

Lincoln County High School Course Catalog for School Year 2020-2021

**** SPECIAL NOTICE ****

The school administration determines the number of sections of each subject to be taught and the number of teachers needed in each discipline based on student requests. Classes will be full. Regretfully, the flexibility to make changes later is impaired. Therefore, choose courses and alternate courses carefully.

THE MASTER SCHEDULE of course offerings is developed based on student needs and requests and the staffing provided. Therefore, it is very important that students and parents carefully study the course offerings and choose those that will best meet their needs.

COURSE AVAILABILITY is dependent upon a preferred class size of at least (15) students in most courses. Courses with fewer than (15) students may not be offered. Staff availability may necessitate these classes not being offered.

NO SCHEDULE CHANGES will take place after the 5th day of the start of school or change at the semester. Only special circumstances, and with the approval of the principal, will warrant any class change.

Graduation Requirements

English Language Arts*	4 credits English 9 English 10 English 11 English 12 or English 12 CR or Transition English Language Arts for Seniors* An Advanced Placement (AP®) English course may be substituted for any of the above courses.
Mathematics*	4 credits Math I or Algebra I Math II or Geometry Math III STEM, or Math III LA or Math III TR or Algebra II Math IV - Trigonometry/Pre-calculus or Math IV TR or Transition Mathematics for Seniors* or any other fourth course option An AP® Mathematics course may be substituted for an equivalent course or any fourth course option.
Science*	3 credits Earth and Space Science (Grade 9) Biology or AP® Biology (Grade 10) One additional science course or AP® science course (see science electives)
Social Studies*	4 credits 1 credit from World Studies or an AP® Social Studies course (see social studies electives) 1 credit from United States Studies ¹ or United State Studies-Comprehensive or AP® U.S. History 1 credit from an additional Social Studies course or an AP® Social Studies course (see Chart V) 1 credit from Civics or AP® United States Government and Politics.
Physical Education*	1 credit Physical Education 9-12 or Integrated Physical Education. At least 50 percent of class time for physical education should be spent in moderate- to vigorous-intensity physical activity.
Health*	1 credit Health 9-12 (WVEIS course 6909)
The Arts*	1 credit
Graduation Requirements (4 personalized)	

Personalized Education Plan	4 credits Each student's PEP will identify a career cluster and a program of study or course work for the 4 credits that will lead directly to placement in, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs. Best practices encourage students to experience the following: an AP® and/or Advanced Career (AC) course with corresponding examination, an additional science, a computer science, an online/digital learning experience, 2 credits in one world language, and/or 4 credits culminating in acquisition of industry-recognized CTE credential focused on career aspirations.
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******Two additional electives required in order to meet 24 total credits for graduation per Lincoln County policy.**

<u>Non-weighted course grading scale:</u>			<u>Weighted course grading scale:</u>		
<i><u>Average</u></i>	<i><u>Grade</u></i>	<i><u>Quality Points</u></i>	<i><u>Average</u></i>	<i><u>Grade</u></i>	<i><u>Quality Points</u></i>
90-100	A	4.0	90-100	A	5.0
80-89	B	3.0	80-89	B	4.0
70-79	C	2.0	70-79	C	3.0
60-69	D	1.0	60-69	D	2.0
0-59	F	0	0-59	F	0

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

Fundamental Understandings:

- Honors level courses differ from regular courses in that they treat content with greater in-depth study, contain research, give evidence of requiring critical thinking and contain extended course content.
- Honors level courses have established prerequisites indicating completed courses and academic standing.
- Honors level courses are **designed with the rigor** of Advanced Placement courses in mind.
- Honors courses are offered in several departments. These courses are weighted at all grade levels, nine through twelve.
- The selection of courses is a critical choice for students and is always accomplished in consultation with parents.
- Honors courses are graded on a weighted scale, with an A=5 quality points, B=4, and so forth.

Enrollment Considerations:

Specific criteria will be considered when allowing students to be enrolled in weighted courses. When students select a weighted class, they must be sure that they meet the enrollment criteria. The specific criteria are listed with each honors or AP course in the course catalog. Before enrolling students in an honors or AP course,

counsellors will verify that students have met the prerequisites. Assessment scores, GPAs, teacher recommendations are just a few examples of the criteria used for admission to these courses.

AP - Advanced Placement Courses

Advanced Placement Courses offer our students the opportunity to do college level work while still in high school. They are available to qualified academically oriented students in grades nine through twelve as noted. Upon completion of the AP course, students must take the nationally administered examination offered in early May: the cost associated with exam may be the student's responsibility if the district is unable to pay all fees. They may receive college credit hours for each examination they take. This makes it possible for a student who is successful on the exam(s) and in the course(s) to enter college at or near the sophomore level. The examination contains a multiple-choice section and an essay section. The best way to describe them is "tough but fair." Every examination receives an overall grade on a five-point scale: 5 - extremely well qualified, 4 - well qualified, 3 - qualified, 2 - possibly qualified, 1 - no recommendation.

Reasons to take an AP course:

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

In order to receive college credit, a student generally needs to score three or higher on the examinations. A student should check at the college(s) they may be attending to check on their policy of accepting college credit from the AP exams. An AP Grade Report is sent in early July to each student, school, and if requested, to the college(s) you select. It must be kept in mind that completion of the AP courses(s) does not insure the student a passing grade on the examinations(s). Advanced Placement courses are graded on a weighted scale, with an A=5 quality points, B=4, and so forth. Advanced Placement courses are offered in Social Studies, Science, English, and Mathematics.

*****Students who are enrolled in AP Courses must take the AP Exam. Students who elect not to take the AP Exam will not receive the weighted credit.**

Withdrawal from Honors and AP Courses

The master schedule is based on the number of students requesting a course. Once you have chosen to take an honors or AP course, you will be expected to remain in the class. In addition, many of these classes require summer reading assignments, as well as other assignments. Failure to complete these summer assignments or the realization that the course is actually more difficult than thought will **not** be reason for a schedule change. Please understand the expectations and the rigor involved with such courses and choose wisely, for **once you have chosen to enroll in these courses, you will remain there.**

Athletics

WVSSAC ELIGIBILITY RULE (126-26-3)

In order to participate in extracurricular activities students must meet all state and local attendance requirements as well as maintain a 2.0 grade point average. Eligibility is determined for each semester based on the student's GPA from the previous semester. Computing eligibility is based on the following grade computations: A=4 points, B=3 points, C=2 points, D=1 point, and an F is awarded 0 points. Additional information can be found at the West Virginia Secondary Schools Athletic Commission website.

NCAA Eligibility Requirements for Student Athletes

For students who are interested in learning about the NCAA recruiting process or registering with the NCAA Clearinghouse for athletic purposes, they need to log into the eligibilitycenter.org and create an account. For

additional information about the NCAA as an organization, history, purpose, etc., the main website is www.NCAA.com While these websites are linked, it is difficult to navigate out of the NCAA.com to the eligibilitycenter.org. **Please note that the NCAA may not recognize a failing grade recovered through Lincoln County's credit recovery program. In this case, it may be best for the student to retake the course and replace the failing grade.**

Credit Recovery

The Credit Recovery Program at Lincoln County High School is intended to help LCHS students recover credit as a result of failed coursework. This program is available ONLY to students who have earned failing grades or have received no credit in courses taken at Lincoln County High School. Credit recovery will be offered during the school day in a credit recovery course or in the after school program. See your counselor to determine which is better for you.

ELIGIBILITY

Students eligible for credit recovery must meet the following guidelines beginning with the 2020-21 school year:

1. The student must have either earned a failing grade or was given no original credit. Only courses that can be recovered are those that are available through the Computer Based Instruction (CBI).
2. Students are given only one attempt at recovering a course during the regular school instructional day.
3. Dropout prevention courses are only available to students who have two or more credits to recover.
4. Dropout prevention course is reserved for student eligible for graduation during the current school year.
5. Students must complete 100% of the course and score a 65%(prior to 2018-2019) or 60% or greater on the end of course test.
6. When transcripts are changed, and credit is awarded at the completion of the course, the course will be denoted with a "CR" to signify that the course was completed in Dropout Prevention.

***Note: Students are to abide by all conditions set forth by the Credit Recovery Program. There will be NO disciplinary problems and no attendance problems noted by the instructor or the student will be automatically removed from the program and will not be given this opportunity again.

Dual Credit Classes

Dual credit classes allow students to earn college credit while enrolled in a high school course. Dual credit courses provide students the opportunity to earn credit both from their high school and Southern West Virginia Community and Technical College or Marshall University. These are advanced level, elective courses. Students enrolling in these classes must apply to SWVCTC or Marshall University, pay all fees and tuition, have a high school transcript, and have a specific grade point average for the class on the day of enrollment.

Dual credit courses can provide students with the opportunity to earn more than a semester of college credit while in high school. Students who plan to attend a different college than Southern West Virginia Community and Technical College or Marshall University should check with that college's admission requirements to ensure that dual credit courses will transfer, either as required or elective courses.

Students' grades for their high school transcript will be based on the county's grading scale. Grades for the students' college transcript will be based on Southern West Virginia Community and Technical College's grading scale.

Please Note: Staffing for the high school courses will receive priority before college classes. Typically, a minimum of 20 students must be enrolled in the class before it will be offered.

Advantages of taking dual credit courses

- Receive college credit for classes you take in high school (English, Algebra/Trig through Marshall University, and Sociology through SWVCTC)
- Gives high school students an opportunity to experience a college class
- Gives students an opportunity to “jumpstart” careers
- Costs are reduced (approximately 1/3 the cost of on-campus courses)
- Students will be in smaller classes and have instructors that can spend more time helping them with course work.
- Increased self-confidence before entering college



*** Must have qualifying ACT or SAT score for English and Math**

Marshall University Online College Courses in High Schools

Marshall University is offering a variety of online college courses in high schools (OCCHS) to Juniors and Seniors at a reduced rate of **\$25.00 per credit hour**.

Credentials Required for Early College Credit

- Current enrollment in a high school program
- Completed admission application
- High School Transcript with a 3.0 minimum cumulative GPA
- Letter of recommendation from applicant’s counselor or principal
- To take English or Math courses, a student must have a qualifying ACT or SAT score in the subject area.
 - Math: ACT 19 and SAT 500 (Algebra) SAT 540 (Trig)
 - English: ACT 18 and SAT 480



For more information go to: www.marshall.edu/occhs

Virtual School

West Virginia Virtual School provides online courses for students when desired course are not available in their high school, or if their schedule prevents them from taking a course associated with the college and career goals. Students who chose to take a virtual school course shall complete the course requirements by the end of the semester grading period. Seniors must complete all coursework by the last day for seniors. Providers generally allow and encourage students to proceed at their own pace. Courses are arranged in semester formats and a semester is usually equal to ½ credit. Students interested in taking virtual classes must meet the requirements on the back of the enrollment form. **Please be advised that virtual classes cannot be recovered if failed in credit recovery.**

Recommended sequence for 18 Required Courses for High School Graduation

Core Curriculum Credits					
English 4 Credits		Math 4 Credits	Social Studies 4 Credits	Science 3 Credits	Other Required Courses
9 th	English 9	Algebra I	World History	Earth Space Science	Fine Arts PE Health
10 th	English 10	Geometry	US to 1900	Biology	
11 th	English 11	Algebra II	Contemporary Studies, AP History, or History Elective	3 rd Science	
12 th	English 12	Trig/Precalculus, Transition Math, or 4 th Course Math Option	Civics		

Twenty-four (24) credits are required per Lincoln County Schools to be eligible for graduation. The above chart is a recommended sequence for the 18 credits required by the West Virginia Department of Education. Per West Virginia Policy 2510, each student will identify a career cluster and program of study or course work for four (4) personalized electives that will lead directly to placement in college courses, industry-recognized certificate or license, or workforce training programs. Below is a list of the 16 clusters, CTE programs of study, or recommended courses that can fulfill each cluster's personalized electives for graduation. We recognize that students are exploring various options during high school and want to create options that will help them prepare for their post-secondary goals.

