

# **Logan County Schools**

## **PROGRAM OF STUDIES**

**Secondary  
Grades 9-12**

**Curriculum Course Guide**

**2014-2015**

## *Our Mission*

**The mission of Logan County Schools is to provide a high-quality, world class education that ensures success for every student through excellence in teaching and learning**

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*Some listed courses may not be available every year or at every school. Please consult the current course description booklet at the specific school for availability.*

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## CHOOSING COURSES / CREATING A SCHEDULE

The Pathway and Cluster you choose now should be based on your interests. Following are a few guidelines to help you make the decision that is right for you.

**PATHWAY:** There are two pathways 1. Professional (Non- CTE) 2. Skilled (CTE)

The **Professional Pathway** (Non-CTE) requires students to take courses that will prepare them to enter a four-year college following graduation. If you want to pursue a career which requires a four-year college degree or more, then this is the pathway you should chose. Students in the Professional (Non-CTE) must take 2 years of the same foreign language, a 4th science course. Electives should be aligned with the student's Cluster.

The **Skilled Pathway** (CTE) is intended for students who plan to enter the workforce immediately after graduation, or after attending a two-year community college. Students in the Skilled Pathway must complete four required courses in their chosen concentration.

**CLUSTER:** There sixteen Clusters. These are broad grouping of careers:

- Agriculture, Food and Natural Resources Cluster
- Architecture and Construction Cluster
- Arts, A/V Technology and Communications Cluster
- Business Management and Administration Cluster
- Education and Training Cluster
- Finance Cluster (No State Concentration at this time)
- Government and Public Administration Cluster
- Health Science Cluster
- Hospitality and Tourism Cluster
- Human Services Cluster
- Information Technology Cluster
- Law, Public Safety, Corrections and Security Cluster
- Manufacturing Cluster
- Marketing Cluster
- Science, Technology, Engineering and Mathematics Cluster
- Transportation, Distribution and Logistics Cluster

**CONCENTRATIONS:** Each Cluster is divided into areas of Concentrations. For instance, if you want to be a chief. You would choose the Human Service Cluster, Skilled (Career Technical) Pro Start Restaurant Management Concentration.

### ENGLISH 12 COLLEGE / CAREER READY

The college transition English course is designed to assist college bound students who meet the following criteria:

- Who are at Partial Mastery or the low end of Mastery

- Who score around 18-20 on the ACT (or equivalent on SAT)

- Who are identified by teachers or parents as needing support to be college and career ready by graduation.

Students will take the ACT Compass assessment at eh end of the course. If they score proficient, they may avoid taking a lower level, non-major English course upon entrance into West Virginia college or university. English 12 CR is approved by the NCCA.

### COLLEGE TRANSITION MATH FOR SENIORS

Students who meet the College Readiness Benchmark in math on EXPLORER Test (8<sup>th</sup> grade), PLAN Test (10<sup>th</sup> grade), and the Smarter Balance in their sophomore year or score 22 in math on the ACT may opt to take a higher level of math in lieu of the college transition math course. If students score proficient, they may avoid taking a lower level, non-major English course upon entrance to a West Virginia college or university.

## WVDE Policy 2510 Graduation Requirements

<b>English Language Arts</b>	<b>4 credits</b> English 9 English 10 English 11 English 12, English 12 CR or Transitional English <i>AP English Course may be substituted for any of the above.</i>
<b>Mathematics</b>	<b>4 credits</b> From the approved mathematics course sequences
<b>Science</b>	<b>3 credits</b> Physical Science Biology or Conceptual Biology or AP Biology
<b>Social Studies</b>	<b>4 credits</b> World Studies or an AP Social Studies Course US Studies or an AP Social Studies Course Contemporary Studies or an AP Social Studies Course Civics for the Next Generation or AP Government and Politics
<b>Physical Education</b>	<b>1 credit</b>
<b>Health</b>	<b>1 credit</b>
<b>The Arts</b>	<b>1 credit</b>

**Core Requirements (18 credits)**

**Personalized Education Plan (6 credits)**

POLICY 2510 can be found at <http://wvde.state.wv.us/policies>

## LOGAN COUTNY SCHOOLS GRADUATION REQUIREMENTS

PROFESSIONAL

SKILLED

<b>NON CAREER TECHNICAL</b>	Credits	<b>CAREER TECHNICAL</b>	Credits
<b>English</b> : 4 courses in sequence from the approved course list	4	<b>English</b> : 4 courses in sequence from the approved course list	4
<b>Mathematics</b> : 4 courses in sequence from the approved course list	4	<b>Mathematics</b> : 4 courses in sequence from the approved course list	4
<b>Social Studies</b> : 4 courses in sequence from the approved course list	4	<b>Social Studies</b> : 4 courses in sequence from the approved course list	4
<b>Science</b> : 4 courses in sequence from the approved course list	4	<b>Science</b> : Physical Science 9, Biology, and 3 <sup>rd</sup> Lab Science	3
<b>Physical Education</b>	1	<b>Physical Education</b>	1
<b>Health</b>	1	<b>Health</b>	1
<b>The Arts</b> : Art, Band, Chorus, Dance, Piano, and/or Theatre	1	<b>The Arts</b> : Art, Band, Chorus, Dance, Piano, and /or Theatre	1
<b>Foreign Language</b> (2 credits in one Language)	2		
<b>Electives</b> (1 AP course with corresponding examination recommended)	4	<b>Electives</b>	3
		Core in Major Concentration	4
<b>TOTAL</b>	<b>25</b>	<b>TOTAL</b>	<b>25</b>

### Testing and Work Based Learning

Ninth Grade

Strategic Compass, CFVW website

Tenth Grade

ACT PLAN/ ASPIRE

Eleventh Grade

ASVAB

Twelfth Grade

Senior Project & Interview

## ADVANCED PLACEMENT, HONORS, AND DUAL ENROLLMENT COURSES

**A note of caution:** *many students and parents fear that advanced classes will lower the student's GPA and therefore choose to select an easier course load. Let us explain how this hurts your child.*

1. Advanced classes better prepare your child for college success.
2. Advanced classes will help your child perform better on his/her college entry exams.
3. Better exam results can help earn the Promise Scholarship and other merit scholarships.
4. College admissions offices will not be fooled with a 4.00GPA if it doesn't include the rigorous classes that the high school has to offer. Most colleges and universities consider a rigorous curriculum very important in their admission process.

### What is the importance of a "rigorous curriculum?"

- ▮ Honors and Advanced Placement (AP) classes better prepare students for college by offering challenging, college level work.
- ▮ Students perform better on college entrance exams (SAT and/or ACT)
- ▮ Most college admission officers consider a rigorous high school curriculum a very important admissions factor when selecting in-coming students.

### What is Advanced Placement?

Advanced Placement gives high school students the opportunity to receive college credit in the high school upon passing the AP exam. AP and Honors courses are available in many areas; consult the program of study for a full listing. Some honors/AP courses may require summer assignments. All students in AP classes are required to take the AP exam at their own expense. For students/families that cannot afford the cost of the exam financial assistance may be available, please speak with your school counselor.

### Why take AP?

- ▮ AP classes better prepare students for college success. Studies indicate the students who take two or more AP courses have a significantly higher chance of graduating in 4 years.
- ▮ The curriculum helps the students develop better study habits to handle college-level work.
- ▮ AP classes can improve writing skills and problem solving techniques.
- ▮ AP courses will help to increase college entry exam scores. This is especially important when considering the Promise Scholarship.
- ▮ A passing grade of 3,4,or 5 can earn college credits. Each college or university determines AP eligibility.
- ▮ Successful AP exam results can earn college credit, therefore, saving money.

## **PERSONALIZED EDUCATION PLAN (PEP)**

Beginning in the 8th grade, students will begin the PEP and choose a career cluster. During the 9th grade and each subsequent year, each student reviews and updates his or her PEP in collaboration with the school counselor, teachers, advisors, and parent and/or guardian. Review of the PEP will include academic offerings, career plans, and review of various interests, learning styles, career and academic assessments.

During the 10th grade year, the second phase of the PEP is developed. Students identify course selections for grades 10-12 and postgraduate plans for the first year after high school.

Students may amend his or her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on availability of courses. Each year when the PEP is reviewed the student, the parent and/or guardian will sign and receive a copy of the PEP.

## **EXPERIENTIAL LEARNING**

In accordance with Policy 2510 all Logan County students in grades 9-12 must participate in experiential learning before completion of the 12th grade. Experiential Learning requirements will undergo revision prior to the 2014-15 school year. These changes are expectations will be communicated once Policy 2510 is approved and the district updates requirements accordingly.

## **West Virginia PROMISE Scholarship Program**

The goals of the PROMISE Scholarship program are threefold; to increase the rate of college attendance, reward and encourage academic achievement, and to keep our best and brightest students here in West Virginia. PROMISE is designed to make college more accessible and affordable in West Virginia, thereby increasing the college-going rate of West Virginia students. The PROMISE Scholarship program will also provide an incentive to our high school graduates to pursue post-graduate opportunities here in our state. Eligible students will receive a tuition scholarship to a public college (including community and technical colleges) or universities, or an equivalent dollar scholarship to a private college or university in West Virginia. Eligibility requirements and additional information are available at the following website: [www.cfvv.com](http://www.cfvv.com)

### OVERVIEW OF COURSES AVAILABLE:

- ▣ Core Requirements
- ▣ Foreign Language
- ▣ Advanced Placement (AP) Courses
- ▣ Additional Electives

### LOGAN COUNTY SCHOOLS ELIGIBILITY REQUIREMENTS\*

- ▣ A required course is not offered in-person
- ▣ A required course is offered in-person, but an unavoidable scheduling conflict exists;
- ▣ An AP course/other Elective course is not offered in person' the student must have a recommendation from core teacher and principal approval.

### FORMS

- ▣ Student Enrollment Form: used to request/enroll students in a virtual course.
- ▣ Target Completion Rate Form: used to detail progress rate for each course.
- ▣ Request to Drop Course Form: used to request to drop a virtual course.

### VIRTUAL SCHOOL ROLES

- ▣ Counselors– ensure completion of Students Enrollment Form, register students, communicate with WV Virtual Contacts as needed when enrolling/making courses selections;
- ▣ Proctors– oversee student progress throughout each course, communicate with the Virtual Instructor, special education (when IEP/504), students, and parents as appropriate;
- ▣ Media Specialist/ALC Teacher–oversee student progress throughout each course, communicate with other proctors, special education (when IEP/504), Virtual Contracts, Counselors, Principal, students, and parents to ensure student progress and appropriate notification;
- ▣ Principal: approves student enrollment/registration in course, ensure the above takes place, follows up when needed, and takes part in communication with all involved for success.

### DROPPING COURSES:

- ▣ Student will use the Request to Drop Course Form;
- ▣ Logan County School will adhere to the “drop date” for each individual course/provider, most providers allow a trial period, ranging from 14-28 days;
- ▣ Please check with providers relating to guidelines on dropping online courses;
- ▣ Students will be notified of “drop date” upon enrollment on the Students Enrollment Form;
- ▣ Dropping prior to the “drop date” will be transcribed as *Withdrew No Grade WNG*

### EARLY COMPLETION OF COURSEWORK:

In the event a student successfully completes coursework prior to semester/year end, options will be available and based on: course completion date/time remaining in semester, individual student information, and academic standing.

These options will include:

- ▣ Enrolling in an elective course at the school;
- ▣ Enrolling in another virtual course;
- ▣ Student internship
- ▣ Other options as approved by the school counselors and principal

### VIRTUAL COURSE CATALOG

The WV Virtual School Course Catalog can be found at: <http://virtualschool.k12.wv.us/vschool/courses/coursecatalog.cfm>  
Course Descriptions are available for each course, simply click the course name.

## STUDENTS INTERESTED IN PARTICIPATING IN ATHLETICS AT THE COLLEGE LEVEL (NCAA)

The NCAA determines a college student-athlete's eligibility. It is the student's and the parents/ guardian's responsibility to check with the National College Athletic Association (NCAA) and their post-graduate institution before completing or adjusting the student's schedule. If a student-athlete wishes to participate in collegiate sports, the student and parent are advised to meet with the school counselor. Information, regarding NCAA including, which courses offered by Logan County are currently accepted as core courses, can be found at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

All students interested in participating in sports at the collegiate level must register with the NCAA Clearinghouse. See your guidance counselor for detail information and registration materials or visit: [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) on the web.

### ENGLISH

English 9	English 9 Honors	
English 10	English 10 Honors	
English 11	English 11 Honors	
English 12	AP English Language	English 101 / English 102

### SOCIAL STUDIES

World History		
US History	US History Honors	AP US History
Civics		
AP Government		

### MATH

Math I	Math I Lab	
Math II	Math II Lab	Math II Honors
Math III	Math III Lab	
Math III STEM (Science, Technology, Engineering and Mathematical)		
Math III TR (Technical Readiness)		
Math III LA (Liberal Arts)		
College Transition Math		
AP Calculus		
Trig/Pre-Cal		

### SCIENCE

Science 9	
Biology	Biology Honors
Advanced Chemistry	Conceptual Chemistry
Physics	
Anatomy	
Environmental Earth Science	
Animal Science (Virtual School)	
Agricultural Science (Virtual School)	

## DEFINITIONS

1. **Career Cluster** - A category used to identify occupations in a similar area or industry. The US Department of Education's Career Clusters are organized into 16 broad categories that represent career opportunities for the 21st century economy. Career Clusters identify the knowledge and skills needed to follow a pathway toward career goals and provide content for exploring the many occupational options available. Logan County Schools have identified 16 national career clusters. Students will choose an occupational cluster that they are interested in on their Personalized Educational Plan (PEP). A student can change their Cluster at the end of any semester.
2. **Career Pathway** - A career pathway divides the occupational cluster into more specific divisions. Each of the sixteen (16) clusters is broken into three or more pathways. Logan County has identified career pathways against which to align school curriculum. These pathways provide students' a framework for developing the second part of their educational plan. Students will choose a career pathway on their Personal Educational Plan (PEP). A student can change at the end of any semester.
3. **Concentration** - Concentration Classes are four (4) classes that a student takes based upon their selected Career Pathway. Each pathway has its own set of four core classes in their chosen pathway as a requirement for graduation.
4. **Basic Core Classes** - Basic Core Classes are classes that all students are required to complete successfully as a part of the graduation requirements. There are 18 to 20 classes depending upon the degree level chosen by the student. The specific classes are listed for each degree level.
5. **Personalized Educational Plan (PEP)** - A plan developed to guide students and their parents and/or guardian 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.
6. **Experiential Learning** – Experiential Learning is structured quality work-based, service-based, community-based, and/or research-based learning experiences. These experiences require students to integrate knowledge and skills from academic, career-technical education, and/or the arts, and demonstrate the personal qualities, skills, knowledge and understanding they need to be leaders in the 21st Century. (SB2510)
7. **Work-Based Learning** - Work-based learning is a sub-category of Experiential Learning. Work-based learning activities assist students to gain an awareness of the workplace, develop an appreciation of the relevance of academic subject matter to workplace performance, and allow students to gain valuable work experience and skills while exploring career interests and abilities. The opportunities in work-based learning in Logan County range from job shadowing to internships to registered youth apprenticeship program. For additional information refer to the Logan County Work-Based Learning Procedural Handbook.
8. **E.D.G.E.** - Earn a Degree, Graduate Early– A West Virginia Higher Education Tech Prep program that allows students to take high school courses for community college credit. The courses are connected to CTE pathway in the Cluster and major. All courses at the Career and Technical Center are E.D.G.E. courses.

