising, writing, page layout and various computer programs including word processing. Previous experience, desktop publishing and journalism/photography courses are helpful. Enjoyment of writing is desirable.

**FOREIGN LANGUAGE (OFFERED VIRTUALLY)**

**SPANISH I.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: The first level of Spanish provides an introduction to the Spanish language and to the culture of Spanish-speaking countries. This course develops language skills in listening, speaking, reading, and writing, with ore emphasis on the first two skills. It also encourages sensitivity to the cultures, life styles, and philosophy of the Spanish-speaking people. In association, this level of language informs the student of career and travel opportunities afforded through the study of a foreign language.

**SPANISH II.....1 CREDIT**

PREREQUISITES: Satisfactory completion of Spanish I.

DESCRIPTION: The second level of Spanish develops language skills in listening, speaking, reading, and writing, with more emphasis on the latter twoskills. Further exposure to the cultural values of Spanish-speaking people is emphasized. This, along with reinforcement of audio-lingual skills, is integrated with a more in-depth exposure to career and travel opportunities.

**SPANISH III.....1 CREDIT**

PREREQUISITES: Satisfactory completion of Spanish II, - Grade of "C" preferred.

DESCRIPTION: The third level of Spanish provides further opportunities for refinement of previously acquired skills, as well as development of additional skills. Emphasis is placed on the use of language as a tool of communication by involving students in advanced conversation, original composition, independent research, and reading selections representative of Spanish culture and language. Cultural concepts, Hispanic heritage, and career opportunities are investigated thoroughly.

**FRENCH I.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: French I provides an introduction to the language and culture of France and other French speaking areas of the world. Al four language skills – listening, speaking, reading, and writing – are involved, but major



emphasis is on oral communication. Basic grammatical structures, vocabulary, phonology, and cultural concepts are taught. Students also learn about the customs and the life styles in countries where French is spoken.

**FRENCH II.....1 CREDIT**

PREREQUISITES: French I

DESCRIPTION: French II is a foundation course designed to develop basic oral skills with increased emphasis on reading and writing. Conversational skills are further developed, and the study of grammar and vocabulary are continued. Students learn more about the customs, creative endeavors, and institutions of French culture. Integration of language skills and culture is emphasized through the increased use of French in all classroom activities.

**MATHEMATICS**

**MATH I.....1 CREDIT**

PREREQUISITES: none

DESCRIPTION: Math I objectives provide the gateway to all higher mathematics courses. An emphasis on conceptual development and multiple representations will be used to draw generalizations and to serve as a tool for solving real-world problems. Available technology such as calculators, computers, and interactive utilities are to be used as tools to enhance learning.

**MATH I LAB.....1 CREDIT**

PREREQUISITES: 9th grade students needing additional support based on assessment data.

DESCRIPTION: Math I Lab is a course designed to allow students additional time and scaffolding to master Math I Next Generation Math Content and standards. This course must be taught during the same instructional year as the Math I-9 course.

**MATH II.....1 CREDIT**

PREREQUISITES: Successful completion of Math I.

DESCRIPTION: This course is designed to build mathematical skills that will allow students to solve problems and reason logically. Students will be able to communicate their understanding by organizing, clarifying, and refining mathematical information for a given purpose; students will use everyday mathematical language and notation in appropriate and efficient forms to clearly express or represent complex ideas and information.

**MATH III... 1 CREDIT**

PREREQUISITES: Math I and Math II

DESCRIPTION: Mathematics III incorporates advanced functions, trigonometry and probability and statistics as students synthesize their prior knowledge to solve increasingly challenging problems. Course topics include inferences and conclusions from data; polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling. This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply 8 mathematical practice skills.

**TRANSITION MATHEMATICS FOR SENIORS.....1 CREDIT**

PREREQUISITES: 12th grade students not meeting college readiness benchmarks.

DESCRIPTION: This course is designed to enable students to experience math at an advanced level that includes Geometry, Algebra II, and introductory Trigonometry and Probability and Statistics topics. This course will enhance students' mathematical knowledge to meet college entry expectations. The use of appropriate technology is integral to the course.

**MATH IV.....1 CREDIT**

PREREQUISITES: Math I, Math II, Math III STEM

DESCRIPTION: The High School Math IV course builds on the Math III STEM course. The fundamental purpose of Math IV is to generalize and abstract learning accumulated through previous courses and to provide the final springboard to calculus. Students take an extensive look at the relationships among complex numbers, vectors, and matrices. They build on their understanding of functions, analyze rational functions using an intuitive approach to limits and synthesize functions by considering compositions and inverses. Students expand their work with trigonometric functions and their inverses and complete the study of the conic sections begun in Math II. They enhance their understanding of probability by considering probability distributions. Previous experiences with series are augmented.

**CALCULUS AB ADVANCED PLACEMENT.....1 CREDIT**

PREREQUISITES: Math III STEM

DESCRIPTION: Calculus AB is an Advanced Placement curriculum in elementary functions and calculus for curriculum in elementary functions and calculus for students who have successfully completed Pre-Calculus. The major topics include differential and integral calculus. The instructional objectives for this course are outlined in the College Board Publications.

**COMPUTER SCIENCE A ADVANCED PLACEMENT .....1 CREDIT**

PREREQUISITES: Math III

DESCRIPTION: This course involves developing the skills to write programs or part of programs to correctly solve specific problems. AP® Computer Science A also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context. This class can also be used as a math credit if taught by a math certified teacher.