****Any student wishing to attend a 4-year college or university should take 2 foreign language courses and a 4th Science course as part of their high school plan. Students following this plan can use these courses as part of their 4 personalized electives. Most institutions require this for admission!**

CTE programs and/or Local Non-CTE Personalized Electives

**Programs in italics are CTE pathways which students may choose as a graduation pathway but must complete all requirements of the specific program to meet graduation requirements.*

When choosing a cluster, please refer to the Local Non-CTE personalized electives and choose four (4) if you are not going to complete the CTE program or College Prep pathway. **Any foreign language credit can count as a personalized elective toward any Local Non-CTE cluster.**

College Prep: This pathway consists of 2 of the same foreign language and a 4th Science and 1 personalized elective. It will meet the Local Non-CTE electives for any cluster.

16 Career Clusters

Agricultural, Food and Natural Resources

Agribusiness

Intro to Agriculture

Science of Agriculture

Animal Production or Horticulture

Animal Systems

Intro to Agriculture

Animal Production

Aquaculture

Plant Systems

Intro to Agriculture

Horticulture

Greenhouse or Floriculture

Local Non-CTE personalized electives: Business Computers, Environmental Earth, Physical Science, Economics, Geography, Intro to Agriculture, Personal Finance (In-class/virtual), Business and Marketing (Virtual), Mass Communications, Basic Computers, Marketing/Advertising (Virtual)

Architecture and Construction

Carpentry

Carpentry I

Carpentry II

Carpentry III

Carpentry IV

Blueprint Reading (Recommended elective)

Local Non-CTE personalized electives: Physics, Business Computers, STEM, Economics, Mass Communications, Business and Marketing (Virtual), Personal Finance (In-class/virtual), Building Construction Basics, Stagecraft, Basic Computers, Marketing/Advertising (Virtual)

Arts, A/V Technology and Communications

Local Non-CTE personalized electives: Any 2nd year or higher fine arts course, Creative Writing, Instrumental Music, Guitar, Piano, Chorus, Dance, Computer Graphics, Digital Imaging, Music Appreciation, Film Studies, Yearbook

Business Management and Administration

Local Non-CTE personalized electives: Business Computers, Personal Finance (In-class/virtual), Business and Marketing (Virtual), Economics, Mass Communications, Psychology, Sociology, Speech, Technical Writing, CTE Introductory Classes, Marketing/Advertising (Virtual)

Education and Training

Teaching/Training (Seniors – register for ECE III and ECE IV)

Foundation in Education

Student Learning, Development and Diversity

Seminar in Educational Practice

Early Childhood Education

Local Non-CTE personalized electives: Psychology, Speech, Parenting, Essentials of Addiction, Human Development, Basic Computers, Sociology, STEM, Creative Writing

Finance

Local Non-CTE personalized electives: Personal Finance (In-class/Virtual), Basic Computers, Economics, Business and Marketing (Virtual), Mass Communications, STEM, Technical Writing, Marketing/Advertising (Virtual)

Government and Public Administration

National Security

JROTC I

JROTC II

JROTC III

JROTC IV

Local Non-CTE personalized electives: Basic Computers, JROTC I, Technical Writing, Speech, Economics, Geography, Personal Finance, Mass Communications, Psychology, Strategic Security and Protection, Lifetime Fitness

Health Science

Therapeutic Services

Foundations of Health Science

Advanced Principles of Health Science

Clinical Specialty I

Clinical Specialty II

Local Non-CTE personalized electives: Psychology, Medical Terminology, Introduction to Health Care, Human Development, Essentials of Addiction, Parenting, Speech, STEM, Anatomy (4th Science), Business Computers

Hospitality and Tourism

Local Non-CTE personalized electives: Any 2nd year or higher fine arts course, Business and Marketing (Virtual), Mass Communications, Geography, Economics, Business Computers, Speech, Personal Finance (In-class/virtual), Sociology, Journalism, Marketing/Advertising (Virtual)

Human Services

Local Non-CTE personalized electives: Business Computers, Psychology, Essentials of Addiction, Sociology, Human Development, Parenting, Speech, Personal Finance (In-class/virtual), Communication Graphics

Information Technology

Project Lead the Way Computer Science

Introduction to Computer Science

AP Computer Science Principles

AP Computer Science: A & B

Cyber Security

Information Management (Select 4)

Business Computers I

Business Computers II

Desktop Publishing

Digital Imaging

Webpage Publishing

Local Non-CTE personalized electives: Digital Imaging, Computer Graphics, STEM, Robotics (per instructor), Business Computers, Technical Writing, Mass Communication

Law and Public Safety, Corrections and Security

Law Enforcement Services

Practical Applications of Public Safety
Fundamentals of Public Safety Leadership
Ethical Issues in Public Safety
Strategic Security and Protection

Local Non-CTE personalized electives: Psychology, Lifetime Fitness, STEM, Essentials of Addiction, Sociology, Public Safety Leadership, Strategic Security and Protection, Geography, JROTC I, Speech, Economics, Parenting, Human Development, Technical Writing, Basic Computers

Manufacturing

Welding

Welding I
Welding II
Welding III
Welding IV
Gas Metal Arc Welding (Recommended elective)

Local Non-CTE personalized electives: STEM, CTE Introductory course, Robotics (per instructor), Basic Computers, Physics, Business and Marketing (Virtual), Economics, Personal Finance (In-class/virtual), Technical Writing, Marketing/Advertising (Virtual)

Marketing

Local Non-CTE personalized electives: Basic Computers, Speech, Sociology, Mass Communications, Technical Writing, Economics, Business and Marketing (Virtual), Computer Graphics, Business Computers, Digital Imaging, Marketing/Advertising (Virtual), Personal Finance (In-class/virtual)

Science, Technology, Engineering and Mathematics

Advanced Careers – Innovations in Science and Technology

Innovations in Science and Technology I – The Nature of Science and Technology
Innovations in Science and Technology II – Core Applications of Science and Technology
Innovations in Science and Technology III – Impacts of Science and Technology
Innovations in Science and Technology IV – Creativity and Innovations

Local Non-CTE personalized electives: STEM, Physics (4th Science), Basic Computers, Technical Writing, Computer Graphics, Business Computers, Robotics (per instructor), Technical Writing, AP Coding and Mathematics

Transportation, Distribution and Logistics

Automotive Technology

Auto Tech MLR 1

Auto Tech MLR 2

Auto Tech MLR 3

Auto Tech MLR 4

Auto Tech AST – 1 (Recommended elective)

Local Non-CTE personalized electives: Introductory CTE Course, STEM, Basic Computers, Business Computers, Geography, Personal Finance (In-class/virtual), Technical Writing, Economics, Drivers Ed

ENGLISH/LANGUAGE ARTS

ENGLISH 9 (GRADE 09) 400911

This is an integrated study of the language arts, including literature, grammar, usage, mechanics and composition designed for high school freshmen with an emphasis on grammar and the writing process.

Credit: 1.0

Duration: Two semesters

ENGLISH 9 SUPPORT (GRADE 09) 412712

This course is designed to help students who are not reading on grade level to improve their reading skills. Students will be placed in English Support only if they qualify for the class following a reading assessment.

Credit: 1.0

Duration: Two semesters

ENGLISH 09 HONORS (GRADE 09) 40091H

This class is an advanced level course designed for 9th grade students who excel in English and are capable of accelerated learning. As a full credit course, there will be an integration of the study of literature and the “process approach” to writing. The course will encourage the learner to respond to literature with fluent written expression, while emphasizing vocabulary building, independent reading, critical thinking, literature analysis, research and presentation. This course will provide a strong foundation for those who later take AP English courses. Summer readings may be required and are available from the public library, Amazon.com, local book stores, as well as on loan from the school (in limited quantities).

Credit: 1.0

Duration: Two semesters

Prerequisites: Required: PSAT/SAT score of 410 or Lexile score of 1080 AND English teacher recommendation

ENGLISH 10 (GRADE 10) 401011

This is an integrated study of language arts, including literature, grammar, usage, mechanics, and composition designed for high school sophomores with an emphasis on the forms of literature. Students will complete a research project.

Credit: 1.0

Duration: Two Semesters

ENGLISH 10 SUPPORT (GRADE 10) 412722

This course is designed to help students who are not reading on grade level to improve their reading skills. Students will be placed in English Support only if they qualify for the class following a reading assessment.

Credit: 1.0

Duration: Two Semesters

ENGLISH 10 HONORS (GRADE 10) 40101H

This is an accelerated sophomore level course for those students who excel in English. Starting with a prerequisite summer reading program, there will be an integration of the study of American Literature with the process of writing. This course provides a strong foundation for the potential Advanced Placement English student. *This course may be substituted for English 10. The summer readings are available from the public library, amazon.com, local book stores, as well as a limited supply on loan from the school.*

Credit: 1.0

Duration: Two Semesters

Prerequisites: Required: PSAT/SAT score of 430 or Lexile score of 1080 AND English teacher recommendation

ENGLISH 11 (GRADE 11) 401111

This is an integrated study of language arts, including literature, grammar, usage, mechanics, composition, and oral communication designed for high school juniors. An emphasis will be placed upon American Literature.

Credit: 1.0

Duration: Two Semesters

AP ENGLISH LANGUAGE AND COMPOSITION (Can replace English 11) 40411H

This is a college level honors course in which ambitious students can obtain college English credit and/or advanced placement in college by successfully completing the Advanced Placement Test for Language and Composition. The course includes both reading and analysis of fiction and non-fiction prose as well as the study of the process of writing, including research writing. Both the reading and writing should make students aware of author's purpose, audience needs, rhetorical modes, and the resources of language: syntax, diction, and tone. Summer readings are required. Summer readings are available from the public library, Amazon.com, local book stores, as well as on loan from the school (in limited quantities).

Credit: 1.0

Duration: Two Semesters

Prerequisites: Required: PSAT/SAT score of 460 or Lexile score of 1215 AND English teacher recommendation

AP ENGLISH LITERATURE & COMPOSITION (Can replace English 12) 40421H

AP Literature is a college level honors course in which ambitious students are given the opportunity to obtain not only college English credit but also advanced placement in college English courses by successfully completing the Advanced Placement test for English Literature and Composition. The course engages students in the careful reading and critical analysis of imaginative literature. Students will consider a works' structure, style, and themes as well as the author's use of language. The course begins with prerequisite summer reading. Students must sign a contract agreement in the spring, committing to the summer reading assignments and completion of all requirements to successfully complete the course.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Required: PSAT/SAT score of 460 or Lexile score of 1215 AND English teacher recommendation

ENGLISH 12 (GRADE 12) 401211

This is an integrated study of language arts, including literature, grammar, usage, mechanics, composition, and oral communication designed for high school seniors. An emphasis will be placed upon British and World literature and rhetorical modes. Students will complete a 5 to 8+ page research paper.