## **Ralph R. Willis Career and Technical Center Programs**

Career Technical Education (CTE) programs are changing, evolving and innovating to better serve West Virginia's needs by preparing students to help drive our success and vitality. Further, CTE is creating an educational environment that integrates core academics with real-world relevance.

These programs offered at Ralph R. Willis Career and Technical Center are:

### **Agriculture, Food & Natural Resources**

Turf and Landscape System

### **Architecture & Construction**

Carpentry

Electrical Technician

HVAC Technician

### **Arts, A/V Technology & Communication**

Graphic Communication

### **Health Sciences**

Therapeutic Services

### **Hospitality & Tourism**

Pro-Start Restaurant Management

### **Information Technology**

Computer Systems Repair

### **Manufacturing**

Industrial Equipment Maintenance

Machine Tool Technology

Welding Technology

### **Transportation, Distribution & Logistics**

Automotive Technology

Collision Repair Technology

## **CLUSTER:           Agriculture, Food and Natural Resources**

### **PATHWAY Skilled: Plant Systems**

**CONCENTRATION:**   AG0214 Turf and Landscape Systems

**Core Courses:** 0212 Horticulture

0214 Greenhouse Production and Management

0215 Landscape Design and Installation

0217 Turf Management

### **Concentration Description:**

The Turf and Landscape Systems concentration focuses on entrepreneurial and technical skills and careers in the areas of the turf and landscape industry. The concentration is available for horticulture industry certified instructors to teach a more in depth curriculum in turf and landscape.

### **Course Descriptions:**

#### **0212 Horticulture**

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, leadership development and entrepreneurial skills. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction.

#### **0214 Greenhouse Production and Management**

This specialization course covers instruction that expands the scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems light effects, career planning, leadership development and entrepreneurial skills. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction.

#### **0215 Landscape Design and Installation**

This specialization course covers instruction that provides real-world and hands-on experiences in the landscape industry. Topics include landscape design and installation and landscape maintenance. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction.

#### **0217 Turf Management**

This specialization course covers instruction that provides real-world and hands-on experiences in the turf grass industry. Topics include turf grass design and installation and turf grass maintenance. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction.

# **CLUSTER: Architecture and Construction**

## **PATHWAY Skilled: Construction**

### **CONCENTRATION: AR1820 Carpentry**

**Core Courses:** 1842 Carpentry I  
1843 Carpentry II  
1844 Carpentry III  
1845 Carpentry IV

**Elective Courses:** 1820 Application in Commercial Construction  
1822 Blue Print Reading for Construction  
1829 Masonry and Plumbing

#### **Concentration Description:**

The Carpentry concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the carpentry industry. Learners will be exposed to a broad range of construction careers and foundation knowledge including basic safety; plan reading; use of tools and equipment; basic rigging; and how to employ positive work ethics in their careers. Students will have the opportunity to earn NCCER certification for each skill set mastered.

#### **Course Descriptions:**

##### **1842 Carpentry I**

This course introduces the student to the knowledge base and technical skills of the carpentry industry. Carpentry I begins with the NCCER Core curriculum which is a prerequisite to all Level I completions. 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. Students will then begin developing skill sets related to the fundamentals of Carpentry such as Orientation to the Trade; Building Materials, Fasteners, and Adhesives; and Hand and Power Tools. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

##### **1843 Carpentry II**

Carpentry II will continue to build student skill sets in areas such as Reading Plans and Elevations; Floor Systems, Wall and Ceiling Framing; Roof Framing; Introduction to Concrete, Reinforcing Materials, and Forms; Windows and Exterior Doors; Basic Stair Layout. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

##### **1844 Carpentry III**

Carpentry III will continue to build student skill sets in areas of Commercial Drawings; Roofing Applications; Thermal and Moisture Protection; and Exterior Finishing. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

##### **1845 Carpentry IV**

Finishing; Doors and Door Hardware; Suspended Ceilings; Window, Door, Floor, and Ceiling Trim; Cabinet Installation; and Cabinet Fabrication. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1820 Applications in Commercial Construction**

This course introduces the student to the knowledge base and technical skills for concepts in the building construction concentration. Areas of study include site layout and preparation, form construction, steel framing, suspended ceilings and floor coverings. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to commercial construction.

### **1822 Blueprint Reading For Construction**

This course introduces the student to the knowledge base and technical skills for concepts in the Building Construction Concentration. Areas of study include identifying various blueprints, terms, symbols, components, dimensions, classifications and construction task objectives. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to construction blueprints.

### **1829 Masonry and Plumbing**

This course introduces the student to the knowledge base and technical skills for concepts in the Building Construction Concentration. Areas of study include estimation, masonry materials, rough in plumbing systems and installation of finish plumbing. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to masonry and plumbing.

**CLUSTER: Hospitality and Tourism**  
**Pathway: Restaurants and Food/Beverage Services**

**Pathway Description:**

The restaurants and food and beverage services pathway includes workers who perform a variety of tasks to maintain operations and promote guest services in eating and drinking establishments. These operations may be in the business or nonprofit sectors.

**Concentration:** HO1010 ProStart Restaurant Management

**Courses:** 1013 Restaurant and Culinary Foundations                      1016 Food Service Management  
                  1014 Restaurant Management Essentials                      1017 Culinary Nutrition and the Menu  
                  1019 Advanced Principles in Food Production    1018 Bake Pastry  
                  1020 The Restaurant Professional

**Concentration Description:**

The ProStart Restaurant Management concentration focuses on the skills needed for a successful employment in a restaurant environment, but has applicability for students interested in culinary nutrition, dietary services, and child nutrition services. ProStart curriculum integrates performance-based learning with academics, entrepreneurship, and technology skills to prepare students for successful employment in the 21st Century. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, Skills USA or FCCLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

**Course Descriptions:**

**1013 Restaurant and Culinary Foundations**

This course focuses on the basic preparation and service of safe food, basic introduction to industry safety standards, basic introduction to restaurant equipment, kitchen essentials in knife skills, stocks and sauces, and communication concepts in the restaurant industry. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, Skills USA or FCCLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

**1014 Restaurant Management Essentials**

This course is designed to focus management essentials in the restaurant industry, guest service, food production, and career exploration and pursuit. Students are encouraged to become active members of the student organization, Skills USA or FCCLA, a national student organization. Skills USA or FCCLA is an integral component of the program and provides curricular opportunities that enhance student achievement. Teachers should utilize relevant Skills or FCCLA activities to support experiential learning. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course 19 concepts. Teachers should provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

**1019 Advanced Principles in Food Production**

This course is designed to examine advanced food production, nutrition, and cost control. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, Skills USA or FCCLA.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

### **1020 The Restaurant Professional**

This course is designed to provide content related global cuisine, sustainability, desserts and baked goods, and marketing. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, Skills USA or FCCLA. All West Virginia teachers are

### **1016 Food Service Management Practices**

Management roles and financial responsibilities, staff supervision and training, marketing and advertising, menu planning, food safety, sanitation, labor rules and regulations, and HACCP planning are incorporated in the coursework. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization FCCLA or Skills USA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

### **1016 Food Service Management Practices**

Management roles and financial responsibilities, staff supervision and training, marketing and advertising, menu planning, food safety, sanitation, labor rules and regulations, and HACCP planning are incorporated in the coursework. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization FCCLA or Skills USA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

### **1017 Culinary Nutrition and the Menu**

Nutrition basics and the guidelines used for foodservice meal planning are covered in Culinary Nutrition and the Menu. Dietary guidelines and special dietary needs will be used in modifying menu choices. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization FCCLA or Skills USA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets. This course is an elective designed for the ProStart Restaurant Management program of study.

### **1018 Baking and Pastry Applications**

Baking and Pastry is an elective course which focuses on weights, measures, and general baking, classifications, handling and storage of ingredients, safety and handling, yeast raised dough products, cakes, cookies, batters, breads, biscuits, muffins, pies, and special dessert preparation. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization FCCLA or Skills USA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets. This course is an elective designed for the ProStart Restaurant Management program of study. responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

**Cluster: Architecture and Construction****Pathway Skilled: Construction****Concentration: AR 1760 Electrical Technician****Pathway Description:**

Employees in construction AR1760 Electrical Technician literally build our future! These are the people who build and remodel houses, apartments, industrial buildings, warehouses, office buildings, churches, schools and recreational facilities. This pathway also includes the builders of highways, streets, bridges, tunnels and airports as well as power plants, chemical plants, refineries and mills.

**Concentration: AR 1760 Electrical Technician****Core Courses:** 1756 Electrical Trades I  
1757 Electrical Trades II  
1758 Electrical Trades III  
1759 Electrical Trades IV**Elective Courses:** 1762 Blueprint Reading For Electricians  
1766 Integrated Electrical Lab  
1771 Rotating Devices and Control Circuitry**Concentration Description:**

The Electrical Technician concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the Electrical Trades industry. Students will have the opportunity to earn NCCER certification for each skill set mastered and be exposed to skills to develop positive work ethics.

**Course Descriptions:****1756 Electrical Trades I**

This course introduces the student to the knowledge base and technical skills of the Electrical Trades industry. Electrical Trades I begin with the NCCER Core curriculum which is a prerequisite to all Level I completions. 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. Students will then begin developing skill sets related to the fundamentals of Electricity such as Orientation to the Electrical Trade; and Electrical Safety. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

**1757 Electrical Trades II**

Electrical Trades II will continue to build student skill sets in areas such as Introduction to Electrical Circuits; Electrical Theory; Introduction to the National Electrical Code ®; Device Boxes; Hand Bending; Raceways and Fittings; Conductors and Cables; Basic Electrical Construction Drawings; Residential Electrical Services; and Electrical Test Equipment. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

**1758 Electrical Trades III**

Electrical Trades III will continue to build student skill sets in areas of Alternating Current; Motors: Theory and Application; Electric Lighting; and Conduit Bending. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1759 Electrical Trades IV**

Electrical Trades IV will continue to build student skill sets in areas of Pull and Junction Boxes; Conductor Installations; Cable Tray; Conductor Terminations and Splices; Grounding and Bonding; Circuit Breakers and Fuses; and Control Systems and Fundamental Concepts. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1762 Blueprint Reading For Electricians**

This course introduces the student to the knowledge base and technical skills regarding Blueprint Reading for Electricians. Areas of study include building plans and specifications and blueprint and schematic reading. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts.

### **1766 Integrated Electrical Lab**

This course introduces the student to the knowledge base and technical skills for concepts in the Integrated Electrical Lab. Areas of study include electrical installation project, rough-in procedure, test and check circuits and termination and trim-out. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to course concepts.

### **1771 Rotating Devices and Control Circuitry**

This course introduces the student to the knowledge base and technical skills for concepts in the Rotating Devices and Control Circuitry. Areas of study include control circuitry and motor controls. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to course concepts.



objectives.

### **1755 HVAC IV**

HVAC IV will continue to build student skill sets in areas of Troubleshooting Gas Heating; Troubleshooting Cooling; Heat Pumps; Basic Installation and Maintenance Practices; Sheet Metal Duct Systems; and Fiberglass and Flexible Duct Systems. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1602 Air Conditioning Applications**

This course introduces the student to the knowledge base and technical skills for concepts in Air Conditioning Applications. Areas of study include mathematical concepts, technical writing skills, technical reading comprehension, career opportunities, personal and equipment safety, fabrication operations and basic compression refrigeration. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts and teachers should provide each student with real world learning opportunities and instruction related to air conditioning occupations.

### **1607 Heating Systems**

This course introduces the student to the knowledge base and technical skills for concepts in Heating Systems. Areas of study include mathematical concepts, technical writing skills, technical reading comprehension, career opportunities and personal and equipment safety. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction.

### **1608 Commercial Air Conditioning**

This course introduces the student to the knowledge base and technical skills for all courses in the Commercial Air Conditioning concentration. Areas of study include mathematical concepts, technical writing skills, technical reading comprehension, career opportunities, personal and equipment safety, fabrication operations and compression refrigeration. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to air conditioning occupations.

## **Cluster: Arts, A/V Technology and Communications**

### **Pathway: Printing Technology**

#### **Pathway Description:**

The Printing Technology Pathway focuses on preparing students with the skills necessary to succeed in a printing technology field of work.

**Concentration:** AV1830 Graphic Communications

**Core Courses:** 1835 Fund of Graphic Comm.  
1833 Electronic Imaging  
1839 Image Assembly and Platemaking  
1841 Offset Press and Bindery

**Elective Courses:** 1832 Color Processing  
1834 Digital Prepress  
1837 Applications in Graphic Communication

#### **Concentration Description:**

The Graphic Communications concentration focuses on careers in general commercial printing, quick printing, digital imaging, magazine, newspaper and book printing, financial and legal printing, screen printing, thermography, business forms printing, label and tap printing, packaging, greeting cards, prepress technician, and trade and finishing services.

#### **Course Descriptions:**

##### **1835 Fundamentals of Graphic Communication**

This course introduces the student to the knowledge base and technical skills for all courses in the Graphic Communications concentration. Areas of study include fundamentals of graphic communications, environmental health and safety, equipment and materials, legal and ethical issues, design elements and principles, job planning and production, and measurement and math. Emphasis will be placed on personal and professional ethics and students will explore a variety of career opportunities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to occupations in graphic communications. Safety instruction is integrated into all activities. Students are encouraged to become active members of Skills USA for additional co-curricular opportunities that enhance student achievement, develop student leadership, and support experiential learning. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> 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.

