

# 2010 - 2011

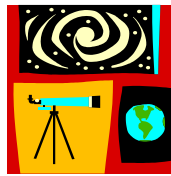
## High School

### Programs of Study

#### Hancock County Schools



Arts/Humanities



Science/  
Natural Resources



Business/  
Marketing

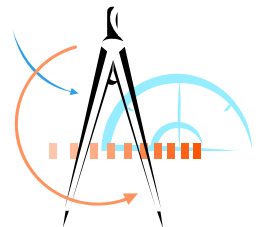
## CAREER CLUSTERS



Health Science  
Technology Education



Human  
Resources



Engineering/  
Technical

# HANCOCK COUNTY HIGH SCHOOL PROGRAMS OF STUDY

## TABLE OF CONTENTS

	PAGE
<b>Introduction</b> .....	3
<b>Graduation Requirements</b> .....	4-14
Programs to Cut College Costs .....	15
West Virginia EDGE .....	16
Advanced Placement Courses .....	17
Dual Credit Courses .....	17
Five-Year Education Plan .....	18-19
Freshman (2010-11) Mathematics Sequence .....	20
Career Clusters & Career Majors -- Programs of Study Summary Chart .....	21
Career Clusters & Career Majors: .....	22-30
Business / Marketing .....	25
Engineering / Technical .....	26
Fine Arts / Humanities .....	27
Health Services .....	28
Human Services .....	29
Science / Natural Resources .....	30
Linking Interests to Professions .....	31
<b>Course Descriptions:</b> .....	32
Fine Arts .....	32-34
Business .....	34-35
Computer Science .....	35
Drafting .....	36
Drivers Education .....	36
English .....	36-39
Family & Consumer Sciences .....	39-40
Foreign Language .....	40-41
Health .....	41
Mathematics .....	41-43
Miscellaneous .....	43
Physical Education .....	44
Science .....	44-47
Social Studies .....	47-48
Career Center Offerings .....	49
Auto Collision Repair Technology .....	51
Automotive Technology .....	52
Building Construction .....	53
Electronics Technology .....	54
Career Exploration .....	55
Health Occupations Science Technology .....	56-57
ProStart (Restaurant Management) .....	58
Law Enforcement & Security .....	59
Welding .....	60

# **INTRODUCTION**

This Curriculum Guide is designed to assist students in planning their course of studies. The course descriptions will acquaint students with required courses, as well as the elective curriculum. Course availability may vary at each high school.

***This Programs of Study booklet is based on West Virginia Board of Education Policy 2510, assuring the quality of education for all students. Please check with school officials prior to making any final decisions regarding course selection and graduation requirements. Where this Programs of Study booklet is silent or in conflict, Senate Bill 2510 prevails.***

In 2008, the Hancock County School system initiated the use of Interactive Video technology bringing Oak Glen High School and Weir High School together to enhance the teaching and learning environment, as well as, to offer courses to students that they may otherwise not have the opportunity to take. Interactive Video is a room filled with monitors, cameras and microphones in which data is collected and transmitted via electronic means. The system is completely interactive; participants will be able to see and speak to students at a remote site and they will be able to see and hear them. The present operating system provides a teacher on one campus with a facilitator on the other permitting real-time interaction.

**Please check with school officials to receive more information and to learn what classes will be offered at your school.**

## **GRADUATION REQUIREMENTS**

The West Virginia Board of Education and the West Virginia Department of Education believe that schools must attempt to prepare every student who exits from high school with the knowledge, skills, and attitudes necessary to be a successful, functioning member of society; to develop proficiency in basic functional skills; to function in this culture; to develop a sense of civic responsibility; and to prepare him/her for college, technical, or vocational programs subsequent to high school and for work. To that end, the Hancock County School system provides a rigorous, adolescent education program.

Adolescent education provides students the 21<sup>st</sup> century intellectual, social/emotional, physical, and technological capacities needed for successful entry into adulthood. The adolescent education program provides challenging and rigorous courses in the programs of study that will enable students to achieve high levels of competence so they can complete graduation requirements and be prepared to successfully enter and compete in the workplace and in post-secondary education. Students in the adolescent education program will have the opportunity to examine a system of career clusters and to select a concentration and pathway.

Because the world for which we are preparing students is constantly changing, we recognize that success in the 21<sup>st</sup> Century demands global awareness and the technological tools necessary to compete globally. It is the intent of Hancock County Schools to firmly ground our students for the world they will meet, not just the world where they attended high school.

This policy is based upon WV State Board of Education Policy 2510 Assuring the Quality of Education: Regulations for Education Programs and where this policy is silent or in conflict, S.B. Policy 2510 prevails.

- **Standard Graduation Requirements:** Standard graduation requirements are number of required and elective units of credit which must be earned by a student in grades 9-12 in order to be graduated from high school. A standard diploma is the document that is awarded to a student to verify completion of these graduation requirements.
- **Total Units:** The total number of units of credit needed for graduation is 28 for all students plus experiential learning. The specific units of credit for graduation are outlined on subsequent pages as required and elective units.

**Graduation Requirements (Effective 2004-2005)**

These graduation requirements are effective for students entering grade 9 in the school year 2004-2005

**SPECIFIC CREDITS REQUIRED – 22\***

<b>Reading and English Language Arts</b>	<b>4 credits</b> English 9, 10, 11, 12
<b>Mathematics<sup>1</sup></b>	<b>3 credits</b> Two of the three credits will be Algebra I and above
<b>Science</b>	<b>3 credits</b> CATS 9, CATS 10, and one course above the CATS 10 level
<b>Social Studies</b>	<b>4 credits</b> United States to 1900 World Studies to 1900 Twentieth and Twenty-First Centuries Civics/Government
<b>Physical Education</b>	<b>1 credit</b>
<b>Health</b>	<b>1 credit</b>
<b>The Arts</b>	<b>1 credit</b>
<b>Intro to Majors/Computer Applications</b>	<b>1 credit</b>

**Career Concentration Courses (4 Credits)**

<b>Professional Pathway</b>	<b>Skilled Pathway</b>	<b>Entry Pathway</b>
Mathematics — 4 <sup>th</sup> credit (which must be above Algebra I) <sup>1</sup>  Science - 4 <sup>th</sup> credit (which must be above CATS 10)  Foreign Language — 2 credits in one language	Mathematics — 4 <sup>th</sup> credit (which must be above Algebra I) <sup>1</sup>  Concentration - 3 credits <sup>2</sup>	Concentration – 4 credits <sup>2</sup>

<b>Electives</b>	<b>6 credits</b> The remaining graduation requirements are to be electives.
<b>Minimum Credits required for Graduation</b>	<b>28 credits</b>
<b>Career Development</b>	Prior to students selecting concentrations, opportunities for career decision-making must be provided in grades 9-10.
<b>Experiential Learning</b>	All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be residential and approved at the local level.
<b>Foreign Language</b>	All students are strongly encouraged to complete two credits in a foreign language. Elective offerings not based on WVBE content standards and objectives must have written content standards and objectives approved by the county board of education.

\* Credit is to be awarded based upon either demonstrated mastery of the content standards and objectives through successful completion of the course or through tested mastery of approved content standards. In compliance with W. Va. 126CSR37, WVBE Policy 2515, Uniform Grading (hereinafter Policy 2515) the county board of education shall determine the level of mastery which constitutes successful completion of a course. Students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives

1. Students in the professional and skilled pathways must earn four credits in mathematics, including Algebra I and two other courses above Algebra I. Successful completion of Applied Math I and II is equivalent to an Algebra I credit and a credit for a course prior to Algebra I. All students must take Algebra I or its equivalent prior to the end of the 10<sup>th</sup> grade.

2. Concentration credits are to be taken by all students. The four concentration units provided students in entry-level technical majors and two of the concentration units at the skilled level must be consistent with those defined in the Required Technical Courses by Career Concentration technical assistance document published by the WVDE. Each technical concentration in a school shall obtain and maintain an appropriate industry recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry-recognized credential as part of the instructional program.