Credit: 1.0

Duration: Two Semesters

TRANSITION ENGLISH LANGUAGE ARTS FOR SENIORS (Grade 12) 401311

Transition English 12 is designed for College bound students: Who are below State Average

Who score around 14-17 on the ACT or 760-930 on the SAT

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

Credit: 1.0

Duration: Two Semesters

Prerequisites: Should meet two of the above criteria

ENGLISH 101-102 (DUAL CREDIT 11TH AND 12TH GRADE) 40121X

DUAL CREDIT CLASSES WITH MARSHALL UNIVERSITY. Students enrolling in this class may apply to Marshall if they have a transcript showing a cumulative 3.0 grade point average (on a 4.0 scale) and letters of recommendation. Marshall's tuition is set by the College at 1/3 the tuition of students on the Marshall campus. Fifteen students must commit irrevocably for the class to be scheduled. Dual Credit English 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, writing, and research tasks that they are most likely to encounter in further college work. Specifically, the course provides an opportunity to broaden the range of reading and writing experiences, and to find and refine one's voice and style while using the writing process.

Credit: 1.0

Duration: Two Semesters: (English 101 1st Semester (3 College Credit Hours) –English 102 2nd Semester (3 College Credit Hours)

Prerequisites: A score of 18 on the English component of the ACT or at least a 480 on the SAT

MATHEMATICS

ALGEBRA I (GRADE 09) 306111

Students in this course will focus on five critical units that deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Students will continue developing mathematical proficiency in a developmentally-appropriate progressions of standards.

Credit: 1.0

Duration: Two semesters

ALGEBRA I HONORS (GRADE 09) 30611H

This course is considered an honors class with more rigor than a regular Algebra I course. Students in this course will focus on five critical units that deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Students will continue developing mathematical proficiency in a developmentally-appropriate progressions of standards.

Credit: 1.0

Duration: Two Semesters

Prerequisites: **Required** As and Bs in 7th and 8th grade math courses; **One** of the following: Math inventory score of at least 1001 **or** passing score on math placement test

GEOMETRY (GRADE 10) 306211

Students in this course will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Students will continue developing mathematical proficiency in a developmentally-appropriate progressions of standards.

Credit: 1.0

Duration: Two Semesters

GEOMETRY HONORS (GRADE 10) 30621H

This class is an advanced level course designed for 10th grade students who excel in Math and are capable of accelerated learning. Geometry Honors will cover the same concepts but at a faster more rigorous pace.

Credit: 1.0

Duration: Two Semesters

Prerequisites: **Two** out of **three** of the following: Teacher recommendation, Imagine math score of at least 1020, PSAT math score of at least 450

ADVANCED MATH PREPARATION Grades 9-11 301712

Assisted math courses offer students the opportunity to focus on their math skills. Assistance is targeted to students' particular weaknesses and is designed to bring math skills up to the desired level, or to develop strategies to work math problems more efficiently in order to progress at a steady rate through school. Student assignment determined by state testing standards.

Credit: 1.0

Duration: Two Semesters

ALEGBRA II (GRADE 11) 306311

Students in this course will build on their work with linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational, and radical functions. (In this course rational functions are limited to those whose numerators are of degree at most 1 and denominators of degree at most 2; radical functions are limited to square roots or cube roots of at most quadratic polynomials.) Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Mathematical habits of mind, integrated in content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling mathematics; using tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning.

Credit: 1.0

Duration: Two Semesters

ALEGBRA II HONORS (GRADE 11) 30631H

This course is considered an honors class with more rigor than a regular Algebra II course. Students in this course will build on their work with linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational, and radical functions. (In this course rational functions are limited to those whose numerators are of degree at most 1 and denominators of degree at most 2; radical functions are limited to square roots or cube roots of at most quadratic polynomials.) Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Mathematical habits of mind, integrated in content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling mathematics; using tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning.

Credit: 1.0

Duration: Two Semesters

Prerequisites: **Required**—As or Bs in Algebra I/Algebra I Honors, teacher recommendation, and Imagine math score of at least 1160 **or** a PSAT math score of 480

SENIOR 4TH COURSE MATH OPTIONS

TRIG/PRECALCULUS 306411

Students in this course will generalize and abstract learning accumulated through previous courses as the final springboard to calculus. Students will take an extensive look at the relationships among complex numbers, vectors, and matrices. They will build on their understanding of functions, analyze rational functions using an intuitive approach to limits and synthesize functions by considering compositions and inverses. Students will expand their work with

trigonometric functions and their inverses and complete the study of the conic sections begun in previous courses. They will enhance their understanding of probability by considering probability distributions and have previous experiences with series augmented. Students will continue developing mathematical proficiency in a developmentally-appropriate progressions of standards. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning.

Credit: 1.0

Duration: Two Semesters

AP COMPUTER SCIENCE & MATHEMATICS (*Juniors that are interested in STEM related fields may request this course, however, it is possible that it will be available to Seniors only*) 303011

This introduction to programming course is designed to provide students with the opportunity to explore the uses of mathematics and computer programming as tools in creating effective solutions to complex problems.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Completion of math and science classes with a C or better

AP STATISTICS (Grades 11-12) 303311

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns, Sampling and

Experimentation: Planning and conducting a study, Anticipating Patterns: Exploring random phenomena using probability and simulation, and Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Completion of Algebra II with a B or better

TRANSITION MATH SRS FOR SENIORS (GRADE 12 ONLY) 305211

This course is designed for seniors in either the CTE or Non-CTE pathways who do not meet proficiency in the math subtest of SAT Assessment in their junior year.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Successful completion of 3 previous math classes.

FINANCIAL ALGEBRA (GRADE 12 ONLY)

Financial Algebra is an applications-rich, algebra-based, technology-oriented program that incorporates mathematical skills in real-world

contexts. Topics include: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Successful completion of 3 previous math classes

ADVANCED MATHEMATICAL MODELING (GRADE 12 ONLY) 302511

Students continue to build upon their algebra and geometry foundations and expand their understanding through further mathematical experiences. The primary focal points of Advanced Mathematical Modeling include the analysis of information using statistical methods and probability, modeling change and mathematical relationships, mathematical decision making in finance, and spatial and geometric modeling for decision-making. Students learn to become critical

consumers of the quantitative data that surround them every day, knowledgeable decision makers who use logical reasoning and mathematical thinkers who can use their quantitative skills to solve problems related to a wide range of situations. As they solve problems in various applied situations, they develop critical skills for success in college and careers, including investigation, research, collaboration and both written and oral communication of their work. As students work with these topics, they continually rely on mathematical processes, including problem-solving techniques, appropriate mathematical language and communication skills, connections within and outside mathematics and reasoning. Students also use multiple representations, technology, applications and modeling and numerical fluency in problem-solving contexts.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Successful completion of 3 previous math classes.

AP CALCULUS (GRADES 11 or 12) 303111

Calculus objectives are designed for students who have completed Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. Study includes functions and continuity, limits, differentiation and applications of derivatives, integration and its application to area, volume, and displacement. The Rule of Four (Numerical, Analytical, Graphical and Verbal) will be applied throughout the course. Available technology will be used by students and teachers to enhance learning. Graphing utilities will be used to investigate concepts and to evaluate derivatives and integrals.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Completion of Trigonometry with at least a C and teacher recommendation

DUAL CREDIT ALGEBRA/TRIGONOMETRY (GRADES 11 AND 12) 30511

DUAL CREDIT CLASSES WITH MARSHALL UNIVERSITY. Students enrolling in this class may apply to Marshall if they have a transcript showing a cumulative 3.0 grade point average (on a 4.0 scale) and letters of recommendation.

Marshall's tuition is set by the College at 1/3 the tuition of students on the Marshall campus.

Algebra: A brief but careful review of the main techniques of algebra. Polynomial, rational, exponential, and logarithmic functions. Graphs, equations and inequalities, sequences.

Trigonometry: A study of the trigonometric functions, graphs of the trigonometric functions, identities, equations, inverse trigonometric functions, vectors, complex numbers, and applications.

Prerequisites: A score of 19(ACT) or 500 (SAT) in Math, a 3.0 cumulative GPA or higher

SCIENCE

Three units of science are required for graduation. These include Earth & Space, Biology and a 3rd Science course. College bound students are encouraged to complete a fourth science. Earth & Space will be taken by students in the ninth grade, and in the tenth-grade students will take Biology. Students should choose the Science courses that would meet their post-secondary education plans. Students planning on attending a 4year college should research admission requirements for suggested Science classes.

EARTH AND SPACE SCIENCE (GRADE 09) 602010

This is a required course for all incoming 9th graders. The ninth grade Earth and Space Science (ESS) course builds upon science concepts from middle school by revealing the complexity of Earth's interacting systems, evaluating and using current data to explain Earth's place in the universe and enabling students to relate Earth Science to many aspect of human society. Students will focus on five ESS content topics: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understandings and research and laboratory skills described in the objectives.

Credit: 1.0

Duration: Two Semesters

EARTH AND SPACE SCIENCE –HONORS (GRADE 09) 602010

This is a required course for all incoming 9th graders. The ninth grade Earth and Space Science (ESS) course builds upon science concepts from middle school by revealing the complexity of Earth's interacting systems, evaluating and using current data to explain Earth's place in the universe and enabling students to relate Earth Science to many aspect of human society. Students will focus on five ESS content topics: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability. Students will engage in active inquiries, investigations, and hands-on

activities as they develop and demonstrate conceptual understandings and research and laboratory skills described in the objectives.

Credit: 1.0

Duration: Two Semester

Prerequisites: Two of the three—Reading inventory at least 1010 and a math inventory at least 900, teacher recommendation, GPA in science classes at the middle school above 3.49

BIOLOGY (GRADE 10) 602111

This is the required science course for 10th grade students (you may substitute AP Biology for this course with teacher/counselor/parent recommendation and appropriate qualifications). Students will build and expand their laboratory skills and experiences in the life sciences needed to prepare for college. This course meets the criteria for lab credit and is recognized by 4-year colleges as a laboratory course for college entrance.

Credit: 1.0

Duration: Two Semesters

BIOLOGY—HONORS (GRADE 10) 60210H

This is the honors level of the required science course for 10th grade students (you may substitute AP Biology for this course with teacher/counselor/parent recommendation and appropriate qualifications). Students will build and expand their laboratory skills and experiences in the life sciences needed to prepare for college. This course meets the criteria for lab credit and is recognized by 4-year colleges as a laboratory course for college entrance.

Credit: 1.0

Duration: Two Semester

Prerequisites: Two of the three—previous course B or better, reading inventory score 1050 or higher, teacher recommendation

CHEMISTRY (Recommended - GRADE 11) 6031E0

Chemistry is a study of the nature of matter and the naturally existing relationships between the types of matter. Fundamental mathematical skills, concepts and problem-solving skills are taught. Laboratory equipment, procedures and experimentation are emphasized. This course counts as laboratory science credit for college admission and should be taken by all eleventh-grade students planning to attend a 4-year college.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Successful completion of biology

CHEMISTRY Honors (GRADE 11-12) 6031EH

This is the honors level of the chemistry course. Students will build and expand their laboratory skills and experiences in chemistry needed to prepare for Advanced Placement Chemistry or College Chemistry. This course meets the criteria for lab credit and is recognized by four-year colleges as a laboratory course for graduation and college entrance.