**SOCIAL STUDIES**

**WORLD STUDIES .....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: The ninth grade social studies course engages students in the study of the development and evolution of the historic, economic, geographic, political, and social structure of the cultural regions of the world from

the dawn of civilization to 1900. Special attention is given to the formation and evolution of societies into complex political and economic systems. Students are engaged in critical thinking and problem-solving skills, using maps, spreadsheets, charts, graphs, text and other data from a variety of credible sources. Students synthesize the information to predict events and anticipate outcomes as history evolves through the ages.

**WORLD STUDIES HONORS.....1 CREDIT**

PREREQUISITES: Teacher recommendation and assessment data

DESCRIPTION: The ninth grade social studies course engages students in the study of the development and evolution of the historic, economic, geographic, political, and social structure of the cultural regions of the world from the dawn of civilization to 1900. Special attention is given to the formation and evolution of societies into complex political and economic systems. Students are engaged in critical thinking and problem-solving skills, using maps, spreadsheets, charts, graphs, text and other data from a variety of credible sources. Students synthesize the information to predict events and anticipate outcomes as history evolves through the ages.

**UNITED STATES STUDIES .....1 CREDIT**

PREREQUISITES: World Studies

DESCRIPTION: The tenth grade program of study examines the evolution of the Constitution as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the Pre-Columbian civilizations to its transformation as a dominant political and economic influence in the world. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population.

**UNITED STATES STUDIES HONORS.....1 CREDIT**

PREREQUISITES: Teacher Recommendation and assessment data

DESCRIPTION: Students will use higher level thinking skills of evaluating and synthesizing to examine the concepts of colonialism, imperialism, and nationalism.

**CONTEMPORARY STUDIES .....1 CREDIT**

PREREQUISITES: US Studies

DESCRIPTION: In the eleventh grade social studies course students examine the historical evolution and global interaction of states, nations and nation-states from geographic, political and economic perspectives from 1900 through present day. Students engage in critical thinking and problem-solving skills, using maps, spreadsheets, charts, graphs, primary source documents and text and other data from a variety of credible sources to synthesize historical information, predict events and anticipate outcomes. Students recognize the economic interdependency of the United States with other countries of the world. Students examine the factors that influence changing political relationships between the United States and its world neighbors. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen's actions on world events will be emphasized.

**CONTEMPORARY STUDIES HONORS.....1 CREDIT**

PREREQUISITES: Teacher recommendation and assessment data

DESCRIPTION: Students use higher level thinking skills to examine the historical evolution and global interaction of states, nations and nation-states from geographic, political and economic perspectives from 1900 through present day. Students engage in critical thinking and problem-solving skills, using maps, spreadsheets, charts, graphs,

primary source documents and text and other data from a variety of credible sources to synthesize historical information, predict events and anticipate outcomes. Students recognize the economic interdependency of the United States with other countries of the world. Students examine the factors that influence changing political relationships between the United States and its world neighbors. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen's actions on world events will be emphasized.

**CIVICS FOR THE NEXT GENERATION.....1 CREDIT**

PREREQUISITES: 11<sup>th</sup> Grade Social Studies elective

DESCRIPTION: Responsible participatory citizenship, an understanding of the workings of our government, sound financial literacy and global awareness are essential to the preservation and improvement of American Constitutional Democracy. Civics for the Next Generation is the capstone social studies course combining civics, economics and geography to prepare students as 21st Century citizens. Students engage 21st century tools to expand upon their critical thinking and problem-solving skills allowing them to become financially literate, to develop civic efficacy, and to acquire the geographic knowledge necessary to understand the physical and human systems of the world. Students become informed decision makers as they work collaboratively and develop a correct awareness of their place in a global society. Students engage in communication skills to acquire and convey their knowledge appropriately.

**CIVICS FOR THE NEXT GENERATION HONORS.....1 CREDIT**

PREREQUISITES: Teacher recommendation and assessment data

DESCRIPTION: Responsible participatory citizenship, an understanding of the workings of our government, sound financial literacy and global awareness are essential to the preservation and improvement of American Constitutional Democracy. Civics for the 21st Century is the capstone social studies course combining civics, economics and geography to prepare students as 21st Century citizens. Students engage 21st century tools to expand upon their critical thinking and problem-solving skills allowing them to become financially literate, to develop civic efficacy, and to acquire the geographic knowledge necessary to understand the physical and human systems of the world. Students become informed decision makers as they work collaboratively and develop a correct awareness of their place in a global society. Students engage in communication skills to acquire and convey their knowledge appropriately.

**ECONOMICS.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Understanding economics is essential for all students to enable them to reason logically about key economic issues that affect their lives as workers, consumers, and citizens. A better understanding of economics enables students to understand the forces that affect them every day and helps them identify and evaluate the consequences of personal decisions. As resources become scarce, as the economic environment changes, and as the economic impact of decisions becomes more immediate, students must course will emphasize the need to make sense of the array of economic concepts, facts, events, observations and issues in everyday life and the ability to make effective decisions about economic issues.

**GEOGRAPHY.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: The power and beauty of geography allows all students to see, understand, and appreciate the web of relationships between people, places, and environments. Geography provides knowledge of Earth's physical and

human systems and of the interdependency of living things and physical environments. This geography course is based on the six essential elements of geography and stresses the contemporary world and the role of the U.S. in the global community. Students will use geographic perspectives and technology to interpret culture, environment and the connection between them. Students will use the geographic skills of asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information and answering geographic questions.