<b>Graduation Requirements (Effective 2005-2006)</b>		
These graduation requirements are effective for students entering grade 9 in the school year 2005-2006 through 2007-2008.		
<b>SPECIFIC CREDITS REQUIRED – 22*</b>		
<b>Reading and English Language Arts</b>	<b>4 credits</b> English 9, 10, 11, 12	
<b>Mathematics<sup>1</sup></b>	<b>3 credits</b> (3 credits required for entry pathway students entering 9 <sup>th</sup> grade in 2005-2006) (4 credits required for all entering 9 <sup>th</sup> grade students in 2006-2007)	
<b>Science</b>	<b>3 credits</b> CATS 9, and Two courses above the CATS 9 level	
<b>Social Studies</b>	<b>4 credits</b> United States to 1900 World Studies to 1900 Twentieth and Twenty-First Centuries Civics/Government	
<b>Physical Education</b>	<b>1 credit</b>	
<b>Health</b>	<b>1 credit</b>	
<b>The Arts</b>	<b>1 credit</b>	
<b>Intro To Majors/Computer Applications</b>	<b>1 credit</b>	
<b>Career Concentration Courses (3 Credits)<sup>2</sup></b>		
<b>Professional Pathway</b>	<b>Skilled Pathway</b>	<b>Entry Pathway</b>
Mathematics - 4 credits (at least 3 of the 4 credits must be Algebra I and above.) <sup>1</sup>  Science - 4 <sup>th</sup> credit (which must be above CATS 9)  Foreign Language - 2 credits in one language	Mathematics – 4 credits (at least 3 of the 4 credits must be Algebra I and above.)  Concentration - 3 credits <sup>2</sup>	Mathematics – 3 credits (For students entering 9 <sup>th</sup> grade in 2005-2006, three (3) mathematics credits are required with at least 2 of the 3 credits being Algebra I and above.)  Mathematics – 4 credits (For students entering 9 <sup>th</sup> grade in 2006-2007, four (4) mathematics credits are required with at least 2 of the 4 credits being Algebra I and above.)  Concentration – 3-4 credits <sup>2</sup>
<b>Electives</b>	<b>6 credits</b> The remaining graduation requirements are to be electives.	
<b>Minimum Credits required for Grad.</b>	<b>28 Credits</b>	
<b>Career Development</b>	Prior to students selecting career concentrations, opportunities for career decision-making must be provided in grades 9-10.	
<b>Experiential Learning</b>	All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level.	

\* Credit is to be awarded based upon either demonstrated mastery of the content standards and objectives through successful completion of the course or through tested mastery of approved content standards. In compliance with W. Va. 126CSR37, WVBE Policy 2515, Uniform Grading (hereinafter Policy 2515) the county board of education shall determine the level of mastery which constitutes successful completion of a course. Students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives

1. It is the intent that all students will take mathematics annually, but must take at least three mathematics classes in grades 9-12. If students begin the math sequence prior to grade 9, they should take other mathematics courses, which may include college courses, AP courses, virtual school courses, or other advanced offerings. This principle applies to all required course sequences. The mathematics courses selected for credit must be relevant to the student's concentration and pathway. Successful completion of Applied Math I and II is equivalent to an Algebra I credit and a credit for a course prior to Algebra I.

2. Concentration credits are to be taken by all students. Entry level career and technical students must complete four units in a concentration. The four concentration units provided students in entry-level technical majors and two of the concentration units at the skilled level must be consistent with those defined in the Required Technical Courses by Career Concentration technical assistance document published by the WVDE. Each technical concentration in a school shall obtain and maintain an appropriate industry recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry-recognized credential as part of the instructional program.

### Graduation Requirements (Effective 2008-2010)

These graduation requirements are effective for students entering grade 9 in the school year 2008-2009 and 2009-2010.

#### SPECIFIC CREDITS REQUIRED – 22\*

<b>Reading and English Language Arts</b>	<b>4 credits</b> English 9, 10, 11, 12
<b>Mathematics<sup>1</sup></b>	<b>4 credits</b>
<b>Science<sup>2</sup></b>	<b>3 credits</b> Physical Science Biology or Conceptual Biology Chemistry or Conceptual Chemistry or Life Science or Earth Science (effective with 9 <sup>th</sup> grade students entering in 2008-2009 and 2009-2010).
<b>Social Studies<sup>3</sup></b>	<b>4 credits</b> World Studies to 1900 United States Studies to 1900 Twentieth and Twenty-First Centuries Studies Civics for the 21 <sup>st</sup> Century
<b>Physical Education</b>	<b>1 credit</b>
<b>Health</b>	<b>1 credit</b>
<b>The Arts</b>	<b>1 credit</b>
<b>Career Concentration Courses (4 Credits)<sup>4</sup></b>	
<b>Professional Pathway</b>	<b>Skilled Pathway</b>
Science - 4 <sup>th</sup> credit (which must be above Physical Science) Foreign Language - 2 credits in one language Concentration – 1 additional credit required related to the selected career concentration	Concentration - 4 additional credits required related to the selected career concentration
<b>Electives</b>	<b>6 credits</b> The remaining graduation requirements are to be electives.
<b>Career Development</b>	Prior to students selecting a concentration and pathway, opportunities for career decision-making must be provided in grades 9-10.
<b>Experiential Learning</b>	All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level.
<b>Technology</b>	Students in grades 9-12 shall be provided integrated opportunities within the core requirements to master the standards for Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 9-12. It is also recommended that all students complete an online learning experience during grade 9-12.
<b>Senior Year</b>	All West Virginia High School students shall be fully enrolled in a full day of high school and/or college credit bearing courses. It is recommended that students complete a senior project to add rigor and relevance to the senior year.

\* Credit is to be awarded based upon either demonstrated mastery of the content standards and objectives through successful completion of the course or through tested mastery of approved content standards. In compliance with W. Va. 126CSR37, WVBE Policy 2515, Uniform Grading (hereinafter Policy 2515) the county board of education shall determine the level of mastery which constitutes successful completion of a course. Students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives

<sup>1</sup>. It is the intent that students in the professional pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence, which may include college courses, AP courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.

Because of the extreme importance of mastery of the Algebra I content standards and objectives (CSOs), students who need additional time to master Algebra I CSOs may be identified at the local level using a data-based decision making process. Students who need additional time for Algebra I CSO mastery should complete the recommended math course sequence at a pace that is consistent with their ability levels. While research indicates the best option for scheduling additional time is to do so within the same year, scheduling options such as "double blocking" Algebra I, Algebra Support and Algebra I, or other similar options may be determined at the local level, as long as the priority of the selected option is to provide students the best possible opportunity to succeed in mastery of the Algebra I CSOs. Counties selecting a scheduling option that places students who need extra time into two separate math courses may grant students up to two math credits toward graduation upon successful course completion. It is further recommended that students who are in the most need of continuous math instruction be enrolled in at least one math course each year in high school.

<sup>2</sup>. Physical Science, Biology or Conceptual Biology and Chemistry or Conceptual Chemistry shall be taken in consecutive order. Conceptual course credits may not be accepted by four-year higher education institutions. Life Science or Earth Science may be used in lieu of Chemistry or Conceptual Chemistry to satisfy graduation requirements for students entering 9<sup>th</sup> grade in 2008-09 and 2009-10. Life Science includes courses such as Human Anatomy and Physiology or Biology II. Any science course above Biology meets the requirements for the third science.

<sup>3</sup>. Students shall take the high school social studies courses in the listed sequence to ensure maximum understanding of the material to be covered and alignment of content and State assessment. World Studies to 1900, United States Studies to 1900, Twentieth and Twenty-First Centuries Studies and Civics for the 21<sup>st</sup> Century shall be taken in consecutive order. The social studies content standards and objectives are constructed in such a way that information progresses sequentially through time periods and builds the foundation for successful achievement of the complex concepts that follow. The senior course, Civics for the 21<sup>st</sup> Century, has been written to deliver rich academic content within relevant context for students entering the world of work and college.

4. The four credits taken by career/technical concentrators must be consistent with those identified for WVDE approved career/technical programs of study. Each career/technical concentration in a school shall obtain and maintain an appropriate industry-recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program.

<b>Graduation Requirements (Effective 2010-2011)</b>	
These graduation requirements are effective for students entering grade 9 in the school year 2010-2011 and thereafter.	

<b>SPECIFIC CREDITS REQUIRED – 22*</b>	
<b>Reading and English Language Arts</b>	<b>4 credits</b> English 9, 10, 11, 12
<b>Mathematics<sup>1</sup></b>	<b>4 credits</b>
<b>Science<sup>2</sup></b>	<b>3 credits</b> Physical Science Biology or Conceptual Biology Chemistry or Conceptual Chemistry Physics
<b>Social Studies<sup>3</sup></b>	<b>4 credits</b> World Studies to 1900 United States Studies to 1900 Twentieth and Twenty-First Centuries Studies Civics for the 21 <sup>st</sup> Century
<b>Physical Education</b>	<b>1 credit</b>
<b>Health</b>	<b>1 credit</b>
<b>The Arts<sup>5</sup></b>	<b>1 credit</b>
<b>Electives</b>	<b>2 credits</b> The remaining graduation requirements are to be electives.
<b>Career Concentration Courses (4 Credits)<sup>4</sup></b>	
<b>Professional Pathway</b>	<b>Skilled Pathway</b>
<p>Science - 4<sup>th</sup> credit (which must be above Physical Science)</p> <p>Foreign Language - 2 credits in one language</p> <p>Concentration – 1 additional credit required related to the selected career concentration</p>	<p>Concentration - 4 additional credits required related to the selected career concentration</p>
<b>Electives</b>	<b>6 Credits</b> —The remaining graduation requirements are to be electives.
<b>Career Development</b>	Prior to students selecting a concentration and pathway, opportunities for career decision-making must be provided in grades 9-10.
<b>Experiential Learning</b>	All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level. (See Section 5.6.5)
<b>Technology</b>	Students in grades 9-12 shall be provided integrated opportunities within the core requirements to master the standards for Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 9-12. It is also recommended that all students complete an online learning experience during grade 9-12.
<b>Senior Year</b>	All West Virginia high school students shall be fully enrolled in a full day of high school and/or college credit bearing courses. It is recommended that students complete a senior project to add rigor and relevance to the senior year.