Credit: 1.0

Duration: Two Semester

Prerequisites: Required: Imagine math score of basic or better on all benchmarks or PSAT math score of 440 or higher and teacher recommendation

PHYSICS (GRADES 11-12) 604112

Physics is a course for 11th and 12th grade students. This program is designed to provide classroom and laboratory experience in Newtonian mechanics, electricity, magnetism, light, and atomic physics. A solid conceptual foundation and approach will be emphasized. It is recommended that students enrolling in Physics should have completed Algebra and Geometry.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Algebra and Geometry

ADVANCED PLACEMENT BIOLOGY (GRADES 11-12)

612111

STUDENTS ARE REQUIRED TO TAKE THE AP BIOLOGY EXAM. AP Biology is equivalent to introductory college biology for science and health care majors. Topics covered include: biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, ecology, plants, animals and taxonomy. TO RECEIVE COLLEGE CREDIT, STUDENTS MUST SATISFACTORILY COMPLETE AN EXAMINATION FROM THE COLLEGE BOARD. Participation in the course does not guarantee receipt of any college credit.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Concurrent/previously passed chemistry **and** GPA 3.0

ADVANCED PLACEMENT-ENVIRONMENTAL EARTH SCIENCE (GRADES 11-12) 62210

STUDENTS ARE REQUIRED TO TAKE THE AP ENVIRONMENTAL SCIENCE EXAM. AP Environmental Earth Science incorporates fundamentals of geology, biology, chemistry, physics, meteorology and ecology in the study of the environment. The impact of economic, political and social pressures on environmental issues is emphasized. This course counts as laboratory science credit for college admission. This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Participation in the course does not guarantee receipt of any college credit.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Concurrent/previously passed chemistry **and** GPA 3.0

ENVIRONMENTAL EARTH SCIENCE (GRADES 11-12)

631211

Earth Science incorporates fundamentals of geology, biology, chemistry, physics, meteorology and ecology in the study of the environment. The impact of economic, political and social pressures on environmental issues is emphasized. This course counts as laboratory science credit for college admission.

Credit: 1.0

Duration: Two Semesters

HUMAN ANATOMY AND PHYSIOLOGY (GRADES 11 AND 12) 6103E1

Human Anatomy and Physiology is an advanced, high school elective course designed for those students wanting a deeper understanding of the structures and functions of the human body. The body will be viewed as a whole using anatomical terminology necessary to describe location. Instruction will be at both micro and macro levels reviewing cellular functions, biochemical processes, tissue interactions, organ systems and the interaction of those systems as it relates to the human organism. Systems covered include integumentary, skeletal, muscular, respiratory, circulatory, digestive, excretory, reproductive immunological, nervous and endocrine. A research project is required for this course. This course counts as laboratory science credit for college admission.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Successful completion of biology

PHYSICAL SCIENCE (GRADES 11 AND 12) 60110

The Physical Science course develops understandings of the core concepts from chemistry and physics: Structure and Properties of Matter; Chemical Reactions; Forces and Interactions; Energy; and Waves and Electromagnetic Radiation. The objectives in Physical Science allow high school students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences, as well. These objectives blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines.

Credit: 1.0

Duration: Two Semesters

FORENSIC SCIENCE (GRADES 11 and 12) 604411

Forensic Science is an advanced, high school elective course designed to provide students with hands-on experiences in various aspects of a criminal investigation. Science content and Engineering, Technology, and the Application of Science objectives are integrated as students ask questions and define problems, develop and use models, plan and conduct investigations, analyze and interpret data, construct explanations and design solutions as they consider crime scenes, evidence, and protocol. As students demonstrate proficiency in evidence collection--maintenance of data integrity, formulation of a conclusion/summary, and succinct communication of findings--they prepare for forensic-related careers and other occupational opportunities in science, technology, engineering, and math. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understandings and research and laboratory skills described in the objectives.

Credit: 1.0

Duration: Two Semesters

SOCIAL STUDIES

WORLD STUDIES TO 1900 (GRADE 09) 701011

This study of the world emphasizes the historic, geographical, political, and social structures of various cultural regions of the world from the dawn of civilization to the interdependent world of the 20th century.

Credit: 1.0

Duration: Two semesters

WORLD STUDIES TO 1900 HONORS (GRADE 09) 70101H

A World History course taught as part of the honors program provides an integrated study of history and literature of the period. This study of the world emphasizes the historic, geographic, political, and social structure of various cultural regions of the world from the dawn of civilization to the interdependent world of the 20th century. Outside research projects and summer reading assignments may be required.

Credit: 1.0

Duration: Two semesters

Prerequisites: Required—7th and 8th grade overall GPA of 3.5 or higher **and** As and Bs only in social studies.

U.S. TO 1900 (GRADE 10) 700911

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 civilizations to its transformation as a dominant political and economic influence in the world. Special emphasis is placed on how the challenges of settling expansive and widely differing environments were met by a diverse population.

Credit: 1.0

Duration: Two Semesters

U.S. TO 1900 HONORS (GRADE 10) 70091H

U.S. Studies Honors examines the evolution of the Constitution as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to its transformation as a dominant political and economic influence in the world at the beginning of the twentieth century. The course is taught with a greater weight on highly structured pedagogy and designed with rigor in mind to give students an advanced skill set.

Credit: 1.0

Duration: Two Semesters

Prerequisites: **Two** out of **three**—Lexile score of at least 1050, teacher recommendation, A or B in previous honors class

AP UNITED STATES HISTORY (Can be substituted for Contemporary Studies) (Grades 11-12) 70461H

This 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. It offers an in-depth survey of U.S. History from discovery and settlement of the new world to the present. **ADVANCED PLACEMENT EXAMINATION IS REQUIRED. THIS IS AN ELECTIVE COURSE OPEN TO GRADES 11 AND 12.**

Credit: 1.0

Duration: Two Semesters

Prerequisites: **Two** out of **three**—Lexile score of at least 1080, teacher recommendation, A or B in previous honors class

CONTEMPORARY STUDIES (GRADE 11) 701111

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 contrast and evaluate past and present world concerns and hypothesize about problems and solutions for the future. Students will realize the importance of well-informed citizens in a diverse society and their place in the democratic process.

Credit: 1.0

Duration: Two Semesters

CIVICS/GOVERNMENT (GRADE 12) 703111

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 courses 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 civic life, financial literacy, politics and government and analyze the personal, political and economic roles of responsible citizens in American democracy. Students will 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.

Credit: 1.0

Duration: Two Semesters

AP U. S. GOVERNMENT (GRADE 12) (Can be substituted for Civics/Government) 704411

This course is designed to teach students to analytically evaluate how people behave politically. Its main purpose is to help students interpret American politics and how government helps to shape public policy. The course covers the design of America's political system, its structure, and how individual and group interests combine, each promoting its own agenda. The course examines and evaluates government institutions, those who run them, their public policies, and the influence of the electorate. This course may be substituted for Civics. **ADVANCED PLACEMENT EXAMINATION IS REQUIRED WITH THIS COURSE.**

Credit: 1.0

Duration: Two Semesters

Prerequisites: **Two** out of **three**—Lexile score of at least 1185, teacher recommendation, A or B in previous honors class

PSYCHOLOGY (GRADES 11-12) Can be substituted for Contemporary Studies) 732111

This survey in the field of Psychology includes the study of human behavior in learning principles, memory and thought, altered states of consciousness, personality theories, human development, testing, disturbance and breakdown. Outside research is required.

Credit: 1.0

Duration: Two Semesters

AP PSYCHOLOGY Can be substituted for Contemporary Studies) 704732

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Credit: 1.0

Duration: Two Semesters

Prerequisites: **Two** out of **three**—Lexile score of at least 1080, teacher recommendation, A or B in previous honors class

SOCIOLOGY - DUAL CREDIT (Grades 11-12) Can be substituted for Contemporary Studies) 73412X

This is a dual credit class with Southern WV Community and Technical College. You must meet the entrance requirements of SWVCTC to be eligible for this course. 1st Semester is Intro to Sociology 200 (3 college hrs.), 2nd Semester is Social Problems I 201 (3 college hrs.)

Credit: 1.0

Duration: Two Semesters

SOCIOLOGY (Can be substituted for Contemporary Studies) 734112

This advanced level elective course examines the organization of society and the development of culture. Topics include: family, religious and economic institutions, minority groups, populations and social structure. **Credit:** 1.0

Duration: Two Semesters

WORLD LANGUAGES

Colleges recommend/require at least 2 years of high school foreign language study. However, some universities are now requiring 3 years. It is a student's responsibility to check entrance requirements of their preferred college/university. Also, it is recommended for students who will be working with the public, especially in the fields of medicine, public service, tourism and for students who wish to travel.

SPANISH I (GRADES 9-12) 566111

This introduction to the Spanish language and culture will focus upon the skills of reading, speaking, listening, and writing in Spanish. Understanding cultural differences and similarities is an inherent part of the course. There will be extensive use of computer programs, CD's, and videos.

Credit: 1.0

Duration: Two Semesters

Prerequisites: None; a "C" or above in English is highly recommended

SPANISH II (GRADES 9-12) 566211

This course is a continuation of Spanish I, with further emphasis on advanced grammar, conversation, reading, writing, and the study of additional aspects of Hispanic life. There will be use of computer programs, CD's, and videos.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Successful completion of Spanish I

SPANISH III HONORS (GR. 10-12) 56631H

This honors level course gives students the opportunity to apply the advanced skills already learned in listening, speaking, reading and writing Spanish. This course also emphasizes the study of Hispanic culture. There will be use of computer programs, CD's, and videos.

Credit: 1.0

Duration: Two Semesters

Prerequisites: TEACHER RECOMMENDATION ONLY

SPANISH IV HONORS (GRADES 11-12) 56641H

*SPANISH III AND IV MAY BE OFFERED VIRTUALLY IF REQUEST ARE TOO SMALL FOR A CLASS.

PHYSICAL EDUCATION

Regular physical activity that is performed on most days of the week reduces the risk of developing or dying from some of the leading causes of illness and death in the United States. Plus, learn activities that may interest you and could be used later as an adult to lengthen or increase your life span and improve your lifestyle.

A student must complete the course, "High School Physical Education," for graduation and it is a prerequisite for all electives. This course is recommended for the ninth or tenth grade. Electives are open to 10th, 11th, or 12th graders upon completion of the "High School Physical Education" course.

HIGH SCHOOL PHYSICAL EDUCATION 660911

This course is required for graduation, recommended for 9th and 10th grade students, and must be completed before enrollment in any physical education elective. This class is designed to assure that students experience and realize the benefits of fitness by participating in a sequenced plan of physical activity which introduces the following sports and units of study: Life Fitness, Conditioning and Weight Training, Leisure and Recreation, and Fitness and Conditioning.

Credit: 1.0

Duration: Two Semesters

HEALTH

One full credit of health is required for graduation. No other course may be substituted for the Health course.

HIGH SCHOOL HEALTH (GR. 9-12) 690911

In this course students will develop knowledge, attitudes, values, and skills concerning issues of particular concern during adolescence which impact on personal health and wellness. Topics in these areas include: Mental and Emotional Health; Family Life; Personal Health and Fitness; Sexuality; Substance Use Prevention; Disease Prevention and Control; Injury Prevention and Safety; Community Health; Consumer Health; and Environmental Health.

Credit: 1.0

Duration: Two Semesters

FINE ARTS ELECTIVES

ART

Art education courses are a place where students can cultivate creativity and individuality. Creative thinking, problem solving, craftsmanship and a respect for process are emphasized. All students must have one credit of fine arts to meet graduation requirements.