**ADVANCED PLACEMENT U.S. HISTORY.....1 CREDIT**

PREREQUISITES: US to 1900 Honors, Teacher Recommendation, B Average

DESCRIPTION: The AP course in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students should learn to assess historical materials-their relevance to a given interpretative problem, their reliability, and their importance-and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This course may be substituted for Twentieth/Twenty-First Centuries.

**ADVANCED PLACEMENT WORLD HISTORY.....1 CREDIT**

PREREQUISITES: US to 1900 Honors, Teacher Recommendation, B Average

DESCRIPTION: The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies, relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence, and an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage.

**ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS.....1 CREDIT**

PREREQUISITES: Teacher Recommendation, B Average

DESCRIPTION: AP U.S. Government and Politics will give students an analytical perspective on the government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

**PSYCHOLOGY.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Psychology is designed for students who desire to know more about themselves and why they behave and interact with others as they do. This course will contain basic information about the various areas of psychology which afford career opportunities to interested students and attention will be given to topics which will help students know more about human behavior.

**DUAL CREDIT PSYCHOLOGY.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Dual Credit Psychology course is designed to provide students with a learning experience equivalent to that of an introductory college course in psychology. This course will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals in context. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

**SOCIOLOGY.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Sociology is the study of human relationships. Students will learn about the meaning of culture, the elements used to knot a society together, social interaction, and cultural changes taking place around them. Major social institutions and problems will be analyzed and students will become acquainted with the many conflicting points of view, which abound in our multi-cultural society. Because of the knowledge gained and participation in relevant discussions in this course, students will become better-informed citizens and be better able to make important decisions for themselves, their community and their nation.

**SCIENCE**

**EARTH AND SPACE SCIENCE (9<sup>TH</sup> GRADE) .....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Earth/Space Science is a laboratory course focusing on the study of space, and the geologic and atmospheric forces that shape our world. Through experimentation and investigation, students will explore the earth cycles including the geosphere, hydrosphere, cryosphere, atmosphere and the carbon cycle. Student will learn about scientific inquiry, geologic time, space exploration, the solar system and the universe.

**EARTH AND SPACE SCIENCE (9<sup>TH</sup> GRADE) HONORS.....1 CREDIT**

PREREQUISITES: Teacher recommendation and assessment data

DESCRIPTION: Earth/Space Science is a laboratory course focusing on the more in-depth study of space, and the geologic and atmospheric forces that shape our world. Through experimentation and investigation, students will explore the earth cycles including the geosphere, hydrosphere, cryosphere, atmosphere and the carbon cycle. Student will learn about scientific inquiry, geologic time, space exploration, the solar system and the universe. Students will use interactive experiences, higher order thinking, collaborative projects, and real world application through labs and a variety of assessments.

**BIOLOGY.....1 CREDIT**

PREREQUISITES: 9<sup>th</sup> Grade Earth and Space Science

DESCRIPTION: Biology is a course designed for students who desire a broader, in-depth study of the content found in many biological fields of endeavor. This course is designed to build upon and extend the Biology concepts, skills, and knowledge from the science program, using skills for the 21st Century. Students will explore occupational

opportunities in health, engineering, and technology and evaluate the required academic preparations while expanding laboratory skills and experiences. Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills.

**BIOLOGY HONORS.....1 CREDIT**

PREREQUISITES: 9<sup>th</sup> Grade Earth and Space Science Honors or teacher recommendation

DESCRIPTION: This is an advanced level course designed for students who have completed Physical Science and who desire a broader, in-depth study of the content found in many biological fields. The course material is thoroughly and rigorously covered at a faster pace than biology. The course will provide an in-depth study of the chemical nature of life, cellular functions, genetics, classification, microbiology, vertebrates, botany, and ecology. Students interested in health and scientific related careers will build and expand their laboratory skills and experiences. Students will engage in active inquires, investigations, and hands-on activities for a minimum of 50% of the instructional time. Safety instruction is integrated into all activities.

**AP BIOLOGY/ AP BIOLOGY LAB.....1 CREDIT**

PREREQUISITES: Biology or Biology honors, Chemistry (recommended), and teacher recommendation

DESCRIPTION: This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. AP Biology should include the topics regularly covered in a college course for majors. Three general content areas that include molecules and cells; heredity and evolution; organisms and populations are emphasized in the course. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Students will engage in active inquires, investigations, and hands-on activities for a minimum of 50% of the instructional time. Safety instruction is integrated into all activities. AP Biology Lab course gets a regular credit designation while AP Biology is designated as an advanced course on transcripts.