1. It is the intent that students in the professional pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence, which may include college courses, AP courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.

Because of the extreme importance of mastery of the Algebra I content standards and objectives (CSOs), students who need additional time to master Algebra I CSOs may be identified at the local level using a data-based decision making process. Students who need additional time for Algebra I CSO mastery should complete the recommended math course sequence at a pace that is consistent with their ability levels. While research indicates the best option for scheduling additional time is to do so within the same year, scheduling options such as "double blocking" Algebra I, Algebra Support and Algebra I, or other similar options may be determined at the local level, as long as the priority of the selected option is to provide students the best possible opportunity to succeed in mastery of the Algebra I CSOs. Counties selecting a scheduling option that places students who need extra time into two separate math courses may grant students up to two math credits toward graduation upon successful course completion. It is further recommended that students who are in the most need of continuous math instruction be enrolled in at least one math course each year in high school.

2. Physical Science, Biology or Conceptual Biology and Chemistry or Conceptual Chemistry shall be taken in consecutive order. Conceptual course credits may not be accepted by four-year higher education institutions. Life Science or Earth Science may be used in lieu of Chemistry or Conceptual Chemistry to satisfy graduation requirements for students entering 9<sup>th</sup> grade in 2008-09 and 2009-10. Life Science includes courses such as Human Anatomy and Physiology or Biology II. Any science course above Biology meets the requirements for the third science.

3. Students shall take the high school social studies courses in the listed sequence to ensure maximum understanding of the material to be covered and alignment of content and State assessment. World Studies to 1900, United States Studies to 1900, Twentieth and Twenty-First Centuries Studies and Civics for the 21<sup>st</sup> Century shall be taken in consecutive order. The social studies content standards and objectives are constructed in such a way that information progresses sequentially through time periods and builds the foundation for successful achievement of the complex concepts that follow. The senior course, Civics for the 21<sup>st</sup> Century, has been written to deliver rich academic content within relevant context for students entering the world of work and college.

4. The four credits taken by career/technical concentrators must be consistent with those identified for WVDE approved career/technical programs of study. Each career/technical concentration in a school shall obtain and maintain an appropriate industry-recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program.

5. Students in Skilled Pathway concentrations that complete state approved career/technical courses that reflect creative and innovative arts content may substitute these courses for the arts credit required for graduation. Designation of these courses will be made by state-level administrators of career/technical and arts programs.

The following courses are approved for substitution:

1851 - Fundamentals of Illustration

1857 - Fundamentals of Graphic Design

1861 - Advanced Illustration

1859 - Advanced Graphic Design

1431 - Digital Imaging I

1727 - Drafting Techniques

0213 - Floriculture

## Programs to Cut College Costs

Here are three programs tailor-made to cut college costs. They allow high school students to acquire academic and technical college-level skills and earn college credits – while completing their high school studies.

All of these programs can help you and your student take a big bite out of college tuition. For more information, check with school officials.

**EDGE** This program allows students to take high school courses for **free** community and technical college credit.

### **Advantages for the student**

- Opportunity to take college classes for **free** while still in high school.
- Opportunity to establish a college transcript while in high school.

### **Student responsibility**

- Pass the course and final test.

### **Tuition**

- **Free** for EDGE classes.

### **Dual Credit Courses**

This program offers students the opportunity to earn high school credit and college credit at the same time.

### **Advantages for the student**

- Opportunity to take college classes while still in high school.

### **Tuition**

- Costs for dual credit courses vary from school to school.

### **Advanced Placement (AP) Courses**

This program, offered within the high school, grants college-level credit to qualified students who pass the AP test given upon completion of the course.

### **Advantages to the student**

- Opportunities to take accelerated classes yet remain with high school peers.
- Advanced placement and/or college credit based on successful AP test scores.

### **Student Responsibilities**

- Achieve high academic performance in prerequisite courses.
- Apply for post-course testing.

### **Fees**

- Advanced placement test fee

### **Procedure**

- Enroll in the selected AP class.
- Take AP test.
- Apply to college.

## West Virginia EDGE

### ***What is EDGE?***

It stands for **Earn a Degree – Graduate Early** and allows students to earn free community and technical college credit while still in high school.

### ***How will EDGE help me?***

The EDGE courses are generally the career technical classes offered in high school. By successfully completing an EDGE course, students are able to get a jump start on an associate degree while they are still in high school. Because there is no cost for these courses, students could save up to \$2,000 or \$3,000 in college tuition and have the opportunity to earn up to 28 hours of college credit.

### ***Who can participate?***

Anyone can participate. The EDGE courses are generally found in the skilled and entry pathways.

### ***Who accepts these college credits?***

The college credits earned in high school are accepted at community and technical colleges in West Virginia.

### ***Why would I want to go to a community and technical college?***

Community and technical colleges prepare students for a great career in only two years. These careers have the greatest number of job openings available. Currently, 70 – 80 percent of all jobs available are in the technical areas and usually require a certification or a two year degree.

### ***Where can I get more information?***

Contact your counselor or visit [www.wvtechprep.wvnet.edu](http://www.wvtechprep.wvnet.edu) or [www.wvctcs.org](http://www.wvctcs.org).

## ***Advanced Placement Courses***

Through college-level AP courses, students enter a universe of knowledge they might otherwise not explore in high school. Through AP exams, they have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

### ***Why Participate in AP Courses?***

AP offers something for everyone. The only requirements are a strong curiosity about the subject you plan to study and the willingness to work hard. Here are just a few reasons to sign up:

- Get a head start on exactly the sort of work you will confront in college.
- Improve your writing skills and sharpen your problem-solving techniques.
- Develop the study habits necessary for tackling rigorous coursework.
- Demonstrate your maturity and readiness for college.
- Show your willingness to push yourself to the limit.
- Emphasize your commitment to academic excellence.
- Explore the world from a variety of perspectives, most importantly your own.
- Study subjects in greater depth and detail.
- Assume the responsibility of reasoning, analyzing, and understanding yourself.

### ***How to Enroll in AP Courses***

Once you have decided to take the AP challenge it is easy to enroll. Talk to an AP teacher, counselor or your school's AP coordinator about the course you want to take. Discuss the course workload and any preparation you might need.

## ***Dual Credit Courses***

Dual credit courses are college courses taught by a college certified teacher. The class must use the college course outline, the college textbook, and at the same time ensure that the high school content is being taught. The cost for dual credit courses varies from school to school.

**Five-Year Education Plan for Incoming Freshman Class 2010-2011 – Skilled Level**

<b>Career Cluster &amp; Pathway:</b>					
<b>Grade 9</b>			<b>Grade 10</b>		
<b>Planned Courses</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Planned Courses</b>	<b>Term 1</b>	<b>Term 2</b>
Eng Language Arts 9			Eng Language Arts 10		
Math			Math		
Physical Science			Biology or Conceptual Biology		
World Studies to 1900			United States to 1900		
Physical Education			Health		
Fine Arts			Recommended Elective		
Recommended Elective			Career Concentration Course		
Unrestricted Elective			Unrestricted Elective		
Clubs			Clubs		
Activities			Activities		
Awards			Awards		

<b>Grade 11</b>			<b>Grade 12</b>		
<b>Planned Courses</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Planned Courses</b>	<b>Term 1</b>	<b>Term 2</b>
Eng Language Arts 11			Eng Language Arts 12		
Math			Math		
Chemistry or Conceptual Chemistry			Civics		
20 <sup>th</sup> & 21 <sup>st</sup> Centuries Studies			Career Concentration Course		
Career Concentration Course			Career Concentration Course		
Recommended Elective			Recommended Elective		
Recommended Elective			Recommended Elective		
Unrestricted Elective			Unrestricted Elective		
Clubs			Clubs		
Activities			Activities		
Awards			Awards		

**Post-Graduation (5<sup>th</sup> Year) Plan** \_\_\_\_\_

**Five-Year Education Plan for Incoming Freshman Class 2010-2011 – Professional Level**

<b>Career Cluster &amp; Pathway:</b>					
<b>Grade 9</b>			<b>Grade 10</b>		
<b>Planned Courses</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Planned Courses</b>	<b>Term 1</b>	<b>Term 2</b>
Eng Language Arts 9			Eng Language Arts 10		
Math			Math		
Physical Science			Biology		
World Studies to 1900			U.S. Studies to 1900		
Physical Education			Health		
Fine Arts			Foreign Language		
Foreign Language			Career Concentration Course		
Elective			Elective		
Clubs			Clubs		
Activities			Activities		
Awards			Awards		

<b>Grade 11</b>			<b>Grade 12</b>		
<b>Planned Courses</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Planned Courses</b>	<b>Term 1</b>	<b>Term 2</b>
Eng Language Arts 11			Eng Language Arts 12		
Math			Math		
Chemistry			4 <sup>th</sup> Science		
20 <sup>th</sup> & 21 <sup>st</sup> Centuries Studies			Civics		
Career Concentration Course			Career Concentration Course		
Career Concentration Course			Recommended Elective		
Recommended Elective			Unrestricted Elective		
Unrestricted Elective			Unrestricted Elective		
Clubs			Clubs		
Activities			Activities		
Awards			Awards		

**Post-Graduation (5<sup>th</sup> Year) Plan** \_\_\_\_\_

# West Virginia Mathematics

## Possible Course Sequences in response to Policy 2510 (Entering freshmen 2009-2010)

Note: Several options affect entering eighth graders 2009-2010. This list serves to verify possible course sequences but is not a complete list of every possible pathway to graduation. Course such as Probability & Statistics, AP courses and Integrated math courses are not addressed here.