ART I (GRADES 9-12) 321111

This is an introduction to the visual arts. Students will explore a wide variety of projects which may include, but not limited to, drawing, painting, printmaking and 3-dimensional media, while learning basic art skills, techniques, principles, and elements of design. **Credit:** 1.0

Duration: Two Semesters

ART II (GRADES 9-12) 321250

This course is a continuation of Art I, with exploration and an in-depth study of additional media. Students will develop creative thinking and problem-solving skills. **Credit:** 1.0

Duration: Two Semesters

Prerequisites: Successful completion of Art I

ART III (GRADES 10-12) 321311

This course involves the study of techniques and skills necessary for success in advanced problems and projects. In this course students may begin to choose an area of specialization. **Credit:** 1.0

Duration: Two Semesters

Prerequisites: Successful completion of Art II

ART IV (GRADES 10-12) 321411

This course is a specialized visual art class. It will consist of advanced problems in the elements and principles of design with an emphasis on refining skills and student specializations. Students will be required to compile a portfolio of individual work and present an exhibit.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Successful completion of Art III

CERAMICS/POTTERY I (GRADES 9-12) 330711

This is a class for high school students with a special interest in working with clay. It will include basic methods of hand building and wheel-thrown pottery, and glazing technique.

Credit: .5

Duration: One Semester

DANCE

DANCE I (GRADES 9-12) 340111

This course is designed for students who have an interest in learning different dance styles. Previous training/experience is not necessary although those who have had dance instruction are welcome. Basic dance skills, including ballet, jazz, and choreography will be included, as well as dance history.

Credit: .5

Duration: One Semester

MUSIC

Music is a fundamental way human beings create and communicate. The music program is designed as a comprehensive standard study of music that will allow students to become musically literate. Through music study, students also develop and refine skills in reading, writing, mathematics, and foreign language. They explore music as a science from a cultural/historical perspective. By making appropriate connections between music and other areas of the curriculum, students are able to strengthen their understanding of both music and other content areas. Upper level performance courses (Show Choir) give students performance experience similar to that of the professional musician and prepare the student for a lifetime of music making and enjoyment.

CHORUS I (GRADES 9-12) 362111

This course is an introductory level class. The course places emphasis upon developing basic music reading skills, the development of good vocal tone production, ensemble singing and to introduce students to major styles of music from the Renaissance to the present day. Performances, "during and outside of class", are a required part of this course. No previous experience necessary. This is a non-auditioned ensemble.

Credit: 1.0

Duration: Two Semesters (Yearlong course; half-credit is not an option)

CHORUS II (GRADES 10-12) 362211 CHORUS III (GRADES 11-12) 362311 CHORUS IV (GRADE 12) 362411

Credit: 1.0

Duration: Two Semesters (Yearlong course; half-credit is not an option)

Prerequisites: Completion of the preceding Chorus level

This is a continuation of beginning chorus. Performances are a required part of this course. No previous experience necessary. No auditions necessary. No costumes.

MARCHING BAND/CONCERT BAND 361112 (Grade 9) 361212 (Grade 10) 361312 (Grade 11) 361412 (Grade 12)

The band is an upper level class open to all students who play a band instrument and are interested in performing at games, concerts parades, and marching contests. OPEN TO ALL GRADES. Any auxiliary groups selected to perform with the marching band (such as color guard or dance team) must take this class. Participants **must** be available for band

rehearsals during the summer, including mandatory band camp, and after-school rehearsals through the year. Outside performances are included in grade evaluations. Students wishing to be placed in the 2017 competition show must attend band camp on designated weekdays during the summer. Fees may be required for color guard uniforms and equipment.

Credit: 1.0

Duration: Two Semesters

INSTRUMENTAL MUSIC I (Grade 9-11) 374312

This course is designed for students who need individualized instruction in instrumental techniques for any band instrument. Study will involve individual and small group approaches. No previous experience is required.

Credit: 1.0

Duration: Two Semesters

GUITAR (GR. 9-12) 372850

Music reading, open chords, strums, and melody are introduced. Classic and folk styles are taught. **Beginners only.** *Acoustic guitar must be supplied by the student.*

Credit: .5

Duration: One Semester

PIANO (Grade 9-12) 368111

The beginning piano objectives are written for students who have begun their study of the piano. Typically, these students have never studied an instrument or have had minimal musical training. The student learns the correct wrist, hand, and body positions in playing major scales, block and broken chord patterns, cadences using I, IV, and V chords, and simple pieces. They accompany simple melodies with broken chord accompaniment. Sight-reading in treble and bass clefs are practiced and evaluation skills are developed.

Credit: .5

Duration: One Semester

MUSIC APPRECIATION 367111

The student will develop skills in reading and understanding music notation and explore the expressions and organization of musical ideas. Students study music as it relates to human experiences. All objectives for each level must be taught; therefore, the difference between the three levels of performance depends upon the number and accuracy of objectives accomplished.

Credit: 1.0

Duration: Two Semesters

THEATER

THEATER I (GRADES 9-12) 380111

This course is designed to provide the student with further exploration of the art of acting and the production of a play. Participants are expected to perform for a variety of audiences.

Credit: 1.0

Duration: Two Semesters

THEATER II (GRADES 10-12) 380211

This course is designed to provide the student with further exploration of the art of acting and the production of a play. Participants are expected to perform for a variety of audiences.

Credit: 1.0

Duration: Two Semesters

THEATER III (GRADES 11-12) 380311

This course will be held in conjunction with Theater II. These advance students will be provided with a variety of in-depth, hands on acting experiences before a variety of audiences.

Credit: 1.0

Duration: Two Semesters

THEATER IV (GRADE 12) 380411

This course may be held in conjunction with Theater III. These students will have the opportunity to demonstrate the artistic discipline to collaborate with others to rehearse and perform formal and informal theater works. Students will also be given the opportunity to write and/or direct either a short formal production or a short informal production.

Credit: 1.0

Duration: Two Semesters

STAGECRAFT (GRADES 9-12) 385911

Stagecraft courses are designed to promote students' experience and skill development in one or more aspects of theatrical production but concentrate on stagecraft (such as lighting, set construction, stage management, and so on.) Stagecraft I focus primarily on the student education of the theater and its tools of production. This course will also include the study of basic audio and visual recording technology. Students will be involved in school plays, concerts, and miscellaneous presentations.

Credit: 1.0

Duration: Two semesters

FILM STUDIES (GRADES 9-12) 381911

This course exposes students to the materials, processes, and artistic techniques involved in film. Course topics may also include production values and various styles of filmmaking (Documentary, Storytelling, News Magazines, Animation)

Credit: 1.0

Duration: Two Semesters

FILM STUDIES II (GRADES 10-12 381922

This course exposes students to the materials, processes, and artistic techniques involved in film. Course topics may also include production values and various styles of filmmaking (Documentary, Storytelling, News Magazines, Animation)

Credit: 1.0

Duration: Two Semesters

Prerequisites: Film Studies I

ELECTIVE COURSES

APPALACHIAN LITERATURE 778211

We're aware of the stereotypes facing Appalachia and Appalachians themselves. In this course we will examine those stereotypes—their origins, their implications, their reinforcement in popular culture—and then disassemble them, reading and discussing literature, as well as art and music, hailing from Appalachia. We'll start our exploration with Appalachia in pop culture, looking at visual and vocal representations of its places, spaces, and people in news media and film.

Credit: 1.0

Duration: Two Semesters

AUTOMOTIVE MAINTAINENCE 762511 (Grades 9 &10)

This course introduces the student to the knowledge base and technical skills for all courses in auto mechanics. Students will be introduced to the basic skills needed to understand the functions of an automobile: changing/repairing/rotating tires, checking oil, identify disc and drum brakes, understanding standard and automatic transmissions, automobile safety, problem solving, and jobs in automotive industry. Skills sets in this course focus on knowledge and skills needed in the area of Automotive Mechanics: communication skills, auto safety, tires, brakes, entrepreneurship concepts and general knowledge of automobiles such as, history, identify various parts, and components. Group and individual activities engage students in problem-solving techniques and manipulatives skills while learning about business and industry requirements. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. As part of the course students will work on trade math, technical reading, science related skills and simulated workplace.

Credit: .5

Duration: One Semester

BASIC COMPUTERS (GRADES 9-12)

This course introduces the computer and peripheral devices, the functions and uses of computers, the language of the computer industry, possible application, and occupations related to computer hardware and software. Legal and ethical issues may be explored, as well as the effect of the computer on modern society. Performance of some computer operations may be required.

Credit: .5

Duration: One Semesters

BUILDING/CONSTRUCTION BASICS 762521 (Grades 9 & 10)

This course introduces the student to the knowledge base and technical skills for Building Construction. Areas of study include: career opportunities, math and measurement skills, construction materials, fasteners and adhesives, understanding what a blueprints represents, safety practices, hand tools and power tools. 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. Students will learn basic knowledge of general building maintenance, masonry, and plumbing. As part of the course students will work on trade math, technical reading and science related skills.

Credit: .5

Duration: One Semester

BUSINESS AND MARKETING ESSENTIALS 1439 (Virtual)

Introduce your students to the fast-paced and exciting world of marketing! Students will learn about the role of marketing in business in addition to the basics of business management, customer service, and economics. Furthermore, students will examine how to identify target markets, perform market research, and develop successful marketing strategies. Finally, the legal and ethical considerations of business and marketing are discussed along with the impact of government on business.

Credit: .5

Duration: One Semester

COMPUTER GRAPHICS (GRADES 9-12)

This course provides students with the opportunity to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, tv/video, and architecture. Modeling, simulation, animation, and image retouching are possible course topics.

Credit: .5

Duration: One Semesters

CREATIVE WRITING (GR. 10-12)

402211

This course is writing intensive. It is designed for upper-level students who like to write original fiction, non-fiction, and/or poetry. Instruction focuses on the study and utilization of models of writing as a basis for students' original writing. Peer evaluation of student work is an integral part of this course. This course is for elective credit only; it does not take the place of an English credit **Credit:** 1.0

Duration: Two Semesters

Prerequisites: Required: Submit writing sample to Angela Purdy and English teacher recommendation

DRIVER EDUCATION (GRADES 9-12) 681150

This is a one (1) semester course open first semester to students who will have reached age sixteen (16) by the last scheduled date of the course first semester; and second semester to students who will have reached age sixteen (16) by the last scheduled date of the course second semester. Seniors receive preference in this course.

Credit: .05

Duration: One Semester

This course consists of fifty (50) hours of classroom instruction; and ten hours of in-car observation and six hours of behind the wheel laboratory instruction. The Driver Education course develops the knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles. For a student to receive a "West Virginia High School Driver Education Certificate" at the end of the semester, the following criteria must be met: (1) The student must achieve a standard grade of "C" (75%) in both the classroom phase and the laboratory phase; (2) The student must meet the required number of hours for the classroom and laboratory phase.

ECONOMICS 703211

This course is designed to give students a thorough understanding of the principle of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. A primary emphasis will be placed on the nature and functions of product markets and includes the study of choices among consumers and producers and the role of government in promoting greater efficiency and equity in the economy.

Credit: 1.0

Duration: Two Semesters

ENTREPRENEURSHIP Grade 10 ONLY

The course focuses on introducing students to the world of entrepreneurship. Students will apply general business concepts to the wide range of challenges facing entrepreneurs. Through experiential learning opportunities, students will apply what they learned to develop a basic plan for a startup business and our new product opportunity.