**CHEMISTRY.....1 CREDIT**

PREREQUISITES: 9<sup>th</sup> Grade Earth and Space Science and Biology

DESCRIPTION: Chemistry is an advanced level course designed for students who desire a broader, in-depth study of the content found in the science field of chemistry. Chemistry is the study of matter, its composition and its changes. This course is designed to build upon and extend the Chemistry concepts, skills and knowledge from the science program using skills for the 21st century. This course is designed to prepare a student for college chemistry, requiring a strong mathematical base. The relationship between chemistry concepts and mathematics will be emphasized. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills as they evaluate the academic requirements and prepare for occupational opportunities in biology, chemistry, engineering, and technology. Safety instruction is integrated into all activities. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

**CHEMISTRY II.....1 CREDIT**

PREREQUISITES: Chemistry

DESCRIPTION: Chemistry II is an advanced level course that is an elective designed for students who have completed Chemistry and desire a broader, in-depth study of the content found in the science field of chemistry. Chemistry is the study of matter, its composition and its changes. This course is designed to prepare students to be critical and independent thinkers, who are able to function effectively in a scientific and technological society, and to build upon and extend the chemistry concepts, skills and knowledge from the previous chemistry class. This course is designed not only to prepare a student for college chemistry but also to make the college chemistry experience much easier as the student will have already studied much of the material reserved for college chemistry at the high school level. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills as they evaluate the academic requirements and prepare for occupational opportunities in biology, chemistry, engineering, and technology. Safety instruction is integrated into all activities.

**AP CHEMISTRY/ AP CHEMISTRY LAB.....1 CREDIT**

OFFERED VIA WEST VIRGINIA VIRTUAL SCHOOL

PREREQUISITES: Chemistry, Algebra II, Teacher Recommendation

DESCRIPTION: This course is designed to be the equivalent of a general chemistry course usually taken during the first college year. Students in this course should attain depth of understanding of fundamental topics and a reasonable competence in dealing with chemical problems. Some of the topics covered are structure of matter, state of matter, chemical reactions, and descriptive chemistry. The course incorporates a very strong hands-on laboratory component. Students will develop 21<sup>st</sup> century skills and technology tools through active inquires, investigations, and hands-on activities for a minimum of 50% of the instructional time. Safety instruction is integrated into all activities. Students are required to take the AP Exam.

**PHYSICAL SCIENCE .....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: The Ninth Grade Physical Science objectives continue the development of foundational knowledge in chemistry, physics, earth science and astronomy. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy and the use of 21<sup>st</sup> Century Skills across these major fields of science. Students will explore occupational opportunities in chemistry, engineering, earth science, and technology and evaluate the required academic preparations. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities. Building on the knowledge and skills acquired in Grade 10 and 11 science courses, students in Physical Science will expand and deepen their understanding of major concepts such as energy interactions, chemical changes and earth processes.

**ENVIRONMENTAL SCIENCE.....1 CREDIT**

PREREQUISITES: 9<sup>th</sup> Grade Earth and Space Science, Biology

DESCRIPTION: Environmental Science is an elective, advanced level lab course, which builds on foundational knowledge of the chemical, physical, biological, geological processes and focuses on the natural world. Through an inquiry-based program of study, all students will demonstrate environmental literacy as they explore the economic, social, political, and ecological interdependence in urban and rural areas. Students will synthesize information and



experiences across disciplines as they acquire knowledge, values, and skills needed to protect and improve the environment. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities.

**PHYSICS.....1 CREDIT**

PREREQUISITES: Chemistry, Pre-calculus recommended

DESCRIPTION: Physics is an advanced level course that is an elective designed for students desiring a broader, in-depth study of the content found in the science field of physics. As a college preparatory course, Advanced Physics is a laboratory driven, advanced study of nature’s universal laws with emphasis on process skills, using 21st century skills. This course is designed to build upon and extend the Physics concepts, skills, and knowledge from the science program. The course emphasizes a mathematical approach to the areas of kinematics, dynamics, thermodynamics, light and optics, electricity and magnetism and modern physics. Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills as they evaluate the academic requirements and prepare for occupational opportunities in biology, engineering and technology. Safety instruction is integrated into all activities. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

**HUMAN ANATOMY AND PHYSIOLOGY.....1 CREDIT**

PREREQUISITES: 9<sup>th</sup> Grade Earth and Space Science, Biology

DESCRIPTION: Human Anatomy and Physiology is an advanced course that is an elective designed for those students wanting a deeper understanding of the structure and function of the human body. The body will be viewed as a whole using anatomical terminology necessary to describe location. Focus will be at both micro and macro levels reviewing cellular functions, biochemical processes, tissue interactions, organ systems and the interaction of those systems as it relates to the human organism. Systems covered include integumentary, skeletal, muscular, respiratory, circulatory, digestive, excretory, reproductive immunological, nervous and endocrine. This course will develop 21st century skills and be appropriate for college bound students as well as those choosing a health services career cluster. Students will engage in active inquiries, investigation, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills as they evaluate the academic requirements and prepare for occupational opportunities in health and medical fields. Safety instruction is integrated into all activities.

**THE ARTS**  
**DANCE**

**DANCE I.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: This course is designed to focus on technical skills. In addition, the major principles of choreography and the higher thinking skills necessary to employ dance as an effective means of communication will be a central part of the curriculum.

**DANCE II.....1 CREDIT**

PREREQUISITES: Dance I

DESCRIPTION: This course will concentrate on comparing and contrasting dances of various cultures and historical periods as well as making connections between dance and other disciplines. Emphasis will be placed on dance as a means of developing and maintaining a healthy lifestyle.

**DANCE III.....1 CREDIT**

PREREQUISITES: Dance I and Dance II

DESCRIPTION: This course will stress practice in performing technical and choregraphical skills necessary for artful presentation. Emphasis will be placed on the relationship of dance to careers. Research of dance history and artists will be an integral part of this year of study.

**DANCE IV.....1 CREDIT**

PREREQUISITES: Dance I, Dance II, and Dance III

DESCRIPTION: This course concentrates on creating and performing. The creative process will be studied and students will develop an awareness of dance and its place in the present and future culture.