8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Algebra I	Geometry	Algebra II	Trigonometry	Pre-Calculus
8 <sup>th</sup> Grade Mathematics	Algebra Support (1 math credit toward graduation)	Algebra I (1 math credit toward graduation)	Geometry	Algebra II, Conceptual Math and College Transition Math
8 <sup>th</sup> Grade Mathematics	Algebra I	Geometry	Algebra II	Trigonometry
8 <sup>th</sup> grade Mathematics	Algebra Support (1 math credit toward graduation)	Algebra I (1 math credit toward graduation)	Geometry	Algebra II and College Transition Math
8 <sup>th</sup> grade Mathematics	Algebra Support (1 math credit toward graduation)	Algebra I (1 math credit toward graduation)	Geometry	Conceptual Math and College Transition Math

Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment college readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

The recommended course sequence for students in the **Professional pathway**, which may include college courses, AP courses or virtual school courses, is Algebra I, Geometry, Algebra II, Trigonometry and Pre-Calculus.

The recommended course sequence for students in the **Skilled pathway** is Algebra, Geometry, Conceptual Mathematics, College Transition mathematics or Algebra II.

Required electives and optional electives can be found on Chart IV, page 22 of Policy 2510.

### Career Clusters & Career Majors

Career Clusters ➔	Business Marketing	Engineering Technical	Fine Arts & Humanities	Health	Human Services	Science / Natural Resources
Career Major	Administrative Support (P, S)	Construction Technology (P, S)	Communications (P, S)	Diagnostic Services (P, S)	Personal & Family Services (P, S)	Research & Development (P, S)
Career Major	Finance / Accounting (P, S)	Information Technology Support Systems (P, S)	Fine or Performing Arts (P, S)	Health Information Services (P, S)	Public Safety / Legal Services (P, S)	
Career Major		Manufacturing / Production Technology (P, S)	Visual Design (P, S)	Therapeutic Services (P, S)	Law Enforcement & Security (P, S)	
Career Major		Mechanical Services Technology (P, S)			Social Services / Education (P, S)	
Career Major		Transportation Technology (P, S)			Hospitality (P, S)	

P = Professional Level Careers – 4 Year College

S = Skilled Level Careers – Technical Preparation (post-secondary less than 2 year associate degree) and TPAD (2 year associate degree)

# **Career Clusters & Career Majors**

## Career Clusters and Majors

***Is this you?*** I received my student's schedule for the school year. Along with the schedule were other papers about clusters, majors and pathways. My immediate reaction was... What is this stuff? I don't understand.

### ***What are Clusters, Majors and Pathways?***

The #1 predictor of success after high school is career maturity and career direction. In order to help students with career direction and maturity, West Virginia schools have organized their curriculum around clusters, majors and pathways.

**Clusters** are large groupings of careers that are related and **Majors** are large groups of jobs within the Cluster that have a common core knowledge area. For example, the Health Cluster relates to any career that exists in the health field, such as doctors, nurses, medical secretaries, medical transcriptionist, physical therapist, x-ray technician, and on and on. Majors within the health cluster pertain to a group of careers that are closely related, such as, medical secretaries, transcriptionists and medical coders. These careers would be found in one major. Careers that include doctors, nurses, physical therapists, etc. would be in another major, and x-ray technicians, radiology technologists would be in yet a different major.

**Pathways** are chosen based on what your student wants to do after high school. There are 2 pathways to choose from:

- **Skilled pathway** – The student's goal is to continue to a community and technical college, postsecondary certificate, or an apprenticeship.
- **Professional pathway** – The student's goal is to attend a 4 year college or university.

### ***Why is this necessary or important?***

The fact is courses you take in high school do make a difference in the number of choices you have after high school. Therefore, in order to help your student lay a strong foundation for future choices, the high schools now require students 1) to take more math and science and 2) to take courses that will prepare the student for the career field they are interested in pursuing. For example, in addition to the state's high school graduation requirements, if your student is interested in the health field they will probably be taking anatomy and physiology, and additional science and math courses. If your student is interested in the business cluster, they will probably be taking Intro to Business, Accounting, Business Computer Applications, etc.

Courses that are related to the career area are called career major units. There are 4 career major units required for high school graduation in addition to the state's graduation requirements. The Pathway your student chooses will determine what 4 major core courses will be required.

### ***How does all this work?***

#### **At the end of 8<sup>th</sup> grade**

- Parents and school advisors help students select a career cluster and a career pathway.

#### **In grades 9 and 10**

- Students take part in activities that allow them to explore all the careers available in their chosen Cluster.
- At the end of 10<sup>th</sup> grade, based on the student's interest and goals, parents and school advisor help students select a career major.

## ***Career Clusters and Majors***

### **Business & Marketing Cluster**

- ★ Administrative Support
- ★ Finance / Accounting
- ★ Hospitality
- ★ Management / Marketing

### **Engineering / Technical Cluster**

- ★ Communication Technology
- ★ Construction Technology
- ★ Manufacturing / Production Technology
- ★ Mechanical Services Technology
- ★ Transportation Technology

### **Fine Arts / Humanities Cluster**

- ★ Information Services
- ★ Creative Arts
- ★ Applied Arts

### **Health Cluster**

- ★ Diagnostic Services
- ★ Health Information Services
- ★ Therapeutic Services

### **Human Services Cluster**

- ★ Personal and Family Services
- ★ Public Safety / Legal Services
- ★ Social Services / Education

### **Science / Natural Resources Cluster**

- ★ Agriculture / Agribusiness
- ★ Natural Resources
- ★ Science

**Note:** Your student is **not** locked in to a Career Cluster / Major or Pathway. Students are allowed to change their choice. **However**, it is very important for students to set career goals and build the academic and technical foundation to ensure success after high school.

## ***Business & Marketing Cluster***

Business careers include a wide variety of occupations from the entry-level clerical and secretarial jobs to the highest level administrative and managerial positions. These require varied levels of ability, skill and educational preparation. Many careers are available in accounting, business administration, finance, real estate, insurance, sales, merchandising, secretarial and clerical. Some involve making decisions and supervising employees. Others provide assistance to executives.

### **If you choose this cluster:**

#### **You should be able to:**

- Analyze and sort materials
- Communicate well
- Make change/work with figures
- Reason logically
- Influence people
- Pay attention to detail
- Maintain patience and tact
- Accept responsibility
- Follow instructions
- Work under pressure
- Handle complaints
- Influence people's opinions or judgments
- Perform a variety of duties that may change frequently
- Get along with people of all types
- Make accurate mathematical calculations
- Make decisions based on personal judgment and verifiable information
- Be self-motivated

#### **You should like:**

- Working with figures or details
- Working with a variety of people
- Using a variety of office machines
- Routine, organized activities
- Activities which involve business contact with people
- Persuading people to buy
- Daily contact with the public

#### **Opportunities for Experience:**

- Military service
- Co-op Programs
- Part-Time / Temporary / Seasonal Employment
- Internships or work study
- Volunteer work in charitable or community organizations
- Staff member on school newspaper or other publications
- Career / Technical student organizations (i.e. FBLA)
- Summer or part-time employment
- Co-op marketing education programs in high schools, vocational centers or community colleges

#### **Physical conditions and abilities:**

- Sit at a desk or stand for long periods of time
- Be able to reach, handle, and feel objects
- Speak clearly
- Work long hours
- Good eye-hand coordination
- See well, either naturally or with correction
- Have clear speech and language
- Maintain good physical and mental health
- Be able to lift and carry objects

## **Engineering & Technical Cluster**

The Engineering / Technical cluster includes occupations involved with mechanical principles applied to practical situations and “hands on” techniques with machines and tools. Engineers and engineering technicians take part in the planning, design, and construction of buildings, roads, commercial ports, airplanes, automobiles and most of the products and equipment we use every day.