##### **1833 Electronic Imaging**

This course will introduce students to digital image manipulation and desktop publishing. Areas of study include digital file preparation and output, typography, proofreading, page layout, and digital image creation and capture. Students will demonstrate knowledge and technical expertise in basic typesetting, image designs, proofreading, and computer scanning operations. Students will utilize problem-solving techniques, participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to occupations in graphic communications. Safety instruction is integrated into all activities. Students are encouraged to become active members of Skills USA for additional Co-curricular opportunities that enhance student achievement, develop student leadership, and support experiential learning. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> 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.

### **1839 Image Assembly and Platemaking**

This course will introduce students to the fundamentals of image assembly and platemaking. Areas of study include image assembly and platemaking, film masking and assembly, and offset platemaking. Students will demonstrate knowledge and technical expertise in film masking,

**CLUSTER:** Health Science  
**PATHWAY Skilled:** Therapeutic Services Skilled  
**Concentration:** HE0723 Therapeutic Services (Direct Care Worker)

**Core Courses:** 0711 Foundations of Health Science  
0715 Advanced Principles of Health Science  
0789 Clinical Specialty I-Direct Care Worker  
0790 Clinical Specialty II –Direct Care Worker

**Electives:** 0716 Body Structures and Functions  
0721 Medical Terminology  
0730 Health Science Clinical Experience

**Concentration Description:**

The Therapeutic Services Concentration allows the student to explore careers focused primarily on changing the health status of the patient over time. Health professionals in this concentration work directly with patients; they may provide care, treatment, counseling and health education information.

**Course Descriptions:**

**0711 Foundations of Health Science**

This course is designed to allow instructional content to focus on basic medical terminology, growth and development, nutrition, health maintenance practices and healthcare delivery systems. It is designed to provide the student with knowledge and technical skills required for infection control and the prevention of disease transmission, CPR and First Aid. Students will be provided with the opportunity to acquire certification in these areas. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and Content skill sets.

**0715 Advanced Principles of Health Science**

Instructional content will focus on healthcare safety, environmental safety processes and procedures, ethical and legal responsibilities and mathematical computations. Medical terminology and the reinforcement, expansion and enhancement of biology content specific to diseases and disorders are an integral part of the course. Instruction will incorporate project and problem based healthcare practices and procedures to demonstrate the importance of these skills. Students will develop basic technical skills required for all health career specialties including patient privacy, communication, teamwork and occupational safety and be provided with opportunities to obtain certifications in HIPPA/Data Privacy and health care safety. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and Content skill sets.

**0789 Clinical Specialty I**

Direct Care Worker-Upon successful completion of the prerequisite courses in the Health Science Education concentration, students will be provided the opportunity in Clinical Specialty I to participate in a work-based clinical experience. Students choose a health career specialty for in-depth study and must complete a minimum of 25-55 hours in an applicable clinical rotation. Instruction is guided by career-specific Content skill sets that must be mastered before students are eligible to attain established credentials and/or industry validation. Within this course, students focus upon employability skills and career development, and apply healthcare information technology and technical skills. Instruction will incorporate project and problem-based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active

members of the student organization, HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and Content skill sets.

**\*0730 Health Science Clinical Experience may be scheduled with 0789 (Clinical Specialty I) to create a 2-credit block.**

### **0790 Clinical Specialty II**

This course is designed to allow the student to choose a career work-based for Direct Care Worker. Upon successful completion of the prerequisite courses in the Health Science Education concentration, students will be provided the opportunity in Clinical Specialty II to participate in a work-based clinical experience. Students choose a health career specialty for in-depth study and must complete a minimum of 25-55 hours in an applicable clinical rotation. Instruction is guided by career-specific Content skill sets that must be mastered before students are eligible to attain established credentials and/or industry validation. Within this course, students focus upon employability skills and career development, and apply healthcare information technology and technical skills. Instruction will incorporate project and problem-based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

**\*0730 Health Science Clinical Experience may be scheduled with 0790 (Clinical Specialty II) to create a 2-credit block.**

### **0721 Medical Terminology**

Through the study of medical terminology, the student will be introduced to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the human body utilizing a systems approach. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization HOSA -Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

### **0730 Health Science Clinical Experience**

This course is designed to be used in conjunction with a Health Science Education course that includes a clinical specialization experience. Instructional content focuses on extending career preparation and technical skills associated with a previously selected clinical specialization. *For example, Health Science Clinical Experience Skill Sets may be taught in conjunction with Clinical Specialty 1 (0789) or Clinical Specialty II (0790), PTCB Applications (0772), and Dental Assisting Clinical Mentoring (0745).* Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization HOSA-Future Health Professionals. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

## **CLUSTER: Information Technology**

**Pathway: Network System**

**Concentration:** IT1680 Computer Systems Repair Technology

**Courses:** 1705 Fundamentals of Computer Systems      1695 Server Essentials  
1664 A+ Essentials      1709 Technical Computer Application  
1665 A+ Practical Applications      1711 Web Development and Support  
1694 Networking Essentials

### **Concentration Description:**

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.

### **Course Descriptions:**

#### **1705 Fundamentals of Computer Systems**

This course introduces the student to the knowledge and technical skills for all courses in the Computer Systems Repair Technology pathway. Areas of study include computer hardware, data representation, operating system, utility, productivity software, communications and networks and the Internet. Emphasis will be placed on personal and professional ethics and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

#### **1664 A+ Essentials**

This courses introduces the knowledge required to understand the fundamentals of computer technology, networking and security, and will have the skills required to identify hardware, peripheral, networking and security components. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

#### **1665 A+ Practical Applications**

This course introduces the competencies for an entry-level IT professional who has hands-on experience in the lab or the field. Successful candidates will have the skills required to install, configure, upgrade and maintain PC workstations, the Windows OS and SOHO networks. The successful candidate will utilize troubleshooting techniques and tools to effectively and efficiently resolve PC, OS and network connectivity issues and implement security practices. Job titles in some organizations which are descriptive of the role of this individual may be: Enterprise technician, IT administrator, field service technician, PC or Support technician, etc. Ideally, the CompTIA A+ Practical Application candidate has already passed the CompTIA A+ Essentials examination. Content Skill Sets are based on testing objectives for the CompTIA A+ Practical Applications certification. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

### **1694 Networking Essentials**

This course introduces the student to the knowledge base and technical skills related to networking. Areas of study include media and topologies, protocols and standards, network implementation and network support. Content Skill Sets are based on testing objectives for the CompTIA Network+ certification. Emphasis will be placed on personal and professional ethics and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets.

### **1709 Technical Computer Applications**

This course introduces the student to a variety of applications used for Workplace Productivity. Areas of study include file management and individual applications including word processing, spreadsheet, database management, presentations and personal information management. Students will demonstrate knowledge and technical expertise in the efficient use of software and application integration. Students will explore a variety of career and certification opportunities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to occupations in information technology. Safety instruction is integrated into all activities.

### **1711 Web Development and Support**

This course introduces the student to the knowledge base and technical skills required for web site development and maintenance. Areas of study include an introduction to the World Wide Web, site planning, page creation, typography and color, advanced coding, publishing, and site support. Emphasis will be placed on personal and professional ethics, and students will explore a variety of certification and career opportunities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to occupations in information technology. Safety instruction is integrated into all activities.

### **1695 Server Essentials**

This course introduces the student to the knowledge base and technical skills related to working with network servers. Areas of study include server hardware, server installation, server configuration, server upgrade, proactive maintenance, security and environmental issues, troubleshooting, and disaster recovery. Emphasis will be placed on personal and professional ethics and students will explore a variety of career opportunities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to occupations in computer repair and networking. Safety instruction is integrated into all activities.

**Cluster: Manufacturing**

**Pathway (Skilled): Production**

**Concentration: MA1870 Industrial Equipment Maintenance**

**Core Courses:** 1871 Electrical Maintenance

1873 Fundamentals of Industrial Equipment Maintenance

1875 Hydraulic and Pneumatic Systems

1985 Fundamentals of Welding Technology

**Electives:** 1765 Industrial and Commercial Wiring

1771 Rotating Devices and Control I Circuitry

1903 Fundamentals of Machine Tool Technology

### **Concentration Description:**

The Industrial Equipment Maintenance concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the Industrial Equipment Maintenance industry. Students will have the opportunity to be to develop positive work ethic skills.

### **Course Descriptions:**

#### **1871 Electrical Maintenance**

This course introduces the student to the knowledge base and technical skills for entry level skills in industrial Electrical Maintenance. Areas of study include basic electrical theory and calculations, electrical tools, instruments and safety, electrical symbols and diagrams, industrial power and control circuits, electrical equipment and devices, electrical motors, and an introduction to programmable logic controllers, as applied in industrial locations. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

#### **1873 Fundamentals of Industrial Equipment Maintenance**

This course introduces the student to the knowledge base and technical skills for entry level skills in Industrial Maintenance. Areas of study include workplace safety, measurement and calculation, tools, fasteners, lubrication and bearings, mechanical and belt drives, and mechanical alignment and vibration. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1875 Hydraulic and Pneumatic Systems**

This course introduces the student to the knowledge base and technical skills related to industrial Hydraulic and Pneumatic Systems. Areas of study include hydraulic principles, practical application of hydraulic systems, pneumatic principles, and practical application of pneumatic systems. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1985 Fundamentals of Welding Technology**

This course introduces the student to the knowledge base and technical skills for all courses in Welding Technology. Areas of study include career opportunities in welding, welding terms and processes, oxyfuel cutting, lab, and equipment safety. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1765 Industrial and Commercial Wiring**

This course introduces the student to the knowledge base and technical skills for Industrial and Commercial Wiring. Areas of study include conduit and raceways and commercial load calculations and configurations. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts and teachers should provide each student with real world learning opportunities and instruction related to course concepts.

### **1771 Rotating Devices and Control Circuitry**

This course introduces the student to the knowledge base and technical skills for concepts in the Rotating Devices and Control Circuitry. Areas of study include control circuitry and motor controls. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to course concepts.

### **1903 Fundamentals of Machine Tool Technology**

This course introduces the student to the knowledge base and technical skills for all courses in the Machine Tool Technology concentration. Areas of study include career exploration, measuring skills and techniques, interpreting blueprints, basic hand tools, filing and grinding, basic band saw, basic drill press, basic metal lathe, and basic milling machine operations and procedures. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to Machine Tool Technology.

## **CLUSTER: Manufacturing**

### **PATHWAY Skilled: Production**

**Concentration:** MA1900 Machine Tool Technology

**Core Courses:** 1903 Fundamentals of Machine Tool Technology  
1905 Fundamentals of Machine Processes  
1907 Machine Tool Operations  
1909 Metal Trades Processes and Applications

**Electives:** 1902 Machine Tool Technology  
1904 Integrated Machine Processes  
1908 CNC Machining

#### **Concentration Description:**

The Machine Tool Technology concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the Machine Tool Technology industry. Students will have the opportunity to earn NIMS certifications that are applicable to the trade.

#### **Course Descriptions:**

##### **1903 Fundamentals of Machine Tool Technology**

This course introduces the student to the knowledge base and technical skills of the Machine Tool Technology industry. In the Fundamentals of Machine Tool Technology class areas of study include hydraulic principles, practical application of hydraulic systems, pneumatic principles, and practical application of pneumatic systems. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

##### **1905 Fundamentals of Machine Processes**

Fundamentals of Machine Processes will continue to build student skills in areas such as intermediate hand tools, power tools, measuring tools, vertical band saw, surface grinding, metal lathe operations, and milling machine operations. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

##### **1907 Machine Tool Operations**

This course introduces the student to the knowledge base and technical skills for concepts in Machine Tool Operations. Areas of study include grinding techniques, lathe operations, milling operations, and CNC machining. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

##### **1909 Metal Trades Processes and Applications**

Metal Trades Processes and Applications will continue to build student skills in areas of power saw operations, metal lathe operations, milling machine operations, and CNC machining operations. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should

provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1902 Machine Tool Technology**

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Machine Tool Technology concentration. Incorporated into this course are elements of advanced measuring, drill press, metal lathe, and milling machine operations skills necessary for a career in machine tool technology. This course is recommended as an Elective in Machine Tool Technology.

### **1904 Integrated Machine Processes**

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Machine Tool Technology concentration. Incorporated into this course are elements of measuring, metal lathe, and milling operations necessary for a career in machine tool technology. This course is recommended as an Elective in Machine Tool Technology.

### **1908 CNC Machining**

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Machine Tool Technology concentration. Incorporated into this course are elements of advanced machining operations and program creation skills necessary for a career in machine tool technology. This course is recommended as an Elective in Machine Tool Technology.

**CLUSTER: Manufacturing**  
**PATHWAY Skilled: Production**

**Concentration:** MA1980 Welding

**Core Courses:** 1862 Welding I  
1863 Welding II  
1864 Welding III  
1865 Welding IV

**Electives:** 1983 Blueprint Reading and Metallurgy  
1987 Gas Metal Arc Welding  
1989 Gas Tungsten Arch Welding

**Concentration Description:**

The Welding concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the Welding industry. Students will have the opportunity to earn both NCCER certification and the WV Welding Certification for each skill set mastered and be exposed to skills to develop positive work ethics.

**Course Descriptions:**

**1862 Welding I**

This course is designed to introduce the student to the knowledge base and technical skills of the Welding industry. Welding I begins with the NCCER Core curriculum which is a prerequisite to all Level I completions. 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. Students will then begin developing skill sets in the fundamentals of Welding such as Welding Safety; Oxyfuel Cutting; and Plasma Arc Cutting. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

**1863 Welding II**

Welding II will continue to build student skill sets in areas of Air Carbon Arc Cutting and Gouging; Base Metal Preparation; Weld Quality; SMAW-Equipment and Setup; Shielded Metal Arc Electrodes; SMAW-Beads and Fillet Welds; Joint Fit Up and Alignment; SMAW-Groove Welds with Backing; and SMAW-Open V-Groove Welds. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

**1864 Welding III**

Welding III will continue to build student skill sets in areas of Welding Symbols; Reading Welding Detail Drawings; Physical Characteristics and Mechanical Properties of Metals; Preheating and Postheating of Metals; GMAW and FCAW-Equipment and Filler Metals; and GMAW and FCAW-Plate. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1865 Welding IV**

Welding IV will continue to build student skill sets in areas of GTAW-Equipment and Filler Metals; and GTAW-Plate. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1983 Blueprint Reading and Metallurgy**

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Education Welding concentration. Areas of study include drawing fundamentals, sketching and fabricating, basic welding symbols, and properties of metals and alloys. This course is recommended as an Elective in the Welding concentration.