**MUSIC**

**CHORUS I.....1 CREDIT**

PREREQUISITES: Teacher approval

DESCRIPTION: The Beginning Choral Music objectives are written for students who have begun their study of voice. Typically, these students would be at the elementary or early middle school level, but due to delayed entry into choral programs or differences in scheduling, these students could also be at the late middle school or high school level. These students learn basic singing skills, performance criteria, and begin to explore relationships between music, and other disciplines.

**CHORUS II.....1 CREDIT**

PREREQUISITES: Teacher approval, Chorus I

DESCRIPTION: The Intermediate Choral Music objectives are written for students who have advanced past the beginning study of voice. Typically these students would be at the late middle school level or high school level, but the class may include more advanced elementary or early middle school students who have not progressed to the Advanced level. Students at the Intermediate level build on previously studied skills, learning additional choral techniques and more developed singing styles. They further develop their singing range, ensemble singing, sight-reading and self-evaluation skills.

**CHORUS III.....1 CREDIT**

PREREQUISITES: Teacher approval, Chorus I and Chorus II

**DESCRIPTION:** The Advanced Choral Music objectives are written for students who have progressed through the intermediate study of voice. Typically, these would be students at the high school level, but may also included more advanced late middle school students. The students at the Advanced level will continue to refine their singing skills. They study various composers, choral music and styles. They learn to sing using expression developing further technique. Advanced students will study formal structures and elements of music applying them to singing. They will learn historical context of music selections and relate these to history and culture.

**CHORUS IV.....1 CREDIT**

**PREREQUISITES:** Teacher approval, Chorus I, II, and III

**DESCRIPTION:** The Advanced Choral Music objectives are written for students who have progressed through the intermediate study of voice. The students at the Advanced level will continue to refine their singing skills. They study various composers, choral music and styles. They learn to sing using expression developing further technique. Advanced students will study formal structures and elements of music applying them to singing. They will learn historical context of music selections and relate these to history and culture.

**BAND I, II, III, IV.....1 CREDIT**

**PREREQUISITES:** Teacher approval, completion of previous courses.

**DESCRIPTION:** Senior High School Band activities provide for sequential development of skills. The fundamental objective of the Senior High School Band is to assist the student in improving his/her musicality. This goal can be approached through a variety of performance experiences designed to develop good intonation, technical proficiency, rhythmic accuracy, and stylistic sensitivity.

An important out growth of the instrumental program is improvement in the student's quality of life. The acquisition of musical communication skills provides a valuable means of sharing ideas with others. The process of melding individuals with varied desires and directions into a cohesive unit of singular purpose gives the band members opportunity for developing self-confidence, poise, and concepts of individual responsibilities.

**MUSIC HISTORY/APPRECIATION.....1 CREDIT**

**PREREQUISITES:** None

**DESCRIPTION:** This is a survey class, which will consist of the presentation of the historical development of music. The course will include a study of various styles and composers, listening skills, and analysis.

**GUITAR.....1 CREDIT**

**PREREQUISITES:** None

**DESCRIPTION:** Beginning guitar is a course designed to expose the student to an instrument, which is very popular. It is meant to establish a foundation from which each student can attain a level necessary to perform simple songs. The elements of music are stressed so that he/she can learn to read music as well as chord symbols. At the completion of the course the student has the necessary tools to continue development of guitar skills.

**THEATRE I.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Upon successful completion of Theatre I, students will be able to adapt stories for performance; identify contemporary styles of theatre/drama and depict characters in them; identify basic elements of technical theatre and demonstrate technical theatre knowledge and skills. They will discuss multiple interpretations for production ideas and identify how the non-dramatic art forms enhance a theatre production. The student will also explore how culture, historical period and context influence the creation and interpretation of theatre.

**THEATRE II.....1 CREDIT**

PREREQUISITES: Theatre I

DESCRIPTION: Theatre II students write, perform, and evaluate theatre productions, identify and demonstrate selected historical style of theatre/drama, and perform contemporary and classical characters' parts. Students explain basic properties of technical theatre and apply that knowledge and skill. They develop multiple interpretations for production choices and explain how other art forms enhance a theatre production. Analysis and critique of dramatic performances is required.

**THEATRE III.....1 CREDIT**

PREREQUISITES: Theatre I and Theatre II

DESCRIPTION: Theatre III students will collaborate in developing original dramatic pieces or short plays and will demonstrate ensemble in rehearsing and performing informal and formal theatre works. They will identify how scientific and technological advances have impacted theatre and will assist directors in developing safe production concepts. Students will also assist in creating and implementing a production.

**THEATRE IV.....1 CREDIT**

PREREQUISITES: Theatre I, Theatre II, and Theatre III

DESCRIPTION: Theatre IV students will collaborate in developing original dramatic pieces or short plays and will demonstrate ensemble in rehearsing and performing informal and formal theatre works. They will identify how scientific and technological advances have impacted theatre and will assist directors in developing safe production concepts. Students will also assist in creating and implementing a production.

**VISUAL ARTS**

**ART I.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Art I is designed to reinforce and build on 21st Century Knowledge and Skills developed by the K-8 Visual Arts Content Standards and Objectives. Students produce two-dimensional and three-dimensional artworks using a variety of media, techniques, technology, and processes. They relate art skills and strategies to other disciplines, various cultures, major art movements, and historical periods. They practice responsible workplace skills and review career options, which encompass 21st Century content, literacy and life skills.