Credit: 1.0

Duration: Two Semesters

ESSENTIALS OF ADDICTION AND PREVENTION 106011

This course is designed to provide an introduction to the essential components of addictions to substances, objects, behaviors and/or activities as well as programs for the prevention of addictions. The addictive process will be defined, and the physical, psychological, social, emotional and spiritual characteristics of addiction will be described both individually and within the family system. Students will overview signs and symptoms of various addictions such as drugs, gambling, eating disorders, etc. and understand physical addiction and psychological dependence. Theories on addiction will be summarized. Prevention for addictions including an overview of risk and protective factors and program strategies will be examined.

Credit: .5

Duration: One Semester

GEOGRAPHY 703311

This elective course helps students understand the values and roles of groups and individuals in a "Global Village" where economies, cultures, and environmental concerns are connected. This course will enable students to view the world from their perspective as United States citizens. The study of geography will contribute to the development of workplace skills and career choices.

Credit: 1.0

Duration: Two Semesters

HUMAN DEVELOPMENT 090411

This course is designed to focus on principles of human development across the life-span including developmental concepts, theories, principles and issues relating to growth, development and behavior. Emphasis will be placed on normal growth and milestones and cognitive, social, emotional, cultural and physical influences. The implications of developmental theory on parenting, education, social policy formation and self-understanding will be examined. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. As part of the course students will work on trade math, technical reading, science related skills, and simulated workplace.

Credit: .5

Duration: One Semester

INTERNATIONAL BUSINESS 0410 (Virtual)

The course further provides students a conceptual tool by which to understand how economic, social, cultural, political and legal factors influence both domestic and cross-border business. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing international organizations will all be explored in this course. Students will cultivate a mindfulness of how history, geography, language, cultural studies, research skills, and continuing education are important in both business activities and the 21st century.

Credit: .5

Duration: One semester

INTRODUCTION TO HEALTH CARE 071411 (Grades 9 & 10)

This course is designed to present foundational principles of Health Care. Students will learn about the basic skills needed to be successful in Health Care. Skill Sets in this course focus on knowledge and skills needed in the area of Health Care: Health Care Delivery System, Safety Practices, Environmental Safety, Professional Ethics and Legal Responsibilities, Leadership Development, Patient/Client Customer Service, Communications, Technical Skills, Health Maintenance Practices, Information Technology Applications, Math and Science Foundation, and Personal Money Management. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics.

Credit: 1.0

Duration: Two semesters

INTRODUCTION TO BUSINESS AND MARKETING 1439V1 (Virtual)

Students will discover the various ways marketing and advertising touch their lives. Students will learn to identify customers' desires and what is needed to create, advertise, and sell products to fit these needs. The course will enable students to develop the skills they need as consumers and advertisers. It also will provide a solid foundation for those students contemplating careers in marketing, advertising, or other business-related fields.

Credit: .5

Duration: One Semester

PERSONAL FINANCE (GRADES 11-12) 765311 (In-class) 1451 (Virtual)

This course focuses on basic personal finance skills that are relevant to the lives of young adults to lay a solid foundation for financial independence and future financial decisions. As a result of taking part in this course, students will build confidence, apply practical skills, and exhibit sensible behaviors related to money management.

Credit: .5

Duration: One semester

JOURNALISM I (GRADES 9-12) 405111

This course introduces the history, ethics, and journalistic writing, with a major focus upon print media including yearbook and newspaper.

Knowledge of news writing style, page design, reporting and interviewing techniques are critical skills developed in this course. Students will submit stories for the newspaper.

Credit: 1.0

Duration: Two Semesters

JOURNALISM II (GRADES 10 – 12) 405211

Credit: 1.0

Duration: Two Semesters

Prerequisite: Journalism I

LIBRARY SCIENCE 591111 (Grades 11-12)

This course involves practical experience in the library. Students are trained to use both paper and computer resources to help other students.

Credit: 0.5

Duration: 1 Semester

LIFETIME FITNESS 673311 (Grades 10-12)

This course is designed to promote personal fitness for beginning and advanced students. Students will develop their own personal fitness program. This personalized program will include aspects of the Wellness Center, Xertubes, slides, step aerobics, and aerobic exercise. The students will also be involved in a study of nutrition and diet analysis. Fitness evaluations are included.

Credit: .5 or 1.0

Duration: One or Two Semesters

Prerequisites: High School Physical Education

LITERATURE 413611

A survey of literature across a variety of genres, historical periods, and cultures. This course examines the important role literary works have played in shaping individuals' lives as well as their cultural and ideological influences on society. This course also provides students with a foundation for reading critically and writing about literature as well as for planning, researching, and organizing critical essays.

Credit: .5

Duration: One Semester

MASS COMMUNICATIONS 415711

This course surveys the basic factors affecting mass communication in the digital age, including theories and models of communication, the relationship between mass media and society, and history, technology, and trends in newspapers, radio, television, film, books, the Internet, advertising, public relations, visual messages, media law, and ethics.

Credit: .5

Duration: One Semester

PARENTING & STRONG FAMILIES (GRADES 9-12) 0903E2

Students will apply critical thinking to find solutions to practical problems related to parenthood and child care. Emphasis will be on the physical, mental, social and emotional development of early childhood. Students planning careers in day care, early childhood education, and health related areas, as well as future parents, will benefit from this course.

Credit: 1.0

Duration: Two Semesters

FINANCE - Virtual 1451V1

This course introduces students to basic financial habits such as setting financial goals, budgeting, and creating financial plans. Students will learn more about topics such as taxation, financial institutions, credit, and money management. The course also addresses how occupations and educational choices can influence personal financial planning, and how individuals can protect themselves from identity theft.

Credit: .5

Duration: One Semester

MARKETING/ADVERTISING 1439 (Virtual)

What comes to mind when you think of the word marketing? Perhaps a familiar television jingle begins to play in your head? Or maybe you think of the irritating phone calls from people wanting to sell you something you already have? No matter what your feelings, there's no denying the sheer magnitude and power of the marketing industry. Every year companies spend approximately \$200 billion promoting their products and services—and that's just in the United States alone! You're familiar with what it's like on the receiving end of a company's marketing efforts, but what's it like on the other side? In Advertising and Sales Promotions, you'll see exactly how marketing campaigns, ads, and commercials are conceived and brought to life and even meet some of the creative folks who produce that memorable media. You'll learn about different career opportunities in the field and discover ways that you too can be a part of this exciting, fast-paced industry.

Credit: .5

Duration: One Semester

PUBLIC SAFETY LEADERSHIP 762711 (Grades 9 & 10)

This course introduces students to knowledge and skills needed in Public Safety Leadership. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Emphasis will be placed on career exploration, job seeking skills, personal and professional ethics. Students will gain knowledge of fire, police, emergency medical systems, and communication related to public safety.

Credit: .5

Duration: One Semester

CAREERS IN CRIMINAL JUSTICE—CRIMINOLOGY (Virtual)

The criminal justice system offers a wide range of career opportunities. In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system.

Credit: .5

Duration: One Semester

FORENSIC SCIENCE I—SECRETS OF THE DEAD 6044 (Virtual)

Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

Credit: .5

Duration: One semester

FORENSIC SCIENCE II—MORE SECRETS OF THE DEAD 6044 (Virtual)

Forensic Science II: More Secrets of the Dead Although the crime scene represents the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within this setting. We will examine some of the basic scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy will be examined.

Credit: .5

Duration: One semester

SPEECH 407601

This class is designed for any student interested in becoming a better communicator. Since most colleges expect students to be effective communicators, special emphasis is placed on giving a student confidence when he or she is speaking either formally or informally in front of a group. During the course, students will examine a number of important communication skills such as effective listening, critical thinking, organization, note taking, group discussion as well as giving presentations.

Credit: .5

Duration: One Semester

S. T. E. M. (Science, Technology, Engineering, Math) CAREERS 768211 (Grades 9 & 10)

This course is designed to focus on principles of Science, Technology, Engineering, and Mathematics. This class requires students to work in groups using the project base learning approach, do research, investigate STEM careers and present findings. Emphasis will be placed on career exploration, job seeking skills and personal, professional ethics, and real-world learning activities.

Credit: .5

Duration: One Semester

STRATEGIC SECURITY AND PROTECTION (GRADES 11-12) 103711

This course is designed to provide students with the knowledge and skills needed for the development and implementation of protective security operations including: the protective security law and management; procedures for basic instant response; methods of collecting intelligence and security related investigations; chemical, biological, radiological and nuclear weapons use; and aspects of domestic and international terrorism and the U.S. government's efforts to protect our country and its citizens. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Permission of the teacher

TECHNICAL WRITING 417111

Technical Writing prepares students to design effective technical documents for both written and digital media, with particular emphasis upon technical memos, problem-solving and decision-making reports, and organizational, product-

support, and technical-information webs. To support these writing tasks, the course provides an introduction to principles of audience analysis, research and documentation, drafting and revision processes, readability and accessibility of written texts, and basic web technologies.

Credit: .5

Duration: One Semester

VETERINARY SCIENCE 0154 (Virtual)

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times...we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

Credit: .5

Duration: One semester

VEX Robotics 052011

Students will study various requirements for employability including ethics, communication, teamwork and professionalism. Students will participate in hands-on, digital or work-based experiences related to industry settings. A supervised project will be developed in one or more of the following categories: Entrepreneurship; Placement; Research and Experimentation; and Exploration.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Permission of the teacher

WELDING FABRICATION BASICS 762721 (Grades 9 & 10)

This course introduces the student to the knowledge base and technical skills in Welding Technology. Areas of study include career opportunities in welding, welding terms and processes, cutting, lab, and equipment safety. Safety instruction is integrated into all activities. Emphasis will be placed on career exploration, job seeking skills and personal and professional ethics. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts. As part of the course students will work on trade math, technical reading and science related skills.

Credit: .5

Duration: One Semester

YEARBOOK 407111

Students who are assuming a position on yearbook's editorial board are eligible for this course. Students will perform specific duties outlined in the staff guidelines.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Permission of the teacher

YEARBOOK II 407211

Credit: 1.0

Duration: Two Semesters

Prerequisites: Permission of the teacher

LCHS Career and Technical Education Programs

AGRICULTURE

Agricultural education is the application and mastery of principles taught in the academic classroom. Classroom activities teach responsibility and produce qualified employees for the food, fiber, and natural resources industry. Agricultural education improves science, math, and language skills while preparing students to work in successful careers. Student participation and interaction are provided through leadership activities in the FFA. The FFA provides opportunities for

cooperation, citizenship, and leadership development at the local, state, and national levels. The Supervised Agricultural Experience program is the foundation upon which agricultural education is built. SAE's apply the knowledge and skills gained in the classroom to real life agricultural situations. ALL STUDENTS OF AGRICULTURAL EDUCATION CLASSES MUST CONDUCT A SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM. All courses are year-long.

AGRICULTURAL EXPERIENCE PROGRAM (GRADES 9-12) REQUIRED FOR ALL AG STUDENTS 0134E1

This course is required for every student while taking each course in this cluster.

Credit: 0.5

Duration: All year long.

Prerequisites: Currently enrolled in a course in this cluster

INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES (GRADES 9-12) 0101E1

This class is designed for students who have an interest in and wish to incorporate basic skills in agriculture and/or agribusiness. Units of instruction will include leadership development, animal science, plant science, soil science, agricultural mechanics, agricultural accounting, conservation, aquaculture, hydroponics, and management. FFA membership is highly recommended.