### **If you choose this cluster:**

#### **You should be able to:**

- Make decisions using measurable data, facts and experience
- Work accurately with detailed instructions
- Visualize objects in three-dimensional form; see detail and recognize slight differences
- Perform a variety of duties that change frequently
- Plan and direct an entire activity
- Apply math to problems accurately
- Attain a set standard of accuracy based on measurable criteria
- Use logical, step-by-step procedures

#### **Opportunities for experiences:**

- Summer or part-time employment
- Experience gained through the various branches of the military
- Career/technical courses in high school or postsecondary school
- Apprenticeship programs
- Assist as a helper on work site
- Career/technical student organization (VICA,TSA)

#### **Physical conditions and abilities:**

- Have good vision, either naturally or with correction
- Speak and hear well, either naturally or with correction
- Use hands to reach, handle, and feel objects and materials
- Possess a driver’s license
- Bend, stoop, kneel, crouch, and crawl to perform your job
- Climb and maintain body balance
- Lift and carry up to 50 lbs frequently
- Tolerate noise and odors

#### **You should like:**

- Doing routine, organized, accurate work
- Working with things and objects
- Using machines, special processes and techniques
- Working with your hands to assemble or produce things
- Activities of a scientific and technical nature
- Work that requires precise results
- Working outdoors
- Working as a member of a team

## ***Fine Arts / Humanities Cluster***

Careers in these fields involve liberal, applied and fine arts, information and printing services. They include visual, performing and written expression. It is the creative and entertainment branch of learning and career and includes art, music, drama, language, and social studies. Reading about or studying how society works and the interaction of individuals or groups of people is very interesting to these people as well as sharing ideas with others.

Artists draw, paint, sculpt, create, photograph, and design in all kinds of mediums. Performers act, dance, sing, speak, demonstrate and play musical instruments on stage, in movies, in videos, on TV and in many other places. Writers write books, plays, stories, and poetry. They research, write, and edit newspapers and magazine articles and columns.

Surrounding these artists, performers and writers are all kinds of support personnel helping to get the job done. They assist, sell, research, direct, display, process, repair, create, analyze, engineer, and guide the activities of these creative people.

### **If you choose this cluster:**

#### **You should be able to:**

- Work within precise limits or standards of accuracy
- Make decisions based on personal judgment
- Communicate with people and present ideas clearly
- Have agreeable working relationships with others
- Evaluate information according to measurable or verifiable criteria
- Work under pressure
- See detail and differences in shapes and shadings
- Direct and plan an entire activity or the activities of others

#### **Physical conditions and abilities:**

- See, talk and hear well, either naturally or with correction
- Have full use of hands and fingers
- Reach for, handle and feel objects
- Have good color vision
- Stand for long periods of time
- Be able to lift objects

#### **You should like:**

- Communicating information to others
- Activities dealing with things and objects
- Activities which involve the use of machines, techniques, and processes
- Activities of a scientific and technical nature
- Activities which involve business contacts with people

#### **Opportunities for experience:**

- Summer or part-time employment
- Experience gained through the various branches of the military
- Co-op programs in high schools, vocational centers, or community colleges
- Apprenticeship programs
- Personal hobbies involving the arts
- Participation in performing arts
- Participation in career/technical student organizations

## **Health Services Cluster**

Students preparing for health careers can enter programs leading to a certificate or a degree at the associate, baccalaureate, professional, or graduate levels. Two-year programs resulting in certificate or associate degrees are the minimum standard credential for occupations such as dental hygienist or radiologic technologist. Many therapists and social workers have at least a Bachelor's Degree and physicians, optometrists, and podiatrists have many years of education and training beyond college.

The health services industry provides many job opportunities for people without specialized training beyond high school. In fact, 60 percent of the workers in nursing and personal care facilities have a high school diploma as do 30 percent of the workers in hospitals.

### **If you choose this cluster:**

#### **You should be able to:**

- Communicate well
- Work effectively with others
- Evaluate information based on personal judgment and/or measurable standards
- Perform a variety of duties that may change frequently
- Use logic and clear, step-by-step procedures in your work
- Work within precise limits or standards of accuracy

#### **Physical conditions and abilities:**

- Have good vision, either naturally or with correction
- Speak and hear well, either naturally or with correction
- Possess manual dexterity and use of fingers, hands and arms
- Have a good perception of depth and color
- Able to assist in lifting or patients and/or equipment
- Stand for long periods of time

#### **Opportunities for experience:**

- Summer, part-time and volunteer work at a hospital or clinic
- Experience gained through the various branches of the military
- Participation in co-op programs at a vocational center or college
- Career/technical student organizations (HOSA)

(Because of the specialization involved in some of the health occupations, opportunities for experience may be somewhat limited.)

#### **You should like:**

- Working with people
- Activities of a scientific and technical nature
- Working with processes, machines, and techniques
- Helping people

## ***Human Services Cluster***

The Human Services cluster involves occupations in personal and family services and the hospitality and travel industry. People in these occupational fields enjoy helping others, seeing to their comfort or enhancing their appearance.

### **If you choose this cluster:**

#### **You should be able to:**

- Perform a variety of duties that may change often
- Make decisions based on personal judgment
- Work well with others
- Direct, control, and plan an entire activity or activities of others
- Communicate easily, tactfully and courteously (both orally and written)
- Work under pressure
- Follow instructions

#### **You should like:**

- Activities involving business contact with people
- Work that is routine and organized
- Working with machines and methods
- Working with people
- Activities concerned with communication of information or ideas to people

#### **Opportunities for experience:**

- Summer or part-time employment
- Military service
- Work in restaurants and clubs, hotels and motels
- Co-op programs through high schools, vocational centers, or community colleges
- Career/technical student organizations (FHA/HERO/VICA)

#### **Physical conditions and abilities:**

- Speak or hear well, either naturally or with correction
- Possess a driver's license
- Have clear speech and language
- Maintain good physical and mental health
- See well, either naturally or with correction

## **Science / Natural Resources Cluster**

Science and natural resources include research and developmental science, agriculture, agribusiness, agriculture production and natural resources. Research and developmental science include occupations in the areas of physical, biological, environmental earth, space sciences, and mathematics. Agriculture and supporting companies employ large numbers of workers. Natural Resources, including the timber industry, fish, and wildlife and recreation management, provide additional career opportunities. Growing career areas include horticulture, research, biotechnology, environmental technology, etc.

### **If you choose this cluster:**

#### **You should be able to:**

- Reason logically and use logical, step-by-step procedures
- Understand the meanings of words and present information effectively
- Perform work within precise standards of accuracy
- Visualize three-dimensional objects from diagrams and see detail in objects or drawings
- Evaluate information according to measurable or verifiable criteria
- Understand the meanings and relationships of words
- Work under pressure
- Direct and plan an entire activity or the activities of others
- Make decisions using personal judgment or verifiable data
- See detail and differences in shapes and shadings

#### **Opportunities for experience:**

- Summer or part-time employment
- Military service
- Co-op programs in secondary and postsecondary schools
- Participation in science and technology clubs
- Career/technical student organizations (FFA,TSA)

#### **Physical conditions and abilities:**

- See well, either naturally or with correction
- Hear well, either naturally or with correction
- Use your arms, hands, and fingers to reach for, handle, and manipulate objects
- Speak clearly
- Stoop, kneel, crouch and/or crawl

#### **You should like:**

- Activities of a scientific and technical nature
- Activities that involve the use of machines, techniques and processes
- Activities that require creative thinking to solve problems
- Communication of ideas and information
- Activities dealing with things and objects
- Working outdoors
- Activities of a routine, organized nature

## ***Linking Interests to Professions***

The aim of Career Clusters is to make learning meaningful and successful for all students. Career Clusters / Majors enhance students' awareness of career possibilities and assure that students learn about the skills required for any given career.

When reviewing the basic information regarding what you should be able to do in the various clusters, keep in mind that these are skills that one might already have or skills that one would likely develop through experiences and training for a job in the particular cluster. Some individuals may require extended education, training, or even direct skills support to obtain the career they are interested in.

**First**, Career Clusters / Majors encourage students to explore their deep-seated, lifelong interests.

**Next**, students investigate careers that grow out of those interests, and they learn what skills are required for those careers.

**Finally**, they plan their high school schedule and one year beyond high school.

# Course Descriptions

## FINE AND PERFORMING ARTS

<b>32110</b>	<b>Art</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Art I is designed to teach the fundamental art principles. The student will develop skills in drawing, lettering, design, painting, and crafts. Creativity and inventiveness are stressed. Various styles of art are studied and applied to projects.

<b>32120</b>	<b>Art II</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Art II is an advanced course structured to teach design, composition, figure drawing, media exploration, acrylic painting, and integration of technology and other disciplines.

**PREREQUISITES: Successful completion of Art I.**

<b>32130</b>	<b>Art III</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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Art III is an advanced study in all areas of art including acrylic paintings, silk screening, canvas stretching, ceramics and sculpting. Art History will be included as background for styles and study of various periods of art.

**PREREQUISITES: Successful completion of Art II.**

<b>32140</b>	<b>Art IV</b>	<b>Grade 12</b>	<b>1 Credit</b>
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Art IV is an advanced study including oil painting, mixed media painting and drawing. Students will develop skills and techniques designed to give them confidence in the use of various media and styles. Art History will be included as background for styles and study of various periods of art.

**PREREQUISITES: Successful completion of Art III.**

<b>33190</b>	<b>Crafts</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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This class is designed for students who like the crafts part of art. Projects include making models, pouring molds, and other various craft related projects. No artistic preparation needed. *(Only offered at Oak Glen High School.)*

<b>33010</b>	<b>Art Portfolio</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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This course is intended for students who are gifted in art. This course will offer the opportunity to create a professional body of work that reflects personal style and talent. Students will be encouraged to display their art portfolio work publicly.