**ART II.....1 CREDIT**

PREREQUISITES: Art I

DESCRIPTION: Students in Art II extend artistic skills, critical skills, and concept development through well-defined experiences in creating, reflecting, and discussing artworks. Students focus on compositional awareness through the proficient use of elements, principles, structures, and functions. Students explore various aspects of the arts in the context of global cultures and historical parameters as they examine connections between other disciplines, and technologies. Students practice responsible workplace skills and safety. They explore career opportunities. The teacher introduces the concept of portfolio development. All these concepts and processes reflect 21st century skills and content.

**ART III.....1 CREDIT**

PREREQUISITES: Art I and Art II

DESCRIPTION: Art III builds on previous content standards with a more in-depth approach. Students analyze and respond to art from various global cultures visually, verbally, and in written form. Students examine and relate various themes and purposes of art forms to the total educational process. They study art history, criticism, and aesthetics in relation to individually selected artworks and develop a personal philosophy of art. The students develop portfolios, which include products and critiques, and other reflective work as they develop a personal style. Skills in learning and thinking, literacy on a variety of levels and life skills for the 21st century are developed through in-depth core subject content in the arts.

**ART IV.....1 CREDIT**

PREREQUISITES: Art I, Art II, and Art III

DESCRIPTION: In Art IV, students develop and clarify their philosophy of art and art making through in-depth explorations with media, techniques and processes. Students expand and refine a portfolio reflecting a broad base of global and personal knowledge in the arts. Students take part in planning and installing an exhibition. 21st century learning and thinking skills, literacy in a variety of forms, and life skills are applied to content and projects.

**PHOTOGRAPHY.....1 CREDIT**

PREREQUISITES: Teacher approval, Art I

DESCRIPTION: This course is designed as an introductory course in photography covering photographic techniques and principles as well as darkroom operation and procedures. Those students who are interested in photography as a hobby or career should apply. The student should own or have the use of an adjustable 35-mm single lens reflex camera.

**CRAFTS.....1 CREDIT**

PREREQUISITES: Teacher approval, Art I

DESCRIPTION: This course is designed as an introductory course in photography covering photographic techniques and principles as well as darkroom operation and procedures. Those students who are interested in photography as a hobby or career should apply. The student should own or have the use of an adjustable 35-mm single lens reflex camera.

## **PHYSICAL EDUCATION, HEALTH, AND DRIVER EDUCATION**

**PHYSICAL EDUCATION** .....1 CREDIT

PREREQUISITES: None

DESCRIPTION: Physical education can be a vehicle through which high school student transition from adolescence to adulthood. High school physical education programs should focus on fitness, offer diverse movement patterns, development of motor skills and emphasize lifetime activities. Students need to be exposed to a wide variety of activities, both competitive and non-competitive that bring them enjoyment and challenge, thus enabling them to maintain an active lifestyle for a lifetime. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology and objectives.

**FITNESS/CONDITIONING**.....1 CREDIT

PREREQUISITES: None

DESCRIPTION: Conditioning, fitness, and strength training is an advanced, lifetime physical education course intended for students who have successfully completed the general physical education requirement. It is designed for students who desire a higher level of skill, knowledge, and concepts necessary to excel in their personal level of fitness and performance.

**DRIVER EDUCATION**.....1 CREDIT

PREREQUISITES: Must be at least 15 years old before or during course

DESCRIPTION: The program of study includes cognitive development relating to traffic laws and ordinances, traffic signs, signals and markers, natural laws, fuel conservation and vehicle restraint systems. Also included are the physical, psychological, and legal aspects, effects, and consequences of the use of alcohol and drugs as related to the driving of a motorized vehicle. Instruction is provided to develop the perceptual and psychomotor skills required for basic control of the vehicle, lane changing, passing, following, entering and exiting from traffic, driving in cities/towns, on rural and urban roads and freeways, responding to emergencies, various road and weather conditions, defensive driving techniques, and interaction with other highway users including motorcycles, ATVs, and trucks. The program emphasizes strategies to develop the behavior patterns known as the S.I.P.D.E. Concept (Search, Identify, Predict, Decide, and Execute).

**HEALTH EDUCATION**.....1 CREDIT

PREREQUISITES: None

DESCRIPTION: This program of study builds on the foundation established in the K-8 health education curriculum and prepares students to become wise health care consumers and responsible, productive citizens. The relationships among personal, community and world health and economic, cultural, sociological, biological, and environmental factors are examined in interdisciplinary discussions, debates, and class projects. Students examine personal health choices and the connection to the world of work and assumption of adult roles. In-depth analysis of current health issues and concepts coupled with school wide opportunities that promote and reinforce the importance of good health and positive choices need to be coordinated to have the greatest impact on adolescent behavior. Instruction

continues to focus on prevention of all risk behaviors, however, instruction must also emphasize limiting the negative consequences of high-risk behavior and promote values and norms that are age appropriate and realistic. Students should have a personal perception of risk, the ability to recognize and resist social pressures and the skills to build positive social relationships.

**LIFETIME FITNESS EDUCATION.....1 CREDIT**

PREREQUISITES: Physical Education

DESCRIPTION: Lifetime physical fitness is an advanced physical education course intended for students who have successfully completed the general physical education requirement. It is designed for students who desire a higher level of skill, knowledge, and concepts necessary to excel in selected lifetime, physical activities.