Credit: 1.0

Duration: Two Semesters

THE SCIENCE OF AGRICULTURE 0102E1

This course focuses on the basic scientific principles and processes related to the production of plants and animals for the food and fiber system. Topics of instruction include basic understanding of the livestock/poultry industry and its various components, career opportunities, soil science, crop science/agronomy, weed science, basic agricultural mechanics and related industry careers, environmental stewardship, entrepreneurship, and leadership/personal development. 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, FFA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

Credit: 1.0

Duration: Two Semesters

ANIMAL PRODUCTION AND MANAGEMENT (GRADES 10-12) 0140E1

This course is designed to be a core course in the Animal Systems concentration. The course will cover topics on animal restraint, animal management techniques, animal health and welfare, balancing rations, pedigree analysis and entrepreneurship. 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, FFA. 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.

Credit: 1.0

Duration: Two Semesters

AQUACULTURE (GRADES 10-12) 0141E1

This area of study concentrates on students receiving practical hands on experience with principles and practices of raising fish and other aquaculture activities. Emphasis will be placed on developing a plan to develop raise and market the raising of fish and other aquatic creatures for sale or consumption. These skills will help students employ the best modern management practice for today's industry.

Credit: 1.0

Duration: Two Semesters

HORTICULTURE I (GRADES 9-12) 0212E1

This area of study concentrates on students receiving practical hands-on experience with principles and practices of field greenhouse production of flowers, foliage and related plant materials used for ornamental purposes. Emphasis would be placed on landscaping, turf management, floriculture, nursery management, outdoor beautification, plant propagation, and hydroponics together with arranging, packaging, and marketing those horticultural products. These skills would help students employ the best modern management practices in producing and marketing today's growing market. Supervised Agricultural Experience is required and FFA membership is highly recommended.

Credit: 1.0

Duration: Two Semesters

GREENHOUSE MANAGEMENT AND PRODUCTION 0214E1

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.

Credit: 1.0

Duration: Two semesters

ARMY JUNIOR RESERVE OFFICER'S TRAINING CORPS (ROTC)

JROTC I 106511

The semester program of instruction (POI) teaches drill and ceremonies, leadership, first aid, basic map reading, oral communication, marksmanship, physical fitness and other self-developing subjects. Military history and citizenship 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 II and III can respectively enable the cadet to enter the armed forces at pay grades E-2.

Credit: 1.0

Duration: Two Semesters

JROTC II 106611

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.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Successful completion of JROTC I

JROTC III 108011

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

Credit: 1.0

Duration: Two Semesters

Prerequisites: Successful completion of JROTC II

JROTC IV 108111

Cadets must have successfully completed LET III and be approved by the SAI. 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. **Credit:** 1.0

Duration: Two Semesters

Prerequisites: Successful completion of JROTC III

JROTC INTERNSHIP 106411

AUTOMOTIVE TECHNOLOGY

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.

AUTOMOTIVE TECHNOLOGY – MLR - 1 1631E1

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, tools and equipment, measuring tools and equipment, automotive specifications, electrical system basics, battery service, wheel and tire service, cooling and lubrication systems, and student organizations.

Credit: 1.0

Duration: One Semester; 1ST Semester – 1st Year (Double Blocked)

AUTOMOTIVE TECHNOLOGY – MLR - 2 1623E1

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.

Credit: 1.0

Duration: One Semester; 2nd Semester – 1st Year (Double Blocked)

Prerequisites: MLR - 1

AUTOMOTIVE TECHNOLOGY – MLR -3 1625E1

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.

Credit: 1.0

Duration: One Semester; 1st Semester – 2nd Year (Double Blocked)

Prerequisites: MLR - 2

AUTOMOTIVE TECHNOLOGY – MLR - 4 1637E1

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. **Credit:** 1.0

Duration: One Semester; 2nd Semester – 2nd Year

Prerequisites: MLR - 3

AUTO TECH AST I (SENIOR ELECTIVE FOR AUTOMOTIVE STUDENTS) 1629E1

This course will introduce students to basic electrical/electronic systems operations and parts identification. After completing the course students will be prepared for entry level positions and be able to participate in Skills USA.

Credit: 1.0

Duration: Two Semesters

BUSINESS/MARKETING

INFORMATION MANAGEMENT (MICROSOFT APPLICATIONS0 – Business Computer Applications I, Desktop Publishing, Digital Imaging Multimedia I, & Web Page Publishing.

BUSINESS COMPUTER APPLICATIONS I – MICROSOFT WORD & POWERPOINT (GRADES 9-11) 1411E1

This course is designed to develop student understanding and skills in such areas as Microsoft Word and Microsoft PowerPoint. This course prepares students for the Microsoft Word 2016 Office Specialist Exam and for the 2016 PowerPoint Microsoft Office Specialist Exam. Students utilizing problem-solving techniques and participate in hands-on activities to develop an understanding of concepts.

Credit: 1.0

Duration: Two Semesters

BUSINESS COMPUTER APPLICATION II: MICROSOFT EXCEL AND ACCESS 1413E1

This course is designed to develop student understanding and skills in such areas as Microsoft Excel and Microsoft Access. This course is recommended as an Elective in the Information Management and Microsoft Computer Applications Specialist (MCAS) Programs of Study. This course prepares students for the Microsoft Excel Office Specialist Exam and for the Microsoft Access Office Specialist Exam. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.

Credit: 1.0

Duration: Two semesters

Prerequisites: BCA 1

DIGITAL IMAGING AND MULTI-MEDIA (GRADES 9-11) 1431E1

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.

Credit: 1.0

Duration: Two Semesters

DESKTOP PUBLISHING (GRADE 12 ONLY) 1429E5

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, tables (graphs, charts, etc.), memos, forms, advertisements, banners, business cards, web pages, etc.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Business Computer Applications I and Digital Imaging

WEB PAGE PUBLISHING (GRADE 12 ONLY) 1455E1

This course will introduce students to the basic Web page design concepts and provide practice in creating web sites. Students will explore various applications in Web page design through hands-on activities.

Credit: 1.0

Duration: Two Semesters

Prerequisites: Business Computer Applications

CARPENTRY

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.

CARPENTRY I

1842E1

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.

Credit: 1.0

Duration: One Semester; 1st Year – 1st Semester (Double Blocked)

CARPENTRY II 1843E1

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.

Credit: 1.0

Duration: One Semester; 1st Year – 2nd Semester (Double Blocked)

Prerequisites: Carpentry I

CARPENTRY III 1844E1

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.

Credit: 1.0

Duration: One Semester; 2nd Year – 1st Semester (Double Blocked)

Prerequisites: Carpentry II

CARPENTRY IV 1845E1

Carpentry IV will continue to build student skill sets in areas of Cold-Formed Steel Framing; Drywall Installation; Drywall 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.

Credit: 1.0

Duration: One Semester; 2nd Year - 2nd Semester (Double Blocked)

Prerequisites: Carpentry III

BLUEPRINT READING FOR CONSTRUCTION 1822E1 (Senior elective for construction students)

This course introduces students to the basic skills of blueprint reading. Students will understand the various forms of blueprints, terms, symbols, and dimensions. Job seeking skills, real world application opportunities, and safety are also incorporated into this course.

Credit: 1.0

Duration: Two Semesters

PROJECT LEAD THE WAY (PLTW) STEM

INTRODUCTION TO COMPUTER SCIENCE (JUNIORS) 1408E1

Designed to be the first computer science course for students who have never programmed before, ICS is an optimal starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computation thinking skills by applying computer

science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python and apply their knowledge to create algorithms for games of chance and strategy.

Credit: 1.0

Duration: One Semester: 1st year, 1st Semester (Double Blocked)

AP COMPUTER SCIENCE PRINCIPLES (JUNIORS) 2806E1

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computation thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. CSP helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Credit: 1.0

Duration: One Semester: 1st year, 2nd Semester (Double Blocked)

Prerequisites: Introduction to Computer Science

AP COMPUTER SCIENCE (SENIORS) 2801E1

CSA focuses on integrating technologies across multiple platforms and networks, including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in Java™ and other industry-standard tools. This course prepares students for the AP Computer Science-A course.

Credit: 1.0

Duration: One Semester: 1st year, 2nd Semester (Double Blocked)

Prerequisites: Computer Science Principles

CYBER SECURITY (SENIORS 1418E1

Students will develop artificially intelligent systems that create solutions to real problems found in science and industry. Students analyze problems for computational difficulty and analyze solutions for computational efficiency. Students engage in a wide array of applications, including automated vehicles and computer vision. This course aligns with CSTA Level 3C Standards.

Credit: 1.0

Duration: One Semester: 1st year, 2nd Semester (Double Blocked)

Prerequisites: Computer Science Application

HEALTH SCIENCE EDUCATION

NOTE: All classes under this heading DO NOT substitute for required health credits or science credits.

NOTE: (1) All classes involving a clinical rotation will require purchase of uniforms, a lab jacket, proper shoes (such as white tennis shoes), a watch with a second hand, and other materials as required by the course.

FOUNDATIONS OF HEALTH SCIENCE (GRADES 11-12) 0711E1

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. Admission to Advance Principles of Health Science requires a minimum course completion score of 80% in Foundations of Health Science.

Credit: 1.0

Duration: One Semester; 1st Year – 1st Semester (Double Blocked)

ADVANCED PRINCIPLES OF HEALTH SCIENCE (GRADES 11-12) 0715E1

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. Admission to Advance Principles of Health Science requires a minimum course completion score of 80% in Foundations of Health Science.

Credit: 1.0

Duration: One semesters; 1st Year – 2nd Semester (Double Blocked)

CLINICAL SPECIALTY I (Grades 11-12) 0789E1

This course is designed to allow the student to choose a career work-based experience from the following specializations: Select 1: Home Health Aide (A) Certified Nursing Assistant (B) Certified Patient Care Technician (C) ECG Certified Technician (D) Certified Health Unit Coordinator (E) Certified Phlebotomy Technician. 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 55-100 hours in an applicable clinical rotation. Instruction is guided by career-specific content standards and objectives 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. The West Virginia Standards for Global 21 Learning include: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. Admission to Clinical Specialty I and II requires a minimum course completion score of 80% in both Foundations of Health Science and Advance Principles of Health Science.

Credit: 1.0

Duration: One semester; 2nd Year – 1st Semester (Double Blocked)

CLINICAL SPECIALTY II (Grades 11-12) 0790E1

This course is designed to allow the student to choose a career work-based experience from the following specializations: Select 1: Patient Care Technician ((G) Pre-Pharmacy Technician (H) Veterinary Science (I) Physical Therapy Aide (J) Sports Trainer (K) Advanced Health Seminar (L) Certified Health Unit Coordinator (M) Family Caregiver (N) 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 55-100 hours in an applicable clinical rotation. Instruction is guided by career-specific content standards and objectives 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. The West Virginia Standards for Global 21 Learning include: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. Admission to Clinical Specialty I and II requires a minimum course completion score of 80% in both Foundations of Health Science and Advance Principles of Health Science.

Credit: 1.0

Duration: One semester; 2nd Year – 2nd Semester (Double Blocked)

LAW AND PUBLIC SAFETY

FUNDAMENTALS OF PUBLIC SAFETY LEADERSHIP 1225E1

This course is designed to present foundational principles of Public Safety Leadership including: how public safety leaders protect a democratic society; public policy issues such as crime and justice; history, organization and functions of components of public safety including the criminal justice system; and the issues and challenges relating to the administration of justice in a culturally diverse society. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of the student organization SkillsUSA. 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.