### **1987 Gas Metal Arc Welding**

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Welding concentration. Incorporated into this course are elements of introductory knowledge and skills necessary for a career in welding. This course is recommended as an Elective in Metals Technology and Welding.

### **1989 Gas Tungsten Arc Welding**

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Welding concentration. Incorporated into this course are elements of introductory knowledge and skills necessary for a career in welding. This course is recommended as an Elective in Metals Technology and Welding.

## **CLUSTER:            Transportation, Distribution and Logistics**

### **PATHWAY Skilled : Facility and Mobile Equipment Maintenance**

**\*\*Concentration:**        TR1620 Automotive Technology

#### **Cluster Description:**

The Transportation, Distribution and Logistics Cluster focuses on careers in the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

#### **Pathway Description:**

Careers in the Facility and Mobile Equipment Maintenance pathway include the maintenance, repair, and servicing of vehicles and transportation facilities, as well as the refueling of mobile equipment. All transportation relies on equipment which must function as designed, whenever needed. The people in this pathway keep the equipment and machinery running while looking for more efficient, safe, and cost-effective ways to do so.

**\*\*Concentration:** TR1620 Automotive Technology

<b>Core Courses:</b> 1631 Fundamentals of Automotive Technology	<b>Electives:</b> 1627 Electrical/Electronic Systems
1623 Basic Engine Concepts	1629 Engine Performance
1625 Brakes	1633 Heating and Air Conditioning
1637 Suspension and Steering	

#### **Concentration Description:**

The Automotive Technology concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the automotive industry. Students will have the opportunity to acquire hours towards certification and be exposed to skills to develop positive work ethics.

#### **Course Descriptions:**

##### **1631 Fundamentals of Automotive Technology**

This course introduces the student to the knowledge base and technical skills as they relate to the field of Automotive Technology. In the Fundamentals of Automotive Technology class areas of study include career opportunities and practices, basic safety, tool and equipment, measuring tools and equipment, automotive specifications, electrical system basics, battery service, wheel and tire service, cooling and lubrication systems, and student organizations. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

##### **1623 Basic Engine Concepts**

Basic Engine Concepts will continue to build student skill sets in areas such as general engines, diagnosis of cylinder head and valve train, diagnosis and repair of engine block, and diagnosis and repair of lubrication and cooling systems. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1625 Brake Systems**

Brake Systems will continue to build student skill sets in areas such as diagnosis and repair of hydraulic systems, diagnosis and repair of drum brakes, diagnosis and repair of disc brakes, power assist systems, and antilock brake systems. Students will comply with personal and environmental safety practices associated with proper ventilation, handling, storage, and disposal of brake components. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1637 Suspension and Steering Diagnosis**

Suspension and Steering Diagnosis will continue to build student skill sets in areas such as diagnosis and repair of steering systems, diagnosis and repair of front suspension systems, diagnosis and repair of rear suspension systems, miscellaneous suspension and steering systems, and diagnosis and adjust wheel alignment. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1627 Electrical/Electronic Systems**

The Skill Sets in this course will introduce students to the skills, technology, and service of electrical/electronic systems of the automobile. Areas of studies include; general electrical diagnosis, battery diagnosis and service, starting system diagnosis and repair, charging system diagnosis and repair, lighting system diagnosis and repair, information system diagnosis and repair, horn and wiper/washer diagnosis and repair, and accessories diagnosis and repair. Students will comply with personal and environmental safety practices associated with proper ventilation, handling, storage, and disposal of brake components. This course is recommended as an Elective in Automotive Technology.

### **1629 Engine Performance**

The Skill Sets in this Engine Performance course will introduce students to the skills, technology, and service of electrical/electronic systems of the automobile. Areas of study includes general engine diagnosis, computer engine controls diagnosis and repair, diagnosis of ignition systems and repair, fuel, air induction, and exhaust system diagnosis and repair, and emission control system diagnosis and repair. Students will comply with personal and environmental safety practices associated with proper ventilation and the handling, storage, and disposal of chemicals in accordance with local, state, and federal safety and environmental regulations. This course is recommended as an Elective in Automotive Technology.

### **1633 Heating and Air Conditioning**

The Skill Sets in this course will introduce students to the heating and air conditioning systems of the automobile. Areas of study include diagnosis and repair of A/C systems, refrigeration system component diagnosis and repair, diagnosis and repair of heating and engine cooling systems, operating systems and related controls diagnosis and repair, refrigerant recovery, and recycling and handling. Students will comply with personal and environmental safety practices associated with the handling, storage, and disposal of chemicals in accordance with local, state, and federal safety regulations. This course is recommended as an Elective in Automotive Technology.

**CLUSTER: TRANSPORTATION, DISTRIBUTION AND LOGISTICS**  
**PATHWAY Skilled: FACILITY AND MOBILE EQUIPMENT MAINTENANCE**

**Concentration:** TR1670 Collision Repair Technology

**Courses:** 1671 Fundamentals of Collision Repair  
1675 Non-Structural Analysis and Damage Repair  
1677 Structural Analysis and Damage Repair  
1679 Surface Preparation and Refinishing

**Electives:** 1672 Detailing and Interior Parts  
1674 Refinishing Techniques  
1676 Custom Finishing Processes

**Concentration Description:**

The Collision Repair Technology concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the Collision Repair industry. Students will have the opportunity to acquire hours towards NATEF certification and be exposed to skills to develop positive work ethics.

**Course Descriptions:**

**1671 Fundamentals of Collision Repair**

This course introduces the student to the knowledge base and technical skills as they relate to the field of Collision Repair Technology. In the Fundamentals of Collision Repair Technology class areas of study include career opportunities and practices, integrated academics, knowledge of tools and equipment, panel straightening techniques, and introduction to vehicle preparation. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

**1675 Non-Structural Analysis and Damage Repair**

Non-Structural Analysis and Damage Repair will continue to build student skill sets in non-structural analysis and repair of metal and composite parts. Students will utilize integrated academics, problem-solving techniques, and manipulative skills while completing lab activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

**1677 Structural Analysis and Damage Repair**

Structural Analysis and Damage Repair will continue to build student skill sets in frame and unibody type vehicles using welding techniques, measuring equipment, and frame machines. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1679 Surface Preparation and Refinishing**

Surface Preparation and Refinishing will continue to build student skill sets in preparing a surface for refinishing; inspect, clean and operate spraying equipment; detail a vehicle; and diagnose finish defects. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **1672 Detailing and Interior Parts**

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Collision Repair Technology concentration. Incorporated into this course are elements of introductory knowledge and skills necessary in detailing and interior parts for those enrolled in Collision Repair Technology. This course is recommended as an Elective in Collision Repair Technology.

### **1674 Refinishing Techniques**

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Collision Repair Technology concentration. Incorporated into this course are elements of advanced refinishing skills necessary for a career in the collision repair industry. This course is recommended as an Elective in Collision Repair Technology.

### **1676 Custom Finishing Processes**

The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Collision Repair Technology concentration. Incorporated into this course are elements of advanced custom finishing processes and skills necessary for a career in the collision repair industry. This course is recommended as an Elective in Collision Repair Technology.

## **CLUSTER: Architecture and Construction Cluster (Offered at LHS, MHS)**

### **PATHWAY Skilled: Design/Pre-Construction Pathway**

#### **Pathway Description:**

People with careers in design/pre-construction create our future! They turn a concept into a set of plans. Their plans guide other construction professionals as they continue the building process.

#### **Concentration: AR1720 Drafting**

**Core Courses:** 1721 Architectural Drafting  
1725 Mechanical Drafting  
1727 Drafting Techniques  
1729 Fundamentals of Drafting

#### **Concentration Description:**

The Drafting concentration focuses a broad range of architecture and construction careers and foundation knowledge including basic safety, plan reading, use of tools and equipment as well as how to employ positive work ethics in a drafting career.

#### **Course Descriptions:**

##### **1721 Architectural Drafting**

This course introduces students to the specialization of architectural drawing and design. Areas of study include architectural styles, floor plans, dimensioning and annotation, site and foundation plans, elevations and section layouts, and residential utilities. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

##### **1725 Mechanical Drafting**

This course introduces the student to the knowledge base and technical skills necessary for mechanical drafting. Areas of study include advanced dimensioning techniques, assembly drawings, threads and fasteners, gears and cams, welding, and basic solid modeling. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

##### **1727 Drafting Techniques**

This course introduces the student to techniques used in advanced orthographic projection. Areas of study include sectioning, pictorial views, auxiliary views, patterns and developments, dimensioning, advanced 2D CAD techniques, and basic 3D modeling in CAD. Students will demonstrate knowledge and technical expertise in various fundamental drafting techniques. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

##### **1729 Fundamentals of Drafting**

This course introduces the student to the knowledge base and technical skills for all courses in the Drafting concentration

Areas of study include tools and equipment, measurement, basic drafting techniques, freehand technical sketching, orthographic projection, dimensioning, basic computer skills, and drawing techniques. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

**CLUSTER: Government and Public Administration**

**PATHWAY Skilled: National Security**

**CONCENTRATION:** GO1070 Junior Reserve Officer's Training Corps (JROTC)

<b>Core Courses:</b> 7645 JROTC I	Introduction to ROTC
7647 JROTC II	Leadership Education and Training II (LET II)
7648 JROTC III	Leadership Education and Training III (LET III)
7649 JROTC IV	Leadership Education and Training IV (LET IV)

**Concentration Description:**

The JROTC focuses on the values of citizenship and service, personal responsibility, and a sense of accomplishment. Principles of effective communication and leadership will be integrated into developing character and fitness and building teamwork and self-confidence. The discipline, traditions and customs of a designated branch of service will be emphasized.

**INTRODUCTION TO ROTC**

**7645**

*Grade Level: 9*                      *Credit: 1*                      *Locations: CRHS, LHS, MHS*

This course introduces students to the purposes and objectives of the Reserve Officer Training Corps Program. As part of that introduction, course topics may be drill and ceremonies, leadership, first aid, basic map reading, oral communication, marksmanship, physical fitness and other self-developing subjects. Military history and U.S. Constitutional Government are also taught. Desired course outcomes are to develop in each cadet: (1) an appreciation of the ethical values and principles which underlie good citizenship-to include integrity, responsibility, and respect for constituted authority; (2) the ability to think logically and communicate effectively; (3) leadership ability, and (4) physical fitness. A uniform is issued and worn periodically. Cadets may be members of the color guard, rifle or drill team and participate in parades and ceremonies as well as community service and school projects. The JROTC mission is "to motivate young people to be good citizens." JROTC classes do not obligate the student to any military service nor is any attempt made to recruit cadets into the armed forces. However, successful completion of JROTC LET III can enable the cadet to enter the armed forces at pay grade of E-2.

*Prerequisites: None*      *Embedded Credit: Successful completion of this course, along with a few additional requirements, will earn students a credit in physical education.*

**JROTC-LEADERSHIP EDUCATION AND TRAINING II (LET II)**

**7646**

*Grade Level 10-12*                      *Credit: 1*                      *Locations: CRHS, LHS,*

This course is a continuation of LET I, which is a prerequisite. A more in-depth study of LET I subjects is conducted. Most LET II cadets hold junior leadership positions in the cadet battalion.

*Prerequisites: JROTC LET I*

**JROTC-LEADERSHIP EDUCATION AND TRAINING III (LET III)**

**7647**

*Grade Level 11-12*                      *Credit: 1*                      *Locations: CRHS*

Cadets must have successfully completed LET II and be approved by the Senior Army Instructor. Cadets will actually apply their leadership and management skills. Most LET III cadets hold mid-level leadership positions in the cadet battalion.

*Prerequisites: JROTC LET I, JROTC LET II*

**JROTC - LEADERSHIP EDUCATION AND TRAINING IV (LET IV)**

**7648**

*Grade Level 12*                      *Credit: 1*                      *Locations: CRHS*

Cadets must have successfully completed LET III and be approved by the Senior Army Instructor. Emphasis is placed on leadership duties and responsibilities. Cadets may act as class assistant instructors for drill and ceremonies and as assistant class instructors for map reading, first aid and marksmanship. In lieu of or in addition to regular classroom academic instruction, cadets may be assigned self-paced study, suggested readings, and special assignments. Most LET IV cadets hold senior leadership positions in the cadet battalion.

*Prerequisites: Successful completion of LET I, LET II, LET III*

## BUSINESS/MARKETING ESSENTIALS

### BUSINESS AND MARKETING ESSENTIALS

1439

Grade Level: 11-12

Credit: 1

Location: CRHS, LHS, MHS

This course is designed to develop student understanding and skill in such areas as business law, communication skills, customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Students acquire knowledge of fundamental business activities and factors affecting business, develop verbal and written communication skills, utilize job-seeking strategies, and participate in career planning. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Each student will be provided with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations DE-CA or FBLA.

*Prerequisites: None*

### BUSINESS COMPUTER APPLICATIONS I

1411

Grade Level: 9-12

Credits: 1

Location: CRHS, LHS, MHS

This course is designed to develop student understanding and skills in such areas as applying integrated software to business applications, word processing, spreadsheets, presentations, database applications, Internet, and/or personal information programs. Students will become competent in using the Microsoft Office Suite, which includes Word, Excel, Access, and Power Point. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students will be provided with real-world learning opportunities and instruction.

### DESKTOP PUBLISHING

1429

Grade Level: 10-12

Credits: 1

Location: CRHS, LHS, MHS

Students will be able to identify and analyze desktop publishing career opportunities. This course will introduce students to a variety of ways that people use tools and resources to communicate. Students will explore various applications in desktop publishing through hands-on activities and experiences which may include brochures, pamphlets, newsletters, letterheads

*Prerequisites: Business Computer Application*

### DIGITAL IMAGING AND MULTI-MEDIA

1431

Grade Level: 10-12

Credits: 1

Location: CRHS

This course will introduce students to the basics of producing digital images for multimedia purposes. Students will explore various methods of producing images through hands-on activities and experiences which will include: operating a digital camera, using imaging software to improve photos or to create special effects, creating simple animations, manipulating video images, and producing multimedia images.

*Prerequisites: Business Computer Application*

### PERSONAL FINANCE

1451

Grade Level: 11-12

Credits: 1

Location: MHS

This course is designed to teach students the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. Students will demonstrate knowledge of how to manage their money by preparing a personal spending plan, differentiating wants from needs, and identifying ways to decrease spending and increase income.