**SPECIAL TOPICS**

**SAFETY AND FIRST AID.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: This course teaches the essentials of First Aid, Safety, and CPR. Those who successfully complete the course will have the opportunity to take a test leading to Red Cross Certification.

**TRAVEL WEST VIRGINIA.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: The travel West Virginia class is a tourism awareness course. It is a combination of West Virginia Studies and tourism marketing. It will review some West Virginia History and Geography, and introduce tourism and marketing. Students will go on imaginary trips to the eight tourist regions of the state. Some "real" trips will be planned for students to visit places throughout the state. Some of the goals of the course are to promote a sense of pride in our state, hi-light historical/geographical places of interest in West Virginia, and explore careers in the hospitality and tourism industry, and to develop a tourism-marketing plan for a designated region of the state.

**INTRODUCTION TO BUSINESS/ MARKETING.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: This course is assigned to introduce students to the study of business. It will include the basics of banking and finance, credit, business ethics, and technology in the marked place.

**BUSINESS COMPUTER APPLICATIONS I AND II.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Computer Applications is a course designed to assure that all students are able to use the computer for school projects, for personal use, and for work. Students will use integrated software for word processing, spreadsheets, database and graphic design. The course will include use of the Internet, E-mail, and other applications.

**DESKTOP PUBLISHING.....1 CREDIT**

PREREQUISITES: "C" in English

DESCRIPTION: Desktop Publishing teaches students the basics of crating newsletters, brochures, and fliers containing text, graphics, pictures, tables, and charts with the use of computer software and technology. Students use varied column styles, fonts, and spacing to create page designs, interviewing techniques and factual writing are also stressed.

**OFFICE MANAGEMENT.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: This area of study is designed to aid students in becoming skillful in the operation of an office. Major instructional areas include: personal development and employability skills, managing records, processing mail, communication duties, keeping financial records, applying computing, accounting, and data skills, processing business correspondence, operating office equipment, using management skills, and completing office support activities.

**PERSONAL FINANCE.....1 CREDIT**

PREREQUISITES: None

DESCRIPTION: Students will explore personal financial management as it relates to the high school student. Financial stability and consumer responsibility will be addressed by examining banking services, taxes, investments, insurance, credit, bankruptcy, and consumer legislation.

**CAREER AND TECHNICAL EDUCATION  
FULL COMPLETION PROGRAMS OF STUDY**

STUDENTS WILL ACHIEVE COMPLETER STATUS & CERTIFICATION

IN PROGRAM WHICH INCLUDES THE COMPLETION OF:

CTE STUDENT PORTFOLIO, NOCTI TEST, OSHA-10 CARD AND SIMULATED WORKPLACE  
EDGE COLLEGE CREDIT AND DUAL CREDIT COURSEWORK ARE ALSO AVAILABLE

PREREQUISITE: STUDENT MUST BE ENTERING 11<sup>TH</sup> OR 12<sup>TH</sup> GRADE

LOCATIONS: CTC- WELCH CAMPUS AND RIVER VIEW CAMPUS

**AUTOMOTIVE TECHNOLOGY.....4 CREDITS**

The Automotive Technology program provides training and experience in the principles of automotive diagnosis and repair. Areas of study include: braking systems, steering and suspension systems, all-wheel alignment, welding, engine overhaul, and basic electricity including starting and charging systems. Advanced students use computerized test equipment to diagnose charging, ignition, fuel injection, and computerized engine control systems. Students will learn both basic and advanced technical skills and essential worker traits to secure and retain employment in the automotive and related fields.

Certification Available: NATEF (National Automotive Technician Education Foundation), ASE



EMPLOYMENT OPPORTUNITIES: AUTOMOTIVE SERVICE TECHNICIAN AND MECHANIC, AUTOMOTIVE PARTS, ACCESSORIES AND TIRE SALES, AUTOMOTIVE DEALER

**BUILDING MAINTENANCE & OPERATIONS.....4 CREDITS**

The Facilities Maintenance and Operations program focuses on careers that maintain a safe and productive environment, follow codes and regulations, identify unsafe conditions, and take corrective actions to reinstate a proper working and safe environment. Students will have the opportunity to earn NCCER certification for each skill set mastered and be exposed to skills to develop positive work ethics. The students will complete modules in Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and Introduction to Materials Handling.

Certification Available: NCCER (National Center for Construction Education and Research)

EMPLOYMENT OPPORTUNITIES: GENERAL MAINTENANCE/REPAIR WORKER, PROPERTY MANAGER, MAINTENANCE SUPERVISOR, MAINTENANCE DIRECTOR

**CAREERS IN EDUCATION .....4 CREDITS**

The Careers in Education program focuses on careers in teaching and training. In addition to being knowledgeable in their subject, teachers and trainers must have the ability to communicate, inspire trust and confidence, motivate learners, as well as understand their educational and emotional needs. Teachers must be able to recognize and respond to individual differences in diverse learners and employ different teaching/training methods that will result in higher learner achievement. Students are encouraged to become active members of the student organization, Future Educators of America (FEA), a national student organization for those enrolled in Careers in Education. In addition to classroom training, students will participate in field experiences at local elementary and middle schools. Students also gain the professional or skilled knowledge and skills necessary to begin a career in the education profession.

Certifications Available: Preparation for Teacher's Aide Training and Praxis I Test upon graduation.