**Teacher Permission to take this class is necessary.**

<b>34010</b>	<b>Dance I</b>	<b>Grade 9-10-11-12</b>	<b>1 Credit</b>
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Dance I will focus on technical skills. In addition, the principles of choreography and the higher level thinking skills necessary to employ dance as an effective means of communication will be a central part of the curriculum.

<b>34020</b>	<b>Dance II</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Dance II is a continuation of basic skills and principles acquired at Level I.

<b>34030</b>	<b>Dance III</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Dance III is a continuation of basic skills and principles acquired at Level II.

<b>34040</b>	<b>Dance IV</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Creating and performing dance is the major emphasis of dance study on the fourth level. The creative process will be studied and students will develop an awareness of dance and its place in the present and future cultures. Research will be an integral part of this year of study.

<b>36210</b>	<b>Chorus I</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Chorus is open to any student who has a special interest in singing. The class should enrich a student's love for singing by giving him/her an opportunity to express himself/herself through song. It should provide a rich and rewarding experience. In addition, the course should help develop teamwork, provide skills necessary to meet superior standards of performance, provide a means of attaining desirable emotions through a variety of music literature, and help students become more discriminating listeners and performers. The Chorus will perform public concerts.

<b>36220</b>	<b>Chorus II</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Chorus II is a continuation of Chorus I.

<b>36230</b>	<b>Chorus III</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Chorus III is a continuation of Chorus II.

<b>36240</b>	<b>Chorus IV</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Chorus IV is a continuation of Chorus III.

<b>37410</b>	<b>Senior High Stage Band</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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The senior high stage band program will provide for continuing development of skills in rhythmic patterns, articulation variations, dynamics, and harmonic blend. The organization should stress musical individuality of the student and cultivate the ability to utilize all of his/her musical talents. Advanced study of scales and chords is essential in perfecting improvisation, stylistic performance, and keen awareness of ensemble playing should be emphasized.

**PREREQUISITES:** *Middle School Band or equivalent and private instruction on guitar/bass/ keyboard.*

<b>9: 36110 FS + SS Band I</b>	<b>Grades 9-10-11-12</b>	<b>1 Full Year</b>
<b>10: 36120 FS + SS Band II</b>		<b>1 Credit</b>
<b>11: 36130 FS + SS Band III</b>		
<b>12: 36140 FS + SS Band IV</b>		

**Oak Glen High School ONLY—Band I, II, III, IV is 45 minutes in length, must be taken for the full year to receive 1 credit, and must be paired with an additional 45 minute classes to complete a 90 minute block. Please check with your school counselor for the 45 minute courses offered.** Senior high school band activities provide sequential development of skills begun at the middle school level. Mastery of competencies at each grade level helps assure success in both full ensemble and individual musical experiences. The fundamental objective of the Senior High School Band is to assist the student in improving his/her musicality. This goal can be approached through a variety of performance experiences designed to develop good intonation, technical proficiency, rhythmic accuracy, and stylistic sensitivity. The course should help develop teamwork, school pride, and self-esteem.

**PREREQUISITES:** *Middle School Band or equivalent.*

<b>9: 36110 FS; 36111 SS Marching / Concert Band</b>	<b>Grades 9-10-11-12</b>	<b>1 Full Year</b>
<b>10: 36120 FS; 36121 SS</b>		<b>2 Credits</b>
<b>11: 36130 FS; 36131 SS</b>		
<b>12: 36140 FS; 36141 SS</b>		

**Weir High School Only.** Senior high school band activities provide sequential development of skills begun at the middle school level. Mastery of competencies at each grade level helps assure success in both full ensemble and individual musical experiences. The fundamental objective of the Senior High School Band is to assist the student in improving his/her musicality. This goal can be approached through a variety of performance experiences designed to develop good intonation, technical proficiency, rhythmic accuracy, and stylistic sensitivity. The course should help develop teamwork, school pride, and self-esteem.

**PREREQUISITES:** *Middle School Band or equivalent.*

<b>37420</b>	<b>Wind / Percussion Ensemble</b>	<b>Grades 9-10-11-12</b>	<b>Term 1 Only</b>	<b>1 Credit</b>
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Ensembles on the senior high school level emphasize the individual performance contribution of students in a small group instructional setting. The ensemble class is a program enrichment activity which provides specialized instruction at all levels of competence. Participation should be determined by the discretion of the director. The instrumental director

assists the students in selection of music for appropriate supervision in matters beyond the student's own experience. The students will prepare music for competition at the solo and ensemble festival.

**PREREQUISITES:** *Middle School Band or equivalent.*

<b>38010 Theatre I</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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This course seeks to develop an appreciation and understanding of theatre as a fine art; fundamentals of acting and directing stage plays; appreciation of creativity and performance techniques in theatre; drills for overcoming inhibitions; characterization; theatre dialects; and makeup for the theatre. Acting in front of an audience may be required.

<b>38020 Theatre II</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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A continuation of Theatre I, this course further develops an appreciation and understanding of theatre as a fine art; fundamentals of acting and directing stage plays; appreciation of creativity and performance techniques in theatre; drills for overcoming inhibitions; characterization; theatre dialects; and makeup for the theatre. Acting in front of an audience may be required.

**PREREQUISITE:** *Theatre I*

<b>38030 Theatre III</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This course provides a more in-depth study into the areas of theatre introduced in Theatre II. Acting in front of an audience may be required.

**PREREQUISITE:** *Theatre I & Theatre II*

<b>38040 Theatre IV</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This course provides a more in-depth study into the areas of theatre introduced in Theatre I, II, and III. Acting in front of an audience may be required. **PREREQUISITE:** *Theatre I, II, & III*

## BUSINESS

<b>14010 Accounting Principles I</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Accounting Principles I is taught for personal and vocational use. The course helps students learn how to handle personal money transactions. It acquaints the students with the relationship between accounting and business. It develops an understanding of the principles and procedures involved in handling cash, including petty cash. The student will learn the principles and methods of recording business transactions, the preparation of financial statements, and the interpretation of financial statements with considerable emphasis on the records of a small business.

<b>14030 Accounting Principles II</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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Accounting Principles II expands principles and procedures to include applications in corporate accounting and decision making based on financial reports. It provides preparation for employment or background for the study of accounting or accounting related fields in college. This course will be taught using computers.

**PREREQUISITES:** *Accounting Principles I.*

<b>14170 Business Law</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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The class introduces the student to the laws which affect his/her life as a consumer and citizen of an increasingly complex world through discussion of cases, exploration of contracts, government regulations, and civil laws. Students discuss the various rules and regulations which have shaped our current political life and how these might affect their lives in the future.

<b>14110 Business Computer Applications I</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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This area of study is designed to provide the learner with the opportunity to understand and apply integrated software to business applications. The students will achieve basic proficiency in word processing, spreadsheets, desktop publishing, computerized presentations, internet and/or database applications.

<b>14130 Business Computer Applications II</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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This area of study is designed to develop entry-level skills appropriate to an area of specialization in information systems. Students will achieve proficiency in the use of software packages in the areas of database, word processing, spreadsheets and presentation/desktop publishing.

**PREREQUISITES:** *Business Computer Applications I.*

<b>14290 Desktop Publishing</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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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.), memo forms, advertisements, banners, business cards, web pages, etc. They will identify desktop publishing concepts; demonstrate skills utilizing desktop software; and determine legal and ethical aspects of desktop publishing.

<b>14310 Digital Imaging / Multimedia (Computer Graphics)</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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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 and a scanner, using imaging software to improve photos or to create special effects, creating simple animations, manipulating video images, and producing multimedia images.

<b>14390 Introduction to Business &amp; Marketing</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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This course is an introduction course that explores careers in business and marketing, the role of marketing in today's business world and a broad overview of economics. Students will explore careers in business; define and explain how the market works in a private enterprise system; explore policies of a diverse workforce in business and marketing and demonstrate the handling of business finances.

<b>14510 Personal Finance</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Deal or No Deal-is that the game you want to play with your financial future? Personal finance will show you how to balance and maintain a checking account and how to complete tax forms, and learn about the pitfalls of credit cards, benefits of insurance, investing for the future, stock market, and things to consider when purchasing a car or a house.

<b>14550 Web Page Publishing (Computer Graphics)</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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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 and experiences which may include: using web page development software, creating page layouts, adding images and frames, creating elements and components, creating tables, managing files, publishing to the Internet, creating hyperlinks, organizing tasks, and using HTML.

## COMPUTER SCIENCE

<b>28310 C++ Programming</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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Students in C++ Programming will be expected to write, document, modify and successfully execute computer programs, using the current version of Microsoft Visual C++. Emphasis will be placed on analyzing a problem, developing a plan for the solution, and then using structured programming techniques to write a program.

**PREREQUISITE:** *Algebra I  
Algebra II or Geometry*

<b>28410 Computer Technology</b>	<b>Grade 12</b>	<b>1 Credit</b>
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Students will explore the opportunities for research by advances in technology. Specifically, they will consider such sources as databases, proper use of e-mail, and kinds of information available through the Internet. Students will also learn to use traditional library resources (Reader's Guide to Periodical Literature) and other references used in library research. Using the computer students will engage in various research exercises, papers, projects (written and oral).