Credit: 1.0

Duration: One Semester: 1st year – 1st Semester (Double Blocked)

ETHICAL ISSUES IN PUBLIC SAFETY 1226E1

This course is designed to examine the philosophical issues and applications of the objectives and processes of Public Safety Leadership including; Constitutional limitations; accountability; civil liability; criminal investigation; criminal procedure; and forensics. By examining societal and psychological stressors that contribute to behavior, students will examine a variety of 10 serious offenses and apply concepts of profiling, behavioral analysis and threat assessment within an ethical paradigm. Students will analyze and critique the system of dealing with convicted persons and the long-term implications of corrections policy. The principles and procedures used in criminal investigation will be introduced. Procedures for implementing criminal law such as the Incorporation Doctrine, search and seizure, warrant requirements, arrest, the right to counsel, interrogation, identification procedures, entrapment, cruel and unusual punishment, etc. will be discussed. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of the student organization SkillsUSA. 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.

Credit: 1.0

Duration: One Semester: 1st year – 2nd Semester (Double Blocked)

PRACTICAL APPLICATION IN PUBLIC SAFETY 1039E1

This course is designed to give students the opportunity to connect theory and practice by interacting with Public Safety professionals. Students will study various requirements for employability in the Public Safety field including ethics, teamwork, and professionalism. Students may participate in activities associated with Public Safety agencies (such as county and local law enforcement, county judicial offices, correctional facilities, training academies, social services, etc.) for hands-on or work-based experiences. Preparation includes construction of a portfolio that can be utilized in obtaining employment upon completion of the student's program. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of the student organization SkillsUSA. 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.

Credit: 1.0

Duration: One Semester: 2nd year – 1st Semester (Double Blocked)

SEMINAR IN LAW ENFORCEMENT 1035E1

This course is designed to provide students with fundamental principles of the law enforcement field such as the history of policing in the US, the characteristics of law enforcement agencies and types of police activities including criminal investigation. Current issues and trends in law enforcement will be investigated. Aspects of criminal investigation such as evidence collection, fingerprinting, latent dusting, interviewing and report writing will be presented. 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.

Credit: 1.0

Duration: One Semester: 2nd year – 2nd Semester (Double Blocked)

WELDING TECHNOLOGY

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.

WELDING I 1862E1

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.

Credit: 1.0

Duration: One Semester; 1st Year – 1st Semester (Double Blocked)

Prerequisites: None

WELDING II 1863E1

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.

Credit: 1.0

Duration: One Semester; 1st Year – 2nd Semester (Double Blocked)

Prerequisites: Welding I

WELDING III 1864E1

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; Pre-heating and Post-heating 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.

Credit: 1.0

Duration: One Semester; 2nd Year – 1st Semester (Double Blocked)

Prerequisites: Welding II

WELDING IV 1865E1

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.

Credit: 1.0

Duration: One Semester; 2nd Year – 2nd Semester (Double Blocked)

Prerequisites: Welding III

ARC WELDING 1987E1 (Senior elective for welding students)

This course introduces the student to the knowledge base and technical skills for concepts in the Arc Welding processes. Areas of study include SMAW, GMAW, FCAW, and GTAW. 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. Students are encouraged to become active members of SkillsUSA for additional co-curricular opportunities that enhance student achievement, develop student leadership, and support experiential learning

Credit: 1.0

Duration: 2 Semesters; 2nd Year

EARLY CHILDHOOD EDUCATION PROGRAM

Upon completion of the ECE curriculum and practicum hours, you will have earned 23 college credit hours and will have the ability to apply for certification to teach as an aid or co-teacher in Kindergarten and Pre-K classrooms, among many other opportunities in the early childhood field. Also, as part of our Program, ECE students can attend Southern Community College for one year to receive an Associate's Degree in Early Childhood Development.

FOUNDATIONS IN EDUCATION (JUNIORS) 1301E1

Early Childhood Education I is an overview of the many aspects of development of young children, including emotional and social, language, cognitive, and physical development. The focus is on the relationship between the stages of growth in separate areas of development and the activities that promote development. Students will learn to plan environments and develop relationships that support the optimal development of babies and young children. Part of the class time will be spent with guest speakers, practical hands-on experiences, interactions and observations county preschool program. This program is excellent for the student interested in working with children as a preschool or elementary teacher, counselor, aide, director of a childcare facility, or even a nanny. Consistent attendance is critical to advancing to ECE II, III, and IV, and successfully receiving ECE certification.

Credit: 1.0

Duration: One Semester; 1st year – 1st Semester (Double Blocked)

STUDENT LEARNING, DEVELOPMENT AND DIVERSITY (JUNIORS) 1302E2

Early Childhood Education II continues the study of the developing child as the student takes their knowledge of child development one step further. This program is excellent for the student interested in working with children as a preschool or elementary teacher, counselor, aide, director of a childcare facility, or even a nanny. Part of the class time will be spent with guest speakers, practical hands-on experiences, interactions and observations within the county preschool program. Classroom studies will explore learning theories, brain development and intelligence, learning through play, imagination and inquiry. Consistent attendance is critical to success in this class. A recommendation from the instructor is necessary to advance to ECE III and ECE IV.

Credit: 1.0

Duration: One Semester; 1st year – 2nd Semester (Double Blocked)

ECE 3 (SENIORS) 1008E1

Early Childhood Education III continues the study of the developing child. It provides opportunities to identify professional pathways and pursue development toward those professions. Collectively, the students in this class will create a simulated workplace, including a budget, workplace policies, staffing structures, etc. Students will prepare a portfolio of their professional experiences in the field. Four days of the week will be spent at a registered practicum site, with one day in the classroom each week. Any absence hinders successful completion of the ECE certification.

Credit: 1.0

Duration: One Semester; 2nd year – 1st Semester (Double Blocked)

ECE 4 (SENIORS) 1009E2

Early Childhood Education IV continues the study of the developing child. It provides opportunities to identify professional pathways and pursue development toward those professions. Collectively, the students in this class will create a simulated workplace, including a budget, workplace policies, staffing structures, etc. Students will prepare a portfolio of their professional experiences in the field. Four days of the week will be spent at a registered practicum site, with one day in the classroom each week. Any absence hinders successful completion of the ECE certification.

Credit: 1.0

Duration: One Semester; 2nd year – 2nd Semester (Double Blocked)

AEROSPACE ENGINEERING

Course 1: AC Aerospace Engineering I 1540

A one-credit course designed to prepare students for careers and further study in aerospace technologies and related industries. Students apply fundamental concepts and principles of atmospheric flight to authentic situations. Emphasis is placed on propulsion systems, ballistic projectiles, and airplane wing design.

Credit: 1.0

Duration: One Semester; 1st year – 1st Semester (Double Blocked)

Prerequisites: Successful application and interview with at least one of the following: successful completion of ALL science and math with a B or higher or Lexile score of at least 1050/basic or above on Imagine math benchmarks

Course 2: AC Aerospace Engineering II 1541

A one-credit course designed to deepen students' preparation for careers and further study in aerospace technologies and related industries. Students apply advanced principles and theories of flight to authentic projects related to atmospheric and space flight. Emphasis is placed on pneumatic projectiles, aerodynamic forces, and quality management. The prerequisite for this course is Fundamentals of Aerospace Technology.

Credit: 1.0

Duration: One Semester; 1st year – 2nd Semester (Double Blocked)

Prerequisites: Successful application and interview with at least one of the following: successful completion of ALL science and math with a B or higher or Lexile score of at least 1050/basic or above on Imagine math benchmarks

COURSE 3: AC Aerospace Engineering III 1542

This project-based learning course is for students who have successfully completed Courses 1 and 2. Students will learn about systems such as flight control, remote-control vehicles and the virtual world. Students will learn to fly using flight simulators. They will work collaboratively to propose a shift from a VOR navigation system to a GPS system and determine the cost savings. In addition, students will develop rotor blades for helicopters and design and program an unmanned flying vehicle.

Credit: 1.0

Duration: One semester; 2nd year—1st Semester (Double Blocked)

COURSE 4: AC Aerospace Engineering IV 1543

Students in this capstone course will focus on outer space and underwater applications. During the six projects, they will work collaboratively to design, build and test a laser communication system; develop a plan for space survivability in hostile environments; and utilize software to create a three-dimensional model of a satellite orbit and a team remote vehicle for underwater exploration. Depending on articulation agreements or state policy, students who successfully complete the course may be able to earn dual credit.

Credit: 1.0

Duration: One semester; 2nd year—2nd Semester (Double Blocked)

LEAD Action Teams

Each student will join a LEAD Action Team. Please review the various LEAD Action Teams that LCHS will be offering next year. Choose your top three teams that you would like to join so that you can demonstrate your leadership skills.

Math Guidance Team: Students use their math skills to help others and create resources for students struggling with classes such as AMP, Algebra I, geometry, Algebra 2, pre-calculus, dual credit math classes, and AP math courses. This team will plan to LEAD during after-school tutoring sessions.

Science Guidance Team: Students use their skills in science to help others and create resources for students struggling in biology, chemistry, physics, anatomy and physiology and AP science courses. This team will plan to LEAD during after-school tutoring sessions.

History Guidance Team: Students use their skills in history to help others and create resources for students struggling with classes such as U. S. history, world studies, civics, government, AP history courses. This team will plan to LEAD during after-school tutoring sessions.

English Guidance Team: Students use their English skills to help others and create resources for students struggling with English courses, literature analysis, grammar, writing, and AP English courses. This team will plan to LEAD during after-school tutoring sessions.

Mindfulness Team: Students organize mindfulness activities to help reduce stress and worry. This team will host activities that promote mindfulness, such as yoga exercises, meditation, and breathing exercises.

Language/Multicultural Team: Students strive to promote cultural diversity by hosting events throughout the year that share the diversity of cultures around the world.

Mural Team: Artistic students make our walls come alive with creative murals throughout our school.

Welcome Team: Students welcome their peers and guests to our school for special events throughout the year, as well as being daily greeters.

Event Planning Team: Students plan events for the school, are involved in leading the events and help to fundraise for special occasions throughout the year.

Community Service Team: Students volunteer at school and throughout the community to promote service and involvement.

Daily Announcement Team: Students are active in creating an announcement system that helps to communicate important events and school news.

LEADLINE Team: Students will produce a “talk-show”/ “broadcast” that will share news from the past week(s), as well as upcoming events about Panther Nation.

Staff and Student Appreciation Team: Students will develop and implement a plan to provide acknowledgments and Panther Praise for staff and students.

Athletic Leadership Team: Student athletes will improve their leadership skills by mentoring new athletes, as well as student athletes from our feeder schools.

Bulletin Board Team: Students will create and update bulletin boards with a variety of themes and purposes.

Recycling Team: Students organize and implement a recycling program throughout the school.

College Prep Team: Students will organize events and activities that help students who are planning to attend college after high school graduation.

School Pride Team: Students will promote school pride to create a more positive school climate by implementing new traditions at LCHS.

Landscaping Team: Students will work to improve the landscaping around the school and keep grounds clean.

Food Pantry Team: Students will work to organize the food pantry and promote food drives to help students in our school and families in our community.

CTE Team: Students will promote the CTE programs and help students transition from high school to the workplace or to higher education.

Fitness Team: Students will promote fitness and healthy living habits.

Charity Team: Students will choose specific charities and strive to raise awareness regarding various issues, as well as fundraise to make donations.

Theater Team: Students will use their acting skills and creativity to plan and produce plays for our school and community.

Environment Team: Students will organize and implement various projects to help “clean up” and “green up” our school and local community.

Healthy Minds Team: Students will focus upon organizing and implementing programs that foster healthy minds. This team will focus on ensuring a positive, safe school environment for all students while students build resiliency and understand the importance of positive behaviors and effective decision making.