EMPLOYMENT OPPORTUNITIES: TEACHER'S AIDE, (BA REQUIRED) ELEMENTARY/MIDDLE SCHOOL TEACHER, HIGH SCHOOL TEACHER, CHILD CARE DIRECTOR

**CODING, APP, & GAME DESIGN.....4 CREDITS**

The Coding, App and Game Design program provides knowledge and skills necessary for a career in coding, game and app design, web page publishing, computer programming, and software development industries. Students receive training in both the graphic design and technical programming elements of the industry.

Certification Available: Computer Repair (A+); Internet Certification (IC3); Microsoft Office (MOS)

EMPLOYMENT OPPORTUNITIES: ANIMATION/ART DIRECTOR, 3D ANIMATOR/ARTIST, CORPORATE WEBMASTER, WEB SITE MANAGER, DESKTOP PUBLISHING SPECIALIST, VIDEO GAME DESIGNER, COMPUTER PROGRAMMER, SOFTWARE DEVELOPER, WEB DEVELOPER, COMPUTER SYSTEMS ANALYSTS, COMPUTER AND INFORMATION RESEARCHER, DATABASE ADMINISTRATOR

**COMPUTER SYSTEMS REPAIR TECHNOLOGY.....4 CREDITS**

Students acquire entry-level skills in many types of software including current operating systems, business productivity applications, programming, web design, and multimedia. Career opportunities in the IT industry are

explored. This program provides a solid foundation for certification and continued study in the computer sciences. The Computer Systems Repair Technology concentration validates foundation-level knowledge and skills necessary for a career in PC support. It is the starting point for a career. The CompTIA A+ and Network+ certifications are both international and vendor-neutral and prove competence in areas such as installation, preventative maintenance, networking, security and troubleshooting.

Certifications Available: Computer Repair (A+); Internet Certification (IC3); Microsoft Office (MOS)

EMPLOYMENT OPPORTUNITIES: COMPUTER SYSTEMS DESIGN AND RELATED SERVICES, SYSTEM ANALYST, TECHNICAL SUPPORT, SYSTEM TEST

**LAW & PUBLIC SAFETY.....4 CREDITS**

The Law and Public Safety program focuses on methods used by public safety leaders to protect a democratic society. The history and organization of the criminal justice system and issues relating to the administration and practice of law and public safety in a culturally diverse society are explored. Students will study various requirements for employability in the Public Safety field including ethics, teamwork, and professionalism. Students may participate in activities associated with Public Safety agencies (such as county and local law enforcement, county judicial offices, correctional facilities, training academies, social services, etc.) for hands-on or work-based experiences.

Certification Available: Certified Criminal Justice Professional- courses plus work exp., WV Department of Military Affairs & Public Safety (DMAPS)

EMPLOYMENT OPPORTUNITIES: POLICE OFFICER, CORRECTIONAL OFFICER, SECURITY GUARD, EMERGENCY MANAGEMENT, LEGAL OR COURT OFFICER, LAW OFFICE ASSISTANT

**POWER EQUIPMENT SYSTEMS.....4 CREDITS**

The Power Equipment Systems program provides basic power equipment fundamentals related to the areas of ATV, Motorcycle, and small engine systems. This course will explore and evaluate career opportunities and demonstrate knowledge of safety rules as it relates to power equipment. Basic principles of operation of Two and Four Cycle Engines will also be introduced.

Certification Available: Preparation for EETC (Equipment and Engine Training Counsel) and Small Engine Certification

EMPLOYMENT OPPORTUNITIES: SMALL ENGINE MECHANIC, MOTORCYCLE MECHANIC, ATV/ UTV MECHANIC

**THERAPEUTIC SERVICES (2 YEAR PROGRAM).....8 CREDITS**

Curriculum introduces students to health care systems and health careers with an emphasis in a specific field. Students will explore careers focused on changing the health status of the patient over time. Health professionals work directly with patients providing care, treatment, counseling and information. This program covers basic medical terminology, growth and development, nutrition, health maintenance practices and healthcare delivery systems. It provides the student with knowledge and technical skills required for infection control and the prevention of disease transmission, CPR, AED and First Aid.

Certification Available: WV Certified Nursing Assistant (CNA) CPR/ AED/ First Aid EMPLOYMENT

OPPORTUNITIES: CNA, DIRECT CARE WORKER, EMT/PARAMEDIC, HOME HEALTH AIDE, PRE-PHARMACY TECH, VETERINARY AIDE, HEALTH UNIT COORDINATOR, PHYSICAL THERAPY AIDE, FAMILY CAREGIVER, DENTAL AIDE, RADIOLOGY AIDE

**WELDING (2 YEAR PROGRAM) .....8 CREDITS**

Students will gain the skills necessary for the cutting and joining of metal. Topics covered include: Fundamentals of Welding, Thermal Cutting, Shielded Metal, Gas Metal Arc, Gas Tungsten, Blueprint Reading, Arc Welding, and MIG/TIG welding. Students will complete modules in Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and Introduction to Materials Handling. Students will then begin developing skill sets in the fundamentals of Welding such as Welding Safety; Oxyfuel Cutting; and Plasma Arc Cutting.

Certification Available: WV State Welding Certification (Multiple certifications) NCCER Training, OSHA 10hr Card.

EMPLOYMENT OPPORTUNITIES: WELDER, CUTTER, SOLDERER, BRAZER