**PREREQUISITE:** *Keyboarding, Business Computer Application, and successful completion of English 9, 10, & 11.*

<b>14310 Digital Imaging / Multimedia (Computer Graphics)</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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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 and a scanner, using imaging software to improve photos or to create special effects, creating simple animations, manipulating video images, and producing multimedia images.

<b>14550 Web Page Publishing (Computer Graphics)</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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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 and experiences which may include: using web page development software, creating page layouts, adding images and frames, creating elements and components, creating tables, managing files, publishing to the Internet, creating hyperlinks, organizing tasks, and using HTML.

## DRAFTING

<b>24090 Exploring Technology</b>	<b>Grades 9, 10, 11, 12</b>	<b>1 Credit</b>
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Exploring Technology is a comprehensive, action based educational program concerned with the ways humans use construction, manufacturing, communication and transportation to adapt to their environment. It is necessary for people to understand technology if they are to function as productive workers, informed voters and wise consumers of technological products. Content and activities involve students' use of tools, materials and processes.

<b>24360 Foundations in Engineering</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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This course will introduce students to the basic principles of materials, mechanisms, structures, electricity, electronic control, fluidics, computer control and graphic communication and how they can be integrated and used to solve a variety of complex technical challenges. Students work in engineering teams to develop work process skills, such as researching, writing, organizing, modeling, calculating, and communicating with others.

<b>24390 Fundamentals of Drafting</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This course will introduce students to the basic fundamentals of drafting and geometric construction. Students will become familiar with drafting equipment and methodology used in industry. This course will provide basic understanding of drafting techniques necessary to allow students to progress to CAD.

<b>24420 Manufacturing Systems (Weir HS only)</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This course will introduce students to the basic elements of the manufacturing industry. Students will explore a variety of materials and processing techniques common to manufacturing, and apply this knowledge to the development and operation of a student manufacturing enterprise.

**PREREQUISITE: Exploring Technology**

## DRIVER EDUCATION

<b>68110 Driver Education</b>	<b>Grades 10-11-12</b>	<b>1 Credit 68111 SS</b>
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This course is provided for both beginning and experienced drivers. It is taught in two phases:

**CLASSROOM INSTRUCTION:** This includes psychomotor testing; traffic rules, laws and regulations; auto care and maintenance; buying, insuring and operating the auto; and motorcycle safety.

**BEHIND THE WHEEL INSTRUCTION:** This includes practical experience in a dual control car; driving in towns, cities, and country; freeway driving; and driving under adverse conditions. Students enrolled in driver education must be 16 years of age or reach their 16th birthday during the semester in which they are enrolled.

<b>76650 Work-Based Learning Experience</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Students enrolled in Driver Education will also be enrolled in a work-based learning experience course. This course will satisfy the State work-based learning experience requirement for graduation. Students will visit businesses and participate in work-related experiences, in addition to classroom experience, which include interviews, job applications, and exploring career opportunities.

## ENGLISH

<b>40210 Advanced Communications</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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This course will focus extensively on written communication skills through a variety of writing styles as well as genres. An emphasis will be placed on imaginative, articulate expression and personal style. Students will be required to complete several extensive writing projects.

<b>40240</b>	<b>English-Desktop Publishing</b>	<b>Grade 11-12</b>	<b>1 Credit</b>
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<b>41130</b>	<b>College Composition I</b>	<b>Grade 12</b>	<b>3 Credits (WVNCC)</b>
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Students in this course write narrative, descriptive, and expository essays on a number of topics and are expected to demonstrate competency in various writing styles and techniques.

**PREREQUISITE:** *English Honors in grades 10 and 11 with a grade of “B” or better.*

<b>41140</b>	<b>College Composition II</b>	<b>Grade 12</b>	<b>3 Credits (WVNCC)</b>
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This course is a continuation of College Composition I with an emphasis on writing literary analyses, persuasive writing, and developing and utilizing research skills.

**PREREQUISITES:** *Successful completion of College Composition I with a grade of “C” or better.*

<b>40220</b>	<b>Creative Writing I</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Students who enroll in Creative Writing I should enjoy reading and writing on a daily basis. To develop writing skills, students will keep a writer's journal and experiment with various types of writing, poetry, personal narratives, short stories, monologues, drama, and humorous essays. Reading is an activity that dramatically improves writing skills, therefore, students will be expected to read on a regular basis. The works of published writers will serve as models for many writing activities. (This course is recommended for students considering a career in communications, public relations, marketing, education, and for all others who want to develop their writing skills.)

**PREREQUISITE:** *“C” in most recent English course; knowledge of Word Processing; Keyboarding skills*

<b>40230</b>	<b>Creative Writing II</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Designed as a continuation of Creative Writing I, students in this class will write stories, articles, and poetry and work on various projects including the school literary magazine and/or the senior video. Other activities may include publication of a senior scrapbook (an illustrated compilation of student's prose and poetry). Students are encouraged to develop a personal writing style and will develop short stories as well as write a short, one-act play.

**PREREQUISITES:** *Successful completion of Creative Writing I with a grade of “B” or better and approval of teacher.*

<b>40090</b>	<b>English Language Arts 9</b>	<b>Grade 9</b>	<b>1 Credit</b>
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English 9 literature will encompass the study of works of the past and present, including an introduction to William Shakespeare and the reading of *Romeo and Juliet*. Grammar will be studied as a basic tool of language. Students will gain experience in the techniques of oral expression and the use of the dictionary and library. The different purposes of writing will be explored. Instructional delivery will be enhanced by computer technology.

<b>40090H</b>	<b>English Language Arts 9 – Honors</b>	<b>Grade 9</b>	<b>1 Credit</b>
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In addition to the above requirements for English 9, the English 9-Honors course will incorporate outside reading, additional writing, and research activities. Vocabulary study will be more intensive, and class projects are required. Instructional delivery will be enhanced by computer technology. At the discretion of the instructor, a summer reading / writing assignment may be required.

<b>41270</b>	<b>English Language Arts Skills Reinforcement</b>	<b>Grade 9</b>	<b>1 Credit</b>
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This course will reinforce the skills needed for English 9. The overall focus of this course will be to improve reading, writing, vocabulary, speaking, and listening skills. Students will develop daily reading and literary analysis skills and utilize process writing in the development of essays. Students will also prepare and present at least one class presentation. **STUDENT IS REQUIRED TO TAKE ENGLISH 9 (40090) DURING SECOND SEMESTER.**

<b>41271</b>	<b>English Language Arts Skills Reinforcement</b>	<b>Grade 10</b>	<b>1 Credit</b>
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This course will focus on emphasizing the basics of English and will review recommended study skills and test-taking procedures, improving reading decoding, comprehension and fluency, studying writing as a process and grammar essentials such as the parts of speech and basic sentence mechanics. Preparing for mastering content standards and objectives will be emphasized. **STUDENT IS REQUIRED TO TAKE ENGLISH 10 (40100) DURING SECOND SEMESTER.**

<b>40100 English Language Arts 10</b>	<b>Grade 10</b>	<b>1 Credit</b>
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English 10 includes the study of the short story, the novel, drama, and, to a limited degree, poetry and nonfiction in world literature. A comprehensive review of grammar with an emphasis on proper usage and mechanics will help students to improve basic writing skills through paragraph and essay development. The skills evaluated in the West Virginia writing assessment will be discussed as students learn to use organization, transitions, and sentence variety effectively. Students will understand the concept of intellectual property and plagiarism in all media (e.g., media copyright laws; public/private domain). Preparation will include critiquing oral presentations and using speaking and listening while reading and writing. Instructional delivery will be enhanced by computer technology.

<b>40100H English Language Arts 10 - Honors</b>	<b>Grade 10</b>	<b>1 Credit</b>
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In addition to the requirements for English 10, the English 10-Honors course will incorporate additional outside reading, writing, and research activities. Instructional delivery will be enhanced by computer technology. At the discretion of the instructor, a summer reading / writing assignment may be required.

<b>40110 English Language Arts 11</b>	<b>Grade 11</b>	<b>1 Credit</b>
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English 11 is a chronological approach to American literature from the Colonial Period to modern times. Students will read at least two novels by American authors. Grammar and usage skills will be reviewed. Emphasis will be placed on composition skills. In addition, career formalization, including college entrance exam preparation and workplace readiness skills, becomes a primary focus. As the need for challenging research skills becomes more vital, the incorporation of technology will be emphasized.

<b>40110H English Language Arts 11 - Honors</b>	<b>Grades 11</b>	<b>1 Credit</b>
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In addition to the requirements for English 11, the English 11-Honors course will incorporate additional outside reading, writing, and research activities. Instructional delivery will be enhanced by computer technology. At the discretion of the instructor, a summer reading / writing assignment may be required.

<b>40120 English Language Arts 12</b>	<b>Grade 12</b>	<b>1 Credit</b>
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This course is a chronological approach to British literature from the Anglo-Saxon era to contemporary writers. Instruction focuses on basic understanding of notable English authors, practical application of writing skills, vocabulary development, and independent reading. Research paper is required.