### WEB PAGE PUBLISHING

1455

Grade Level:

Credit: 1

Location: LHS

Students are expected to pursue independent study and take an active part in updating, modifying, and expanding web page. Languages that may be covered include HTML and JAVA Script. Students will also work on the internet and in Microsoft Office. They will use E-mail and internet to classify, organize, and maintain research sites and locations suitable for academic research and current events. Presentation will be made using Power Point as well as MS Office;

and Web Publishing in HTML, Dream Weaver, Netscape Composer, Front Page, and Word Assistant will be used. Instruction in the use of equipment will be offered. Students may publish home pages on the internet.

*Prerequisite: Business Computer Applications*

### **ACCOUNTING PRINCIPLES I**

**1401**

*Grade Level: 10-12*

*Credit: 1*

*Location:*

*CRHS, LHS, MHS*

This course is designed to develop student understanding a skill in such areas as basic principles, concepts and practices of the accounting cycle. Journalizing, posting and analyzing of financial statements as well as banking and payroll procedures are included. The importance of ethics and confidentiality, as well as, and introduction to careers and types of business ownership are incorporated. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students will have simulated real and real world learning opportunities and instruction.

*Prerequisite: None*

### **ACCOUNTING PRINCIPLES II**

**1403**

*Grade Level: 11-12*

*Credit: 1*

*Location:*

*CRHS, LHS, MHS*

This course is designed to develop student understanding and skills in such areas as advanced accounting procedures and techniques utilizing both manual and computer-based accounting. There is a strong emphasis on problem solving, analysis, and financial decision-making. Students study the advanced principles, concepts and practices of the accounting cycle, partnerships, corporations, cost accounting, inventory and tax accounting. Students will be provided with real-world learning opportunities and instruction.

*Prerequisite: Accounting I*

### **PERSONAL FINANCE**

**1451**

*Grade Level: 10-12*

*Credit: 1*

*Location:*

*LHS, MHS*

This course is designed to give the student the beginning of a solid understanding of finances. The students will learn how to write checks, balance a checkbook, create and implement a budget, learn about taxes and understand the world of finance.

*Prerequisite: None*

## CAREERS IN EDUCATION

### FOUNDATION IN EDUCATION

1301

*Grade Level:* 11                      *Credit:* 1                      *Location:* CRHS, LHS

This course is designed to introduce the history, development, organization, and practices of preschool, elementary, and secondary, education. In addition to classroom trainings, students will participate in field experiences at local elementary, middle, and high schools. Students will also gain the professional or skilled knowledge and skills necessary to begin a career in the education profession. Students are encouraged to become active member of the student organization, Future Educators of Association (FEA), a national student organization for those enrolled in Careers in Education. FEA is an integral component of the program and provides curricular opportunities that enhance student achievement. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.

*Prerequisites:* None

### STUDENT LEARNING, DEVELOPMENT AND DIVERSITY

1302

*Grade Level:* 11                      *Credit:* 1                      *Location:* CRHS, LHS

This course is designed to focus on the various physical, cognitive, social, emotional and moral development, environments and social institutions, family life, demographic, and culture influencing human growth and development. This course also provides information and activities for guiding behavior and meeting the needs of special age groups. Students will utilize problem solving techniques and participate in hands-on activities. Teachers should provide each student with real world learning opportunities and instruction related to education careers. Students are encouraged to become active members of the Future Educators Association career technical student organization. FEA is a national student organization for those enrolled in Career in Education. FEA is an integral component of the program and provides curricular opportunities that enhance student achievement. Teachers should utilize relevant FEA activities to support experiential learning. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.

*Prerequisites:* None

### EDUCATIONAL PSYCHOLOGY AND LEARNING

1304

*Grade Level:* 12                      *Credit:* 1                      *Location:* CRHS, LHS

This course is designed to focus on statistics, trends, and assessment strategies influencing education and training. Also included are challenges confronting educational settings, historical background and American education and influences from around the world, effective teacher attributes, and major philosophies of education. This course includes organizational strategies and systems and use of appropriate resources and assessments to advance learning in a variety of organizational structures. This course introduces applications within the teaching and training profession, preparation for educational licensure and ongoing employment, exposure to legal and ethical issues, environmental structure and culture, and basic historical, sociological, philosophical, physiological, and psychological principles that apply to classroom practice. Extensive observation in an approved school setting is a part of this course. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.

*Prerequisites:* None

### TEACHER PREPARATION EXPERIENCE

1135

*Grade Level:* 12                      *Credit:* 1                      *Location:* CRHS, LHS

This course is designed to provide content related to preparation and credentials and provide students with the opportunity to gain the professional or skilled knowledge and skills necessary in beginning a career in the education profession in a real world classroom. Extensive observation and actual classroom teaching experience in an approved school setting is a part of this course. It is the expectation of this course that students will be prepared to pass the Praxis I Test: Pre-Professional Skills Tests (PPST). Students utilize problem-solving techniques and participated in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of the Future Educators Association career and technical student organization.

*Prerequisites:* Foundations of Education; Student Learning, Development and Diversity; Educational Psychology and Learning

## FINE ARTS COURSE DESCRIPTIONS

### **ART I**

**3211**

*Grade Levels 9-12*                      *Credit: 1*                      *Location: CRHS, LHS, MHS*

The Art 1 class is an introductory art class. Students explore the 7 Basic Elements of Art and the 7 Principles of Design. Each will be incorporated into a variety of projects. This course uses a variety of media, techniques, technology and processes to produce two-dimensional and three dimensional artworks. The integration of art skills and strategies to other disciplines, various cultures, major art techniques, and art history references will be compiled throughout the semester.

*Prerequisite: None*

### **ART II**

**3212**

*Grade Level: 10-12*                      *Credit: 1*                      *Location: CHRS, LHS, MHS*

This course builds artistic skills through creative experiences and reflective discussion of artwork. Portfolios showcasing work are developed. Two dimensional and three– dimensional work of art using a variety of media, materials and tools are created. An understanding of how history, culture, and the arts influence each other is explored.

*Prerequisite: Art I or One Credit in Visual Art*

### **ART III**

**3213**

*Grades Levels: 11-12*                      *Credit: 1*                      *Location: CRHS, LHS, MHS*

This course builds on ART II with a more in-depth approach. This course builds artistic skills through creative experiences and reflective discussion of artworks. Portfolios showcasing work are developed. Two dimensional and three-dimensional works of art using a variety of media, materials and tools are created. An understanding o how history, culture, and the arts influence each other is explored.

*Prerequisite: Art II*

### **ART IV**

**3214**

*Grade Level: 12*                      *Credits: 1*                      *Location: CRHS, LHS*

This course increases sophistication in areas that were developed in Art III. This course builds on Art III through creative experiences and reflective discussion of artworks. Portfolios reflecting personal style and knowledge of the arts are expanded and refined. Two-dimensional and three-dimensional works of art using a variety of media, materials and tools are created. An understanding of how history, culture, and the arts influence each other is explored.

*Prerequisite: Art III*

### **ART HISTORY AP Virtual**

**3221**

*Grades Levels: 9-12*                      *Credit: 1*                      *Location: CRHS*

This course is designed to foster in students an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and cultures. In addition to visual analysis, this course emphasizes understanding works in context, considering such issues as patronage, gender and the functions and effects of works of art. Prior art training is not a prerequisite nor does the course cater exclusively to future Art History majors.

*Prerequisite: Art I and Art II*

### **STUDIO ART**

**3241**

*Grade Levels: 10-11*                      *Credit: 1*                      *Location: LHS, MHS*

Students will be given a list of projects to be completed on a monthly basis. Projects completed in this class could easily be used as part of an AP level portfolio. Students will participate in contests and art exhibits. Students will research and write a paper about an art career as their final exam. Information will be available from the art teacher to help in this endeavor. A monthly sketchbook will be required.

*Prerequisites and Other Notes: Successful completion of Art 1, 2, and 3.*

<b>CRAFTS</b>				<b>3319</b>
<i>Grade Levels: 9-12</i>	<i>Credit: 1</i>	<i>Location:</i>	<i>CRHS</i>	
Crafts courses teach the same lessons as creative art-comprehensive courses, but do so with a focus on craft. A wide range of crafts may be surveyed, or the course may focus on only one type; possibilities include calligraphy, quilting, silk-screening, cake decorating, tole-painting, mask-making, knitting, crocheting, paper-making and so on.				
<b>CRAFTS II</b>				<b>3320</b>
<i>Grade Levels: 10-12</i>	<i>Credit: 1</i>	<i>Location:</i>	<i>CRHS</i>	
Crafts courses teach the same lessons as creative art-comprehensive courses, but do so with a focus on craft. A wide range of crafts may be surveyed, or the course may focus on only one type; possibilities include calligraphy, quilting, silk-screening, cake decorating, tole-painting, mask-making, knitting, crocheting, paper-making and so on				
<b>VISUAL ART INDIVIDUAL</b>				<b>3361</b>
<i>Grade Levels:</i>	<i>Credit: 1</i>	<i>Location:</i>	<i>CRHS</i>	
This course is conducted with the instructor. It enables the student to explore a particular art form in more detail and depth than in other courses. Polishing talent, building confidence for professional showings or portfolio submission, and gaining experience in public performances or display are emphasized.				
<b>BAND I</b>				<b>3611</b>
<i>Grades Levels: 9-12</i>	<i>Credit: 1</i>	<i>Location:</i>	<i>CRHS, LHS</i>	
This course is a co-curricular performance group which utilizes both daily class time and some after school rehearsals. Students will be required to attend summer rehearsals and band camp. Students will develop mastery in the concepts, techniques and repertoire of both marching and concert ensembles.				
<i>Prerequisite: None</i>				
<b>BAND II</b>				<b>3612</b>
<i>Grade Levels: 10-12</i>	<i>Credit: 1</i>	<i>Location:</i>	<i>CRHS, LHS</i>	
Students will continue to develop mastery in the concepts, techniques, and repertoire of both marching and concert ensembles. Students will be required to attend summer rehearsals and band camp as well as after school rehearsals.				
<i>Prerequisite: Band I</i>				
<b>BAND III</b>				<b>3613</b>
<i>Grade Levels: 11-12</i>	<i>Credit: 1</i>	<i>Location:</i>	<i>CRHS, LHS</i>	
Students will continue to develop mastery in the concepts, techniques, and repertoire of both marching and concert ensembles. Students will be required to attend summer rehearsals and band camp as well as after school rehearsals.				
<i>Prerequisite: Band I and Band II</i>				
<b>BAND IV</b>				<b>3614</b>
<i>Grade Level: 12</i>	<i>Credit: 1</i>	<i>Location:</i>	<i>CRHS, LHS</i>	
Students will continue to develop mastery in the concepts, techniques, and repertoire of both marching and concert ensembles. Students will be required to attend summer rehearsals and band camp as well as after school rehearsals.				
<i>Prerequisite: Band I and Band II and Band III</i>				
<b>GENERAL BAND</b>				<b>3716</b>
<i>Grade Level: 9,10,11,12</i>	<i>Credit: 1</i>	<i>Location:</i>	<i>MHS</i>	
Students will continue to develop mastery in the concepts, techniques, and repertoire of both marching and concert ensembles. Students will be required to attend summer rehearsals and band camp as well as after school rehearsals.				

**CHOIR I****3621***Grade Levels: 9*                      *Credit: 1*                      *Location: CRHS, LHS, MHS*

This course emphasizes fundamentals of musicianship, musical expression, showmanship and discipline and character development. Instruction focuses on skills needed for performances for school and public audiences. This course is for any student with the desire to sing in a group setting. Students will learn fundamentals of tone production, diction, music theory and ensemble performance. Some solo opportunities may arise for interested students. Music will be selected from sacred, secular and contemporary genres. Students will be introduced to singing in foreign language. Please note: Chorus includes a REQUIRED PERFORMANCE element which often happens outside the school day. Performances are scheduled with as much advanced notice as possible. In addition to community concerts, students will have the opportunity to participate in regional music festivals. The course will follow West Virginia CSO's.

*Prerequisite: none*

**CHOIR II****3622***Grade Levels: 10*                      *Credit: 1*                      *Location: CRHS, LHS, MHS*

This course emphasizes fundamentals of musicianship, musical expression, showmanship and discipline and character development. Instruction focuses on skills needed for performances for school and public audiences. This course is for any student with the desire to sing in a group setting. Students will learn fundamentals of tone production, diction, music theory and ensemble performance. Some solo opportunities may arise for interested students. Music will be selected from sacred, secular and contemporary genres. Students will be introduced to singing in foreign language. Please note: Chorus includes a REQUIRED PERFORMANCE element which often happens outside the school day. Performances are scheduled with as much advanced notice as possible. In addition to community concerts, students will have the opportunity to participate in regional music festivals. The course will follow West Virginia CSO's.

**CHOIR III****3623***Grade Levels: 11*                      *Credit: 1*                      *Location: CRHS, LHS, MHS*

This course emphasizes fundamentals of musicianship, musical expression, showmanship and discipline and character development. Instruction focuses on skills needed for performances for school and public audiences. This course is for any student with the desire to sing in a group setting. Students will learn fundamentals of tone production, diction, music theory and ensemble performance. Some solo opportunities may arise for interested students. Music will be selected from sacred, secular and contemporary genres. Students will be introduced to singing in foreign language. Please note: Chorus includes a REQUIRED PERFORMANCE element which often happens outside the school day. Performances are scheduled with as much advanced notice as possible. In addition to community concerts, students will have the opportunity to participate in regional music festivals. The course will follow West Virginia CSO's.

**CHOIR IV****3624***Grade Levels: 12*                      *Credit: 1*                      *Location: CRHS, LHS, MHS*

This course emphasizes fundamentals of musicianship, musical expression, showmanship and discipline and character development. Instruction focuses on skills needed for performances for school and public audiences. This course is for any student with the desire to sing in a group setting. Students will learn fundamentals of tone production, diction, music theory and ensemble performance. Some solo opportunities may arise for interested students. Music will be selected from sacred, secular and contemporary genres. Students will be introduced to singing in foreign language. Please note: Chorus includes a REQUIRED PERFORMANCE element which often happens outside the school day. Performances are scheduled with as much advanced notice as possible. In addition to community concerts, students will have the opportunity to participate in regional music festivals. The course will follow West Virginia CSO's.

**DANCE I****3401***Grade Levels: 9-12*                      *Credit: 1*                      *Location: LHS, MHS*

This course provides a dance overview. Students become acquainted with basic dance technique, as well as

anatomical awareness. Gaining movement skills and finding confidence and enjoyment through of dance, students explore connections between dance and culture. Not previous dance experience is necessary.

**Prerequisite:** none

**DANCE II** **3402**

*Grade Levels: 10-12*      *Credit: 1*      *Location: LHS*

This course expands knowledge from Dance I. In addition, choreography, production, and the use of self-expression are expanded through dance. Class and/or public performance are presented. Independence and creative liberty are developed.

**Prerequisite:** *Dance I*

**DANCE III** **3403**

*Grade Levels: 11-12*      *Credit: 1*      *Location: LHS*

This course expands knowledge and skill set learned in previous dance classes. Class and/or public performances are presented.

**Prerequisite:** *Dance I, Dance II*

**DANCE IV** **3404**

*Grade Levels: 12*      *Credit: 1*      *Location: LHS*

This course assembles a portfolio that showcase a significant body of work representing personal vision and artistic growth. In Dance IV sophisticated choreography is developed for a larger production.

**Prerequisite:** *Dance I, Dance II, Dance III*

**GUITAR** **3726**

*Grade Levels: 9-12*      *Credit: 1*      *Location: LHS, MHS*

Guitar courses present fundamentals of music and guitar playing techniques, such as strumming and chords: the course may include more advanced guitar playing techniques.

**Prerequisite:** *Students must be beginners.*

**PIANO** **3681**

*Grade Levels: 10-12*      *Credit: 1*      *Location: LHS*

This class is intended for students interested in learning, beginning piano skills. It is not intended for experienced piano players. Emphasis will be placed on student acquisition of basic knowledge of piano fundamentals so they will be able to play and/or accompany/harmonize melodies. Comprehensive musicianship blended with original music and carefully selected familiar tunes will be used to provide a unified structure. Students will also be exposed to music fundamentals, theory, technique, and sight-reading.

**Prerequisite:** *Students must be beginners on piano*

**PIANO II** **3682**

*Grade Levels: 10-12*      *Credit: 1*      *Location: LHS*

This class is intended for students interested in advancing their piano skills. It is not intended for beginning piano players. Emphasis will be placed on student acquisition of basic knowledge of piano fundamentals so they will be able to play and/or accompany/harmonize melodies. Comprehensive musicianship blended with original music and carefully selected familiar tunes will be used to provide a unified structure. Students will also be exposed to music fundamentals, theory, technique, and sight-reading.

**Prerequisite:** *Students must be advanced on piano.*

**PIANO III** **3683**

*Grade Levels: 11-12*      *Credit: 1*      *Location: LHS*

This class is intended for students interested in advancing their piano skills. Emphasis will be placed on student acquisition of basic knowledge of piano fundamentals so they will be able to play and/or accompany/harmonize melodies. Comprehensive musicianship blended with original music and carefully

used to provide a unified structure. Students will also be exposed to music fundamentals, theory, technique, and sight-reading.

*Prerequisite: Students must be advanced on piano.*

#### **PIANO IV**

**3684**

*Grade Levels: 12                      Credit: 1                      Location:                      LHS*

This class is intended for students interested in advancing their piano skills. Emphasis will be placed on student acquisition of basic knowledge of piano fundamentals so they will be able to play and/or accompany/harmonize melodies. Comprehensive musicianship blended with original music and carefully selected familiar tunes will be used to provide a unified structure. Students will also be exposed to music fundamentals, theory, technique, and sight-reading.

*Prerequisite: Students must be advanced on piano.*

#### **INDIVIDUAL –INSTRUMENTAL MUSIC**

**3731**

*Grade Levels:                      Credit: 1                      Location:                      LHS*

Students will be exposed to the concepts, techniques and repertoire of both marching and concert ensembles. Emphasis will be placed on the development of standard percussion rudiments as well as various concepts, techniques and repertoire specific to the percussion ensemble. These students perform separate percussion ensemble music.

#### **MUSIC APPRECIATION**

**3671**

*Grade Levels: 9-12                      Credit: 1                      Location:                      CRHS, LHS*

Students will be exposed to the fundamental theories behind the creation of music and how history has influenced these theories. Emphasis will be placed on basic concepts of music notation interpretation, improvisation, and composition as well as analysis of melody, harmony, structure, and style.

#### **MUSIC HISTORY ROCK**

**3744**

*Grade Levels:                      Credit: 1                      Location:                      CRHS*

This course is designed for any student wishing to explore the music history of rock. Students will be introduced to the fundamentals theories and how history has influenced these theories.

#### **MUSIC THEORY**

**3756**

*Grade Levels:                      Credit: 1                      Location:                      CRHS*

This course in music theory teach an understanding of the fundamentals of music, and include one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading; music theory courses may or may not require previous musical experience.

#### **INTRO TO THEATRE**

**3851**

*Grade Levels:                      Credit: 1                      Location:                      LHS*

This course promotes enjoyment and appreciation for all aspects of theatre. This class provides opportunities to develop skills in critical listening and thinking, as well as stage presence, ensemble work, and aesthetic awareness culminating in periodic classroom performance. In addition this class covers organization structure of theatre and theatre literature.

#### **THEATRE I**

**3801**

*Grades Levels: 9-12                      Credit: 1                      Location:                      CRHS, LHS, MHS*

This course promotes enjoyment and appreciation for all aspects of theatre. Improvisation, creative dramatics and beginning scene work are used for acting and character development. This class provides opportunities to develop skills in critical listening and thinking, as well as stage presence, ensemble work, and aesthetic awareness culminating in periodic classroom performance. In addition this class has periodic classroom performances. In addition this class covers organization structure of theatre and theatre literature.

*Prerequisite: None*

**THEATRE II****3802***Grade Levels: 10-11*      *Credit: 1*      *Location: CRHS, LHS, MHS*

This course focuses on characterization, playwriting, and playwrights' contributions. Improvisation, creative dramatics and scene work are used to expand and strengthen acting skills and explore the technical aspect of scene work. This class requires after school performances.

*Prerequisite: Theatre I*

**THEATRE III****3803***Grade Levels: 11-12*      *Credit: 1*      *Location: CRHS, LHS, MHS*

This course reflects on aesthetics and theatre issue. A portfolio is assembled which showcases Personal vision and artistic growth. Literature/texts are analyzed, one-act plays or complex scenes are developed and research is conducted. Students will collaborate to develop original dramatic pieces, create well defined characters, compare the aesthetic philosophies of several dramatic works, practice safe and efficient technical aspects with auditions, casting, directing and producing a play, and demonstrate artistic discipline in achieving ensemble rehearsals and performances. This class requires after school performances by the student.

*Prerequisite: Theatre I, Theatre II*

**THEATRE IV****3804***Grade Level: 12*      *Credit: 1*      *Location: CRHS, LHS, MHS*

This course reflects on aesthetics and theatre issues that are progressively more innovative. A portfolio is continued which showcases personal vision and artistic growth. Literature/texts are analyzed, one-act plays or complex scenes. Students will write scripts using multiple media with subtext, character motivation, dramatic problems, complications, crises, climax, and resolution. Students will develop contrasting and consistent characters from classical, contemporary, realistic, and non-realistic dramatic texts in formal and informal theater or media. They will integrate designs using several art or medial forms, analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in work from various cultures and historical periods. This class requires after school performances by the student.

*Prerequisite: Theatre I, Theatre II, Theatre III*

**THEATRE STAGE****3859***Grade Level:*      *Credit: 1*      *Location: CRHS*

This course is designed to develop key knowledge and background in techniques of technical theatre production. Areas studied include scenery, costuming, make-up, publicity, box office, house management, lighting properties and safety.

**FILM/VIDEOTAPE****3819***Grade Levels: 9-12*      *Credit: 1*      *Location: LHS*

Film/Videotape course expose students to the materials, processes, and artistic techniques involving film or video tape. Students may learn about the operation of a camera, lighting techniques, camera angles, depth of field, composition, storyboarding, sound capture, and editing techniques. Course topics may also include production values and various styles of film making (documentary, storytelling, news, magazines, animation, etc...). In order to develop each student's style and artistic eye, major film makers, cinematographers, and films may be studied.

*Prerequisite: None*

**VOCAL ENSEMBLE****3766***Grade Level: 9-12*      *Credit: 1*      *Location: CRHS, LHS*

The student will work on building their personal vocal ability and achievements. Students will sing solos, duets, and small ensemble pieces depending on the size of the class. They will perform for each other, other students and perhaps in concerts as well as be strongly encouraged to participate in the WV Solo and Ensemble Auditions. Students will work with each other and the teacher to develop proper classical singing techniques.

*Prerequisites: None*

## FOREIGN LANGUAGE COURSE DESCRIPTIONS

*Students in the professional pathway must take two years of the same world language. For students wanting to continue to the next level in a particular language, successful completion at "C" level or better in the previous level is highly recommended.*

### **FRENCH I**

**5621**

*Grade Levels: 10-12*

*Credit: 1*

*Location:*

*LHS, MHS*

French I enables students to attain basic proficiency in the four fundamental skills in foreign language acquisition: listening, speaking, reading, and writing. It is presented within the context of the contemporary French-speaking world and its culture.

*Prerequisites: None*

### **FRENCH I Virtual**

**5621V**

*Grade Levels: 10-12*

*Credit: 1*

*Location:*

*MHS*

French I enables students to attain basic proficiency in the four fundamental skills in foreign language acquisition: listening, speaking, reading, and writing. It is presented within the context of the contemporary French-speaking world and its culture.

*Prerequisites: None*

### **FRENCH II**

**5622**

*Grade Levels: 10-12*

*Credit: 1*

*Location:*

*LHS, MHS*

French II expands on the listening, speaking, reading and writing skills of French I. It will reintroduce and develop further with the expansion of cultural understanding.

*Prerequisite: Successful completion of French I*

### **FRENCH II Virtual**

**5622V**

*Grade Levels: 10-12*

*Credit: 1*

*Location:*

*CRHS*

French II expands on the listening, speaking, reading and writing skills of French I. It will reintroduce and develop further with the expansion of cultural understanding.

*Prerequisite: Successful completion of French I*

### **SPANISH I**

**5661**

*Grades Levels: 9-12*

*Credit: 1*

*Location:*

*CRHS, LHS, MHS*

Spanish I provides an introduction to the Spanish language and to the culture of Hispanic countries, with the primary focus being on Spain. Language skills in listening, speaking, reading, and writing will enable the student to communicate and participate in Spanish communities at home and around the world, with a primary goal of communication, this course will provide ways for students to exchange ideas on a variety of topics by speaking and writing in Spanish.

*Prerequisite: none*

### **SPANISH II**

**5662**

*Grade Levels: 9-12*

*Credit: 1*

*Location:*

*CRHS, LHS, MHS*

Spanish II provides a more in depth look at the Spanish language and to the culture of Hispanic countries. By encouraging sensitivity to, and understanding of, the cultures, life styles, and philosophies of Spanish-speaking peoples, the program of study develops language skills. These language skills in listening, speaking, reading, and writing will enable the student to communicate and participate in Spanish communities at home and around the world. You will make connections to other areas of study by examining the way in which the Spanish language and culture has influenced their way of life and their own native culture. These connections, and the comparisons the students make with their own culture and language, will help to prepare the students for their role in a multi-lingual, global society.

*Prerequisite: Spanish I*

**SPANISH II Virtual****5662V***Grade Levels: 9-12                      Credit : 1                      Location: CRHS, MHS*

Spanish II provides a more in depth look at the Spanish language and to the culture of Hispanic countries. By encouraging sensitivity to, and understanding of, the cultures, life styles, and philosophies of Spanish-speaking peoples, the program of study develops language skills. These language skills in listening, speaking, reading, and writing will enable the student to communicate and participate in Spanish communities at home and around the world. You will make connections to other areas of study by examining the way in which the Spanish language and culture has influenced their way of life and their own native culture. These connections, and the comparisons the students make with their own culture and language, will help to prepare the students for their role in a multi-lingual, global society.

*Prerequisite: Spanish I***SPANISH III****5663***Grade Levels:10-12                      Credit: 1                      Location:                      CRHS*

This course is a continuation of the beginning level courses that will help the student continue learning the Spanish language. In this course, the student will learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Students learn to express themselves using an ever increasing vocabulary, present, past, future, and conditional-tense verbs, articles, adjectives and increasingly complex grammatical structures. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is integrated though out the course in an attempt to help the learner focus on the Spanish speaking world and its culture, people, geographical locations and histories.

*Prerequisite: Spanish I, Spanish II with a grade of B or higher.***SPANISH III Virtual****5663V***Grade Levels: 10-12                      Credit: 1                      Location:                      MHS*

This course is a continuation of the beginning level courses that will help the student continue learning the Spanish language. In this course, the student will learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Students learn to express themselves using an ever increasing vocabulary, present, past, future, and conditional-tense verbs, articles, adjectives and increasingly complex grammatical structures. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is integrated though out the course in an attempt to help the learner focus on the Spanish speaking world and its culture, people, geographical locations and histories.

*Prerequisite: Spanish I, Spanish II with a grade of B or higher.***GERMAN I Virtual****5631V***Grade Levels: 9-12                      Credit: 1                      Location:                      MHS*

This course offers a beginning study of the German language and culture, with emphasis on the development of pronunciation, listening, reading, writing, and conversation skills. There is extensive use of computer.

*Prerequisite: none***GERMAN II Virtual****5632V***Grade Levels:                      Credit: 1                      Location:                      MHS*

This course is a continuation of German I, with further emphasis on advanced grammar, conversation, reading, writing, and the study of additional aspects of the German life.

*Prerequisite: German I*

## JOURNALISM

4051

### JOURNALISM

Grade Level: 10-12                      Credit: 1                      Location:                      CRHS, LHS, MHS

Journalism is the discipline of gathering, writing and reporting news, it includes processes of editing and presenting news articles. Students work independently, with supervision, on stories and are responsible for filming, editing and reporting their stories. Journalism applies to various media.

*Prerequisites: "B" average in English is recommended*

### NEWSPAPER I

4066

Grade Level: 10-12                      Credit: 1                      Location:                      LHS

Newspaper 1 is an introductory class to writing and producing a school newspaper. In addition to the history of journalism in American society, the class examines freedom of speech, restrictions and responsibilities when working in the press. Areas of study will include how to write news, editorial, feature, sports, and entertainment stories. Students will learn to use design software to create pages and spreads in a newspaper. As studies progress, students will begin writing for the school news.

*Prerequisites: "B" average in English classes recommended, "C" average required.*

### SCHOOL YEARBOOK

4071

Grade Level: 11-12                      Credit: 1                      Location:                      CRHS, LHS, MHS

This course is for students who have an interest in photography and/or yearbook production. Class topics include headlines, copy, layout, photography, and advertising. The goal is to produce a yearbook that meets the needs of the school while providing laboratory experience for the student.

*Prerequisites: "B" average in English. Class size is limited to ten students. Students should not register for this class unless they are willing to sacrifice some personal time after school and are willing to attend functions after school or at night to complete assignments.*

### JOURNALISM VIDEO

4061

Grade Level: 10-12                      Credit: 1                      Location:                      LHS

This course is a laboratory based class that focuses on the methods and techniques for reporting, producing and delivering news and news programs via television and video/film media; and that prepares individuals to be professional broadcast journalist, editors, producers, directors and managers. This course includes instruction in the principles of broadcast technology, broadcast reporting, on-and-off-camera and microphone procedures and techniques, program, sound and video/film editing, program design and production, media law and policy and professional standards and ethics.

*Prerequisites: "B" average in English classes recommended. "C" average is required.*

### PUBLIC COMMUNICATION

4108

Grade Levels: 10-12                      Credit: 1                      Location:                      LHS

Students will work in a classroom situation. Their duties will include: being correspondents for local newspaper, and assisting with the production of the school newsletters.

**LIBRARY / MEDIA I****5911***Grade Level: 10-12**Credit: 1**Location: CRHS, LHS*

The Library / Media I skills class is an extension of the K-12 sequence program. It is designed to assist students in refining library and information skills necessary for a successful high school experience and also to prepare them for using college/university libraries. This program is designed to offer students a wide variety of library and media experiences. Research and reporting skills, organizational skills, and the use of computers and audio-visual equipment will form a major part of the program. Students will be responsible for assisting the school media center.

## MATHEMATICS COURSE DESCRIPTIONS

### MATH I

3012

Grade Level: 9                      Credit: 1                      Location: CRHS, LHS, MHS

This course is an extension of middle school math. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. The course also ties together the algebraic and geometric ideas studied.

*Prerequisite: none*

### MATH I HONORS

3012H

Grade Level: 9                      Credit: 1                      Location: CRHS, LHS

The fundamental purpose of Mathematics I Honors is to formalize the mathematics that students learned in the middle grades. The critical areas, organized into units, develop understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Using a variety of different representations, data is analyzed and synthesized. Math I Honors will emphasize the justification/proof of properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the courses ties together the algebraic and geometric ideas studied and utilize analytic proofs as justification.

*Prerequisite: Mastery or above on the WESTEST II in 8<sup>th</sup>*

### MATH I LAB

3013

Grade Level: 9                      Credit: 1 (elective)                      Location: CRHS, LHS, MHS

The fundamental purpose of Mathematics I Lab is to formalize the mathematics that students learned in the middle grades. The critical areas, organized into units, develop understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Using a variety of different representation, data is analyzed and synthesized. Math I Lab uses properties and theorems involving congruent figures to algebraic and geometric ideas studies. This course should utilize hands-on investigations, when appropriate, to develop algebraic and geometric generalizations.

*Prerequisites: Below Mastery on the 8<sup>th</sup> grade WESTEST in Math.*

### MATH II

3014

Grade Level: 10                      Credit: 1                      Location: CRHS, LHS, MHS

This course focuses on quadratic expressions, equations, and functions. The need for extending the set of rational numbers arises and real and complex numbers are introduced. The link between probability and data is explored through conditional probability and counting methods. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles and their quadratic algebraic representations are also explored.

*Prerequisite: Math I*

### MATH II HONORS

3014H

Grade Level:                      Credit: 1                      Location: MHS

This course builds on Math I. The focus is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math I as organized into six critical areas, or units. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study is similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles and their quadratic algebraic representations, round out the course.

### MATH III

3015

Grade Level: 11                      Credit: 1                      Location: CRHS, LHS, MHS

It is in Mathematics II that students pull together and apply the accumulation of learning they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and

statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational and radical functions. They expand their study of right triangle to include general triangles. Finally, students bring together all of their experiences with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations. Math III will have three levels. Liberal Arts for professional pathway students a general math course; STEM for students planning for Science, Technology, Engineering, and Mathematics as a honors course and a Tech Readiness for students in the skilled pathway.

*Prerequisites: Math I, Math II or students must have passed Algebra I and passed or currently taking Geometry.*

### **MATH III STEM**

**3016**

*Grade Level: 11*

*Credit: 1*

*Location: CRHS, LHS*

Designed for the student who plans to enter college, this course is an extension of the concepts presented in Algebra I. Topics include radicals, matrices, functions, complex numbers, quadratic relations, polynomials, logarithms, and conic sections.

*Prerequisites: Passed Algebra I with a C or higher or successful completion of Conceptual Math*

### **MATH III TR**

**3017**

*Grade Level: 11*

*Credit: 1*

*Location: CRHS, MHS*

Math III TR represent attainment of the Common Core State Standards for Mathematics' "College and Career Ready Line." Math III TR (Technical readiness is an option for juniors and seniors) build from the mathematics content of Math III through integration of career clusters.

### **ALGEBRA II**

**3041**

*Grade Level: 10*

*Credit: 1*

*Location: CRHS*

Algebra II emphasizes the use of investigation of more advanced functions, using them to solve real-world problems. Focus is on multiple representations to develop conjectures, testing and justifying validity. Calculators, computers, and interactive utilities are an integral part of instruction. Classroom instruction integrates learning skills and technology tools with the content standards and objectives.

*Prerequisite: Successful completion of Algebra I.*

### **CONCEPTUAL MATHEMATICS**

**3044**

*Grades 11-12*

*Credit: 1*

*Location: CRHS*

This course includes major topics from algebra and geometry and extends these ideas to practical usage. Basic ideas of probability and statistics and the mathematics of finance are included. Full integration of calculators, computers, and interactive utilities are essential for mastery.

*Prerequisites: Algebra I / Math I, Geometry/ Math II*

### **TRIGONOMETRY**

**3048**

*Grades 11-12*

*Credit: ½*

*Location: CRHS, LHS*

This course will develop the understanding of both triangular and circular functions with their properties and graphs. Trigonometric equations, inverse functions, polar coordinates, and complex numbers are covered.

*Prerequisites: Successful completion of Algebra II and Geometry*

### **PRE-CALCULUS**

**3046**

*Grades: 10-12*

*Credit: ½*

*Location: CRHS, LHS, MHS*

This course is designed to go through the major topics of Pre-Calculus and to prepare students to move on to Calculus. After completing this course students will understand polynomial functions, polar coordinates, complex numbers, conic

sections, exponential functions, logarithmic functions, sequences and series.

*Prerequisites: Algebra I/Math I, Geometry/Math II, Algebra II, Trigonometry*

**ADVANCED PLACEMENT CALCULUS AB:**

**3031**

*Grades: 11-12*

*Credit:1*

*Location: CRHS, MHS*

This is an Advanced Placement course that will receive honors credit. The course will cover differential and integral calculus. Topics covered will include epsilon-delta definitions and use, transcendental functions and differential equations. Students are required to take the AP exam at the conclusion of this course. It is strongly recommended that students have pre-calculus credit.

*Prerequisites: Trigonometry, Algebra II, Geometry and teachers recommendations.*

**TRANSITIONAL MATH**

**3052**

*Grade Level: 11*

*Credit: 1*

*Location: CRHS, LHS, MHS*

This course bridges the gap between high school mathematics courses and college mathematics. All topics in Algebra, Geometry, and Algebra II are reviewed in preparation for a two or four year college. Seniors students in the professional pathway who do not meet mastery on the WESTTEST are eligible to take this course.

*Prerequisites: Algebra I/Math I, Geometry/Math II, Algebra II*







## NATURAL SCIENCES

### PHYSICAL SCIENCE FOR NINTH GRADE

6011

*Grade Level:* 9                      *Credit:* 1                      *Location:* CRHS, LHS, MHS

This class expands and deepens understanding of major concepts such as energy interactions, chemical changes, weather systems, magnetism and electricity, light and sound, simple machines, waves, plate tectonics, structure of the earth, and solar system origin and configuration.

*Prerequisite:* None

### BIOLOGY

6021

*Grade Level:* 10                      *Credit:* 1                      *Location:* CRHS, LHS, MHS

This class will provide study in the chemical natural of life, cellular functions, genetics, ecology and classification. Students will be engaged in active inquiries and laboratory activities.

*Prerequisite:* Physical Science 9

### BIOLOGY Honors

6021H

*Grade Level:* 10                      *Credit:* 1                      *Location:* MHS

This class will provide study in the chemical natural of life, cellular functions, genetics, ecology and classification. Students will be engaged in active inquiries and laboratory activities.

*Prerequisite:* Physical Science 9

### BIOLOGY II

6023

*Grade Level:*                      *Credit:* 1                      *Location:* CRHS

This class will expand on topics taught in Biology.

### AP BIOLOGY

6121A

*Grade Level:* 10                      *Credit:* 1                      *Location:* CRHS, LHS

This class follows the curriculum require by the Advanced Placement program with an emphasis on development of laboratory skills. Students take the national Advanced Placement Test upon completion of the class. A passing grade on the AP exam will enable students to acquire up to 8 hours college credit. Areas of study include cellular biology, energy transformations, molecular and population genetics, living systems, and ecology.

*Prerequisite:* Biology II and AP Exam required

### CHEMISTRY

6031

*Grade Level:*                      *Credit:* 1                      *Location:* CRHS, LHS, MHS

The curriculum covers the basics of stoichiometry, electron structure, gas laws, molecular structure and ph. It includes basic laboratory procedures and quantitative problem-solving skills.

*Prerequisite:* Physical Science 9 and Algebra I required. Not recommended for students scoring below Mastery level in Math.

### PHYSICS

6041

*Grade Level:*                      *Credit:* 1                      *Location:* CRHS, MHS

Physics is intended for students planning on college science majors and includes concepts and experimentation in measurement, motion, forces, fluids/pressure, heat and thermodynamics. This course counts as a laboratory science credit for college admission.

*Prerequisites:* Geometry and Math1/Algebra I

### HUMAN ANATOMY AND PHYSIOLOGY

6103

*Grade Level:* 11-12                      *Credit:* 1                      *Location:* CRHS, LHS, MHS

Class work involves study of the structure and function of human body systems. Lab work includes microscopic study of tissues and dissections of the sheep heart, pig heart, and the fetal pig, more expensive lab experiences and an emphasis on analysis of information.

*Prerequisite: Physical Science 9 and Biology I required.*

## **EARTH SPACE SCIENCE**

**6261**

*Grade Level:*                      *Credit: 1*                      *Location:*                      *CRHS*

Earth and Space Science topics courses are typically offered to students who have mastered the concepts covered in 6<sup>th</sup> Grade Science to 9<sup>th</sup> Grade Science courses and who desire to build upon and extend fundamental life science concepts, skills and knowledge. These courses examine biological systems in more detail, concentrating on a particular subtopic (such as botany, zoology, microbiology, genetics, etc.)

## **ENVIRONMENTAL SCIENCE**

**6163**

*Grade Level: 11-12*                      *Credit: 1*                      *Location:*                      *CRHS, LHS, MHS*

This course is an inquiry/lab-based class that will explore the economic, social, political and ecological aspects of today's environment. Students will analyze and evaluate the use of renewable and nonrenewable energy sources, investigate water sources and pollutants, and evaluate the leading cause of species decline and premature extinction. They will also classify and analyze characteristics of different soil types, best management practices of the agriculture business, and how communities have restored and protected ecosystems.

*Prerequisite: Physical Science 9 and Biology I*

## **ENVIRONMENTAL EARTH SCIENCE**

**6201**

*Grade Level:*                      *Credit: 1*                      *Location:*                      *CRHS, MHS*

Academic stringency will be maintained in a manner consistent with the scholastic requirements of the non-science college major. This course is an inquiry/lab-based class that will explore the economic, social, political and ecological aspects of today's environment. Students will analyze and evaluate the use of renewable and nonrenewable energy sources, investigate water and sources and pollutant, and evaluate the leading cause of species decline and premature extinction. They will also classify and analyze characteristics of 35 different soil types, best management practices of the agriculture business, and how communities have restored and protected ecosystems. A considerable amount of out-of-class time for scientific writing and research will be required.

*Prerequisites and Other Notes: Physical Science 9, Biology I*

## PHYSICAL EDUCATION AND HEALTH COURSE DESCRIPTIONS

### PHYSICAL EDUCATION (Grades 9-12)

6609

Grades: 9-12

Credit: 1

Location: CHRS, LHS, MHS

This course is a participation class emphasizing lifetime and team sports. This course develops skills needed to maintain a healthy and active lifestyle. This class is designed to assure that students experience and realize the benefits of fitness by participating in a sequenced plan of physical activity.

*Prerequisites: None - **This course is required for graduation**, recommended for 9<sup>th</sup> and 10<sup>th</sup> grade students, and must be completed before enrollment in any physical education elective.*

### FITNESS AND CONDITIONING

6709

Grades: 10-12

Credits: 1

Locations: CRHS

This course is designed to promote health related physical fitness by using slides, step aerobics, interval training, weighted workout and walking. The course is for beginning or advanced skill students who want to enjoy exercise to enhance health related fitness. Fitness evaluations are included.

*Prerequisites: Successful completing High School Physical Education*

### HEALTH (Grades 9-12)

6909

Grades: 9-12

Credit: 1

Location: CRHS, LHS, MHS

This course is designed to provide emphasized on decision-making skills as related to the following essential health content areas: Family Life, Human Sexuality, Sexuality Transmitted Diseases, and AIDS prevention, physical wellness, nutrition, safety and first aid, exercise, fitness, and human growth and development. Other essential components of the course include stress management, conflict resolution, substance abuse and goal setting. Not to be excluded are mental and emotional illnesses, community resources and services, and health-related consumer choices.

*Prerequisites: None- This course is **required for graduation**.*

## READING AND ENGLISH LANGUAGE ARTS COURSE DESCRIPTIONS

### **ENGLISH Grade 9**

**4009**

*Grade Level: 9*

*Credit: 1*

*Location: CRHS, LHS, MHS*

This course acquaints students with literature of the world. Emphasis is placed on grammar skills, spelling and vocabulary, sentence and paragraph structure and essay writing. English Language Arts ninth grade students continue to develop in literacy-rich environments as independent motivated readers and writers who think critically and take responsibility for their learning. They integrate and apply reading, writing, speaking, listening and the conventions of language across the curriculums. They actively participate in inquiry based, student driven, engaging endeavors and collaborative learning situations to facilitate motivation and the foundation for lifelong learning. Careers are researched.

*Recommended Prerequisites: None*

### **ENGLISH Grade 9/ HONORS**

**4009H**

*Grade Level: 9*

*Credit: 1*

*Location: CRHS, LHS, MHS*

English 9 Honors is for Professional Pathway students and provides comprehensive grammar, literature and writing practice. English Language Arts Honors ninth grade students continue to develop in literacy-rich environments as independent motivated readers and writers who think critically and take responsibility for their learning. They integrate and apply reading, writing, speaking, listening and the conventions of language across curriculums. They actively participate in inquiry based, student driven, engaging endeavors and collaborative learning situations to facilitate motivation and the foundation for lifelong learning. This course prepares students for the challenge of Advanced Placement English coursework. The focus will be on the close reading of literary and non-fiction texts, advanced academic writing techniques, and oral and multimedia presentations.

### **ENGLISH Grade 10**

**4010**

*Grade Level: 10*

*Credit: 1*

*Location: CRHS, LHS, MHS*

English Language Arts tenth grade students become more adept at making connections and transferring knowledge to new situations through research and writing in literacy-rich environments. They continue to develop as independent motivated readers and writers who analyze impact of and take responsibility for their learning. They analyze, defend and support views using reading, writing, speaking, listening and the conventions of language across curriculums. This course explores the study of world literature. And emphasis is placed on reinforcing skills in grammar, spelling, and vocabulary. English 10 also presents materials to assist students in the selection of career majors as required for graduation.

*Prerequisites: English 9*

### **ENGLISH 10 / HONORS**

**4010H**

*Grade Level: 10*

*Credit: 1*

*Location: CRHS, MHS*

English Language Arts Honors tenth grade is for Professional Pathway students and provides comprehensive grammar, literature, and writing practice. English Language Arts Honors tenth grade students become more adept at making connections and transferring knowledge to new situations through research and writing in literacy-rich environments. They continue to develop as independent motivated readers and writers who analyze impact of and take responsibility for their learning. They analyze, defend and support views using reading, writing, speaking, listening and the conventions of language across the curriculums. This class will prepare students for the challenge of Advanced Placement English coursework. The focus will be on the close reading of literary and non-fiction texts, advanced academic writing techniques, and oral and multimedia presentations.

*Prerequisites: English 9*

**ENGLISH CR****4014***Grade Level:* Credits: 1 *Location:* CRHS, MHS

English 12 College or Career Ready is a rigorous course designed to increase the number of students who are college and /or career ready upon graduation from high school. Student placement in this course must be based upon the criteria set forth in the placement guidance document provided to counselors and administrators. The course is intended to assist those student who scored within a reasonable range to advance to the college and career readiness benchmark on the ACT. ACT Plan, or ACT WorkKeys, as well as students whose teachers have identified targeted areas for skill improvement and knowledge acquisition through observed student classroom performance and or performance on other standardized assessments. This course serves as an English 12 credit and deems a student eligible for graduation and the Promise Scholarship.

**ENGLISH 10/AP****4041***Grade Level:* 10 *Credit:* 1 *Location:* CRHS, LHS

This is a college-level course focused on the writer's art and aimed to prepare students for the Advanced Placement English Examination. The course emphasizes response to passages, primarily nonfiction, and in-depth analysis of the methods used by writers to achieve desired effects. Students will apply these techniques to their own writing. A research paper will be required as well as regular oral and written reports on outside readings. College credit is available at most colleges to students who score high enough on the spring exam.

*Prerequisite:* English 10 requires teacher recommendations AP exam is required

**ENGLISH 11****4011***Grade Level:* 11 *Credit:* 1 *Location:* CRHS, LHS, MHS

English Language Arts eleventh grade students become adept at making connections and transferring knowledge to new situation through research and writing in literacy-rich environments. They set deadlines and are independent, motivate readers and writers who analyze impact of and take responsibility for their learning. They focus on reading, writing, speaking, listening and the conventions of language across curriculums in educational endeavors and collaborative learning situations including analyzing and defending the representation of text in different artistic mediums and how authors draw on and transform source material. This course explores the study of American literature. To develop an appreciation of the varied components of American heritage, a variety of genres are introduced.

*Prerequisite:* English 9 and 10

**ENGLISH LITERATURE AND COMPOSITION 11 AP****4042***Grade Level:* 11 *Credit:* 1 *Location:* CRHS, LHS, MHS

This is a college level course focused on reading and analyzing American and World literature. Students will read prose, both fiction and non-fiction, and poetry with the aim of understanding and writing analyses of the techniques the author used to create the effect of the piece. Students will write dialectical journals, will annotate pieces of literature, and in-depth research paper and will complete timed writings on a frequent basis. Independent reading will be required as well as both oral and media presentations. College credit is available at most colleges to students who score high enough on the exam held in May.

*Prerequisite:* English 9, and 10 are required, Teacher recommendation

**ENGLISH 12****4012***Grade Level:* 12 *Credit:* 1 *Location:* CRHS, LHS, MHS

English Language Arts twelfth grade students are College and Career Ready. They make connections, transfer knowledge to new situations through research and writing, and understand the value of literacy-rich environments. They set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe reasoning, evidence and divergent and creative thinking. They use research to make informed decisions and solve problems independently. Students in this course are required to take the COMPASS Writing Skills assessment to determine placement for college level English.

*Prerequisite:* English 9, 10, and 11 are required

**TRANSITION ENGLISH LANGUAGE ARTS FOR SENIORS****4013**

*Grade Level:* 12                      *Credit:* 1                      *Location:* MHS

English 12 Transition is a senior English course that can be taken in place of English 12 and may be counted as one of the four English academic course unit requirements used to meet the English requirement for baccalaureate college admission. It is not offered in addition to English 12 but should replace English 12 for identified students. This course focuses on the Southern Regional Educational Board's (SREB) Readiness courses transitioning to College and Careers: Literacy Ready curriculum.

*Prerequisite:* Seniors scoring below 71 on the COMPASS Exam

**ENGLISH LANGUAGE & COMPOSITION AP****4041**

*Grade Level:* 12                      *Credit:* 1                      *Locations:* CRHS, MHS

The AP English Language and Composition course is designed to provide students with a learning experience equivalent to that of an introductory college course in English composition. The course is designed to engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in skilled writers who compose for a variety of purposes. In order to receive advanced placement credit on permanent records, students must take the Advanced Placement English Language and Composition examination. Per the approved state waiver, this course may be taken in lieu of English 12. Students are required, to take the College AP exam for this course, in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) in order to receive the weighted grade.

*Prerequisite:* Teacher recommendation

**ENGLISH COMPOSITION 101****4012X**

*Grade Level:* 12                      *Credits:* ½ credit                      *Locations:* MHS

Students enrolling in this class may apply to Southern West Virginia Community College for Dual Enrollment. The course is a writing and literature course that focuses on types of academic reading and discourse, including composition, critical reading, critical thinking, and critical analysis. Upon completion of these courses, students will be better prepared to take on the reading and writing tasks that they are most likely to encounter in further college work.

*Prerequisites:* English 9, English 10, English 11, 3.0 cumulative gpa, 18 on ACT or required score on the Accuplacer Test.

**ENGLISH COMPOSITION 102****4012x**

*Grade Level:* 12                      *Credit:* ½ credit                      *Location:* MHS

Students enrolling in this class may apply to Southern West Virginia Community College for Dual Enrollment. The course is a writing and literature course that focuses on types of academic reading and discourse, including composition, critical reading, critical thinking, and critical analysis. Upon completion of these courses, students will be better prepared to take on the reading and writing tasks that they are most likely to encounter in further college work.

*Prerequisites:* English 9, English 10, English 11, 3.0 cumulative gpa, 18 on ACT or required score on the Accuplacer Test, and successful finishing of English 101.

**JOURNALISM****4051**

*Grade Level:* 10-12                      *Credit:* 1                      *Location:* LHS

Journalism is the discipline of gathering, writing and reporting news, it includes processes of editing and presenting news articles. This course will introduce the history, ethics, and journalistic writing, with a major focus upon print media. Knowledge of news writing style, page design, reporting and interviewing techniques are critical skills developed in this course. Journalism applies to various media.

*Prerequisites:* 'B' average in English is recommended

**NEWSPAPER I****4066**

Grade Level: 10-12

Credit: 1

Location:

LHS

Newspaper 1 is an introductory class to writing and producing a school newspaper. In addition to the history of journalism in American society, the class examines freedom of speech, restrictions and responsibilities when working in the press. Areas of study will include how to write news, editorial, feature, sports, and entertainment stories. Students will learn to use design software to create pages and spreads in a newspaper. As studies progress, students will begin writing for the school news.

*Prerequisites: "B" average in English classes recommended, "C" average required.*

**CREATIVE WRITING I****4022**

Grade Level: 9-12

Credit: 1

Location:

CRHS, LHS

This class is designed to include imaginative writing of fiction, poetry, and drama. Subjects of the students' choice will be the basis of this course. Conferences with the teacher and exchange of constructive criticism with fellow students will also be a part of the course.

*Prerequisites:*

**SCHOOL YEARBOOK****4071**

Grade Level: 11-12

Credit: 1

Location:

CRHS, LHS, MHS

This course is for students who have an interest in photography and/or yearbook production. Class topics include headlines, copy, layout, photography, and advertising. The goal is to produce a yearbook that meets the needs of the school while providing laboratory experience for the student.

*Prerequisites: "B" average in English. Class size is limited to ten students. Students should not register for this class unless they are willing to sacrifice some personal time after school and are willing to attend functions after school or at night to complete assignments.*

**PUBLIC SPEAKING****4164**

Grade Level: 10-12

Credit: 1

Location:

CRHS, LHS

Public speaking courses enable students to develop communication skills for a variety of speaking situations. Course topics may include research, organization, verbal delivery, stylistic choices, visual and presentations skills, analysis, critique, and development of self-confidence.

*Prerequisites:*

**JOURNALISM VIDEO****4061**

Grade Level: 10-12

Credit: 1

Locations:

LHS

This course is a laboratory based class that focuses on the methods and techniques for reporting, producing and delivering news and news programs via television and video/film media; and that prepares individuals to be professional broadcast journalist, editors, producers, directors and managers. This course includes instruction in the principles of broadcast technology, broadcast reporting, on-and-off-camera and microphone procedures and techniques, program, sound and video/film editing, program design and production, media law and policy and professional standards and ethics.

*Prerequisites: "B" average in English classes recommended. "C" average is required.*

## WORLD STUDIES/ HISTORY

### UNITED STATES STUDIES to 1900

7009

Grade Level: 10                      Credit: 1                      Location:                      CRHS, LHS, MHS

This program of study follows 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 civilization to its transformation as a dominant political and economic influence in the world. Special emphasis placed on how the challenges of setting expansive and widely-differing environments were met by a diverse population.

*Prerequisite:*

### UNITED STATES STUDIES to 1900 H

7009H

Grade Level: 10                      Credit: 1                      Location:                      MHS

This program of study follows 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 civilization to its transformation as a dominant political and economic influence in the world. Special emphasis placed on how the challenges of setting expansive and widely-differing environments were met by a diverse population.

*Prerequisite:*

### WORLD STUDIES 1900

7010

Grade Level: 9                      Credit: 1                      Location:                      CRHS, LHS, MHS

This study of the world emphasizes the historic, economic, geographic, political, and social structure of various cultural regions of the world from the dawn of civilization to the interdependent world of the twentieth century. Special attention is given to the formation and evolution of societies into complex political and economic systems. Geography/map skills and critical thinking skills are emphasized.

*Prerequisite:* None

### WORLD STUDIES H

7010H

Grade Level: 9                      Credit: 1                      Location:                      MHS

Included in this class is the regular world history curriculum with increased emphasis on creative writing and critical thinking skills. It is designed to motivate high achievers to improve their level of understanding of ancient world history. Students are encouraged to determine the validity, credibility, and reliability of information based on comprehension, bias, accuracy, and frame of reference.

*Prerequisite:*

### CONTEMPORARY STUDIES / 20-21 CENTURY

7011

Grade Level: 11                      Credit: 1                      Location:                      CRHS, MHS

The focus of this course is an identification and study of the interaction of geographic, political, economic, and historical factors. Such factors provide students a framework to examine and appreciate the changing nature of societies and the increasing interdependency of the United States and the world. Students will realize the importance of well-informed citizens in a diverse society and their place in the democratic process.

*Prerequisite:*

### GEOGRAPHY VIRTUAL

7033

Grade Level: 11                      Credit: 1                      Location:                      MHS

This course will offer students an opportunity to pursue the study of basic physical and political geography and their effects on humankind. Basic map skills will be stressed.

### AP GEOGRAPHY

7042

Grade Level:                      Credit: 1                      Location:                      CRHS

This course will offer students an opportunity to pursue the study of basic physical and political geography and their effects on humankind. Basic map skills will be stressed.

**UNITED STATES HISTORY AP****7043***Grade Level: 10**Credit: 1**Location:**CRHS, LHS*

The US History AP course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials-their relevance to a given interpretive problem, reliability, and 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 reason and evidence clearly and persuasively in essay format.

*Prerequisite: AP Exam required*

**CIVICS FOR NEXT GENERATION****7031***Grade Level: 12**Credit: 1**Location:**CRHS, LHS, MHS*

Responsible participatory citizenship, an understanding of the workings of our government and sound financial literacy are essential to the preservation and improvement of American constitutional democracy. Students rely on knowledge attained and skills developed in their previous course of United States and World Studies as a foundation for the Civics/Government course. In this course, students develop the knowledge, skills and dispositions to engage in civil life, financial literacy, politics and government and analyze the personal, political and economic roles of responsible citizens in American democracy. Students explain and give examples of the traits of public character of informed, effective and responsible citizens and demonstrate through explanation and example how responsible citizens interact, monitor and influence public policy.

*Prerequisite:*

**SOCIOLOGY****7341***Grade Level: 11-12**Credit: 1**Location:**CRHS, LHS*

Students are introduced to the study of society. Students study the ways people behave in groups, develop hypotheses about people in groups and gather information to test these hypotheses. Attention will be given to current events, with emphasis on thinking critically about them. This is a pre-AP level course, designed to prepare students for one of the most common courses taken during the freshman year in college.

*Prerequisite:*