<b>40120H English Language Arts 12 - Honors</b>	<b>Grades 12</b>	<b>1 Credit</b>
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In addition to the above requirements for English 12, the English 12 - Honors course will incorporate outside reading, additional writing, and research activities. Research paper is required. At the discretion of the instructor, a summer reading / writing assignment may be required.

<b>40420 English Literature &amp; Composition, AP</b>	<b>Grade 12</b>	<b>1 Credit</b>
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In an advanced placement course in English literature and composition, students are involved in both the study and practice of writing and the study of literature. They will learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students will become more aware of resources of language: connotation, metaphor, irony, syntax, and tone. Writing assignments will focus on the critical analysis of literature and will include essays in exposition and argument, personal narrative, and the writing of stories, poems, or plays. At the discretion of the instructor, a summer reading / writing assignment may be required.

**Prerequisite:** *Honors English in grades 10 and 11 with a grade of "B" or better.*

<b>40510 Journalism I</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Students enrolled in this course will use textbooks, the Internet, library sources, audiovisual aids, and written projects and presentations (both individual and group) to study all aspects of communication media. They will discuss the history of journalism, the morals and ethics of news reporting, advertising, polls and statistics, photography and learn how to write various styles of news stories (i.e. editorials, sports, reviews, etc.) Students will also write articles for the school newspaper under the supervision of the instructor and editorial staff. Students will gain practical experience as they acquire public relation and interview skills. Again, writing will be stressed in this course as the students learn the criteria of journalistic writing. Students are required to participate in the writing and publication of the school newspaper.

**PREREQUISITE:** *A grade of "B" or better in most recent English course*

<b>41360 Literature (Poetry)</b>	<b>Grade 10-11-12</b>	<b>1 Credit</b>
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This course explores poetry as imagery, figurative language, allusion, tone rhythm, meter, rhyme and stanza form. Students read major English and American poetry as well as verse from a variety of cultures to provide background for reading poems more incisively.

<b>40520 Journalism II</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Journalism II students will participate in class projects and presentations with Journalism I students; however, they will be exempt from textbook study (already having done so in Journalism I). In addition to project work, these students will serve as the editorial staff for the school newspaper. Therefore, a proficient knowledge of grammar, mechanics, layout, and journalistic writing style is required. Students enrolled in this course will also gain valuable leadership skills, as they will be in charge of a group of writers (i.e. assigning stories to reporters, proofreading and asking authors to revise articles, and getting articles in under deadline).

**PREREQUISITE: Journalism I and grade of "B" or better in most recent English course**

<b>41171 Technical Writing</b>	<b>Grades 12</b>	<b>1 Credit</b>
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This is an independent study course conducted under the supervision of an English teacher. Activities are designed to meet needs and interests of students as they develop language arts skills utilizing technology. Students keep a portfolio of all work completed. The portfolio should demonstrate their competence in communication skills and in the use of available technology. Activities include preparation of various types of documents using word processing, database programs, web page, and desktop publishing. This is an elective class and does not count towards an English credit.

**Prerequisite: Students must be in grade 12, have earned a "B" average in English Language Arts 11, and acquire teacher's approval.**

<b>40760 Speech – Oral Communications</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This course is designed to help students improve communication skills with emphasis on conversational, group dynamics, and formal speaking situations. Emphasis will be on building self-confidence by developing an understanding of how we communicate and the importance of effective oral communication skills in today's society. **Dual credit may be available. Check with your counselor.**

<b>40710 School Yearbook</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Students selecting this class should have good writing and grammar skills, keyboarding skills, and desktop publishing skills. Enjoyment of writing and knowledge of the principles of photography and the use of 35mm and digital cameras are desirable. This class encompasses the production of the school yearbook. Students will be responsible for both production and composition and should be able to work independently to meet deadlines. Students will learn different writing styles, editing skills, and layout skills through the use of a textbook. Students will be required to sell advertising and assist with sales of the yearbook and newspaper. **Students may take this class both terms.**

<b>40660 School Newspaper I</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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School Newspaper I is a course designed for students to equip learners with a basic understanding of journalism and newspaper writing techniques. Included are the following: Newspaper Headlines, Headline analysis, News Features, Student Features, Effective Writing techniques, Effective Editorials, Effective word choice, etc.

<b>40661 School Newspaper II</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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School Newspaper II is a continuation of School Newspaper I

## FAMILY & CONSUMER SCIENCES

<b>09010 Life Connections</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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This home economics course is broad in scope and addresses critical concerns of living to help prepare students for adulthood. The course consists of units in relationships, parenting, careers, nutrition, consumer education and home management.

<b>09510 Food Preparation</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This course is an extension of STEPS focusing on various food preparations and management skills that promote health and wellness of individuals and families..

**PREREQUISITES: STEPS.**

<b>09020 Parenting &amp; Child Development</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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This course will explore the functions, roles and responsibilities of families and parenting. Special emphasis is given to readiness for parenting; factors that contribute to family well being; child care alternatives, the effectiveness of different parenting styles and the impact of various relationships on parents and children.

<b>09290 STEPS</b>	<b>Grades 9-10</b>	<b>1 Credit</b>
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STEPS (*Surviving Today's Experiences and Problems Successfully*) is a course designed for freshmen and sophomores to help them survive today's experiences and problems and grow and develop through the adolescent years. The course consists of units concerning these issues: family living/parenthood; food/nutrition; management; consumer education; child care; and clothing/textile.

**Students will be responsible for materials for clothing labs.**

<b>09610 Applied Design: Fashion Merchandising</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This course will provide students with the skills and practices that are required for the application of design elements and principles in the areas of fashion.

## FOREIGN LANGUAGE

<b>56210 French I</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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French I deals with the fundamentals of grammar, pronunciation and composition. Emphasis on the development of comprehension, speaking, reading, and writing skills is stressed.

<b>56220 French II</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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French II introduces new grammar (including new tenses) and emphasizes grammar review, reading, speaking, and writing skills. In addition, French culture and civilization highlights are included.

<b>56230 French III</b>	<b>Grades 10 11-12</b>	<b>1 Credit</b>
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While improving skills of spoken and written communications in French, the student becomes acquainted with the history, geography, civilization, and culture of modern France. Discussions, skits and compositions comparing French and American life styles center around school and home life.

<b>56240 French IV</b>	<b>Grades 10 11-12</b>	<b>1 Credit</b>
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In French IV, conversational French is stressed with an intense study of readings, such as novels and plays, in French. Discussion of life in France is included.

<b>56610 Spanish I</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Spanish I deals with the fundamentals of grammar, pronunciation, and composition. Emphasis is placed on the development of reading, writing, speaking, and listening skills. In addition, Hispanic culture and geography are introduced.

<b>56620 Spanish II</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Spanish II emphasizes grammar review, as well as introduction of new grammar structures, and continued development of reading, speaking, and writing skills. A deeper understanding of Hispanic culture and review of Hispanic geography are stressed.

<b>56630 Spanish III</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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The basic skills already introduced in Spanish I and II are perfected. Discussions, skits, and compositions in Spanish are used to further the development of the student's skill level in Spanish. An introduction to Spanish history and civilization are presented.

<b>56640 Spanish IV</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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In Spanish IV, the class is conducted almost entirely in the target language. The ultimate goal is to develop bilingualism as much as possible. Hispanic culture, history, and civilization are further discussed and literature is introduced. Discussions and skits in Spanish are emphasized as well as written compositions.

<b>56690 Spanish, AP</b>	<b>Grades 12</b>	<b>1 Credit</b>
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AP Spanish is primarily an independent study course, and the student must have an excellent command of the language as well as a high degree of self-motivation. Emphasis is placed on proficiency in the fundamental language skills that enable students to read with comprehension novels, prose and poetry of moderate difficulty and mature content. The ability to read and analyze critically representative works of Spanish literature is stressed.

## HEALTH

<b>69090 Health</b>	<b>Grade 10</b>	<b>1 Credit</b>
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The Health Education course prepares students to become wise health care consumers and responsible, productive citizens. The relationships among personal, community and world health and economic, cultural, sociological and biological factors are examined in interdisciplinary discussions, debates and class projects. Students examine personal health choices and the connection to the world of work and assumption of adult roles. In-depth analysis of current health issues and concepts coupled with school-wide opportunities that promote and reinforce the importance of good health and positive choices need to be coordinated to have the greatest impact on adolescent behavior. Instruction continues to focus on prevention of all risk behaviors; however, instruction must also emphasize limiting the negative consequences of high risk behavior and promote values and norms that are age-appropriate and realistic. Students should have a personal perception of risk, the ability to recognize and resist social pressures and the skills to build positive social relationships.

## MATHEMATICS

<b>30210 Algebra I</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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This area of study will use algebraic concepts so that students can represent situations using variable quantities with expressions, equations, and inequalities. Algebraic generalizations and concepts at an abstract level are introduced. Skills are developed in solving equations, graphing, factoring, and using algebraic methods as a problem solving tool.

<b>30240 Algebra Support</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Algebra Support is designed to help high school students develop and refine their mathematics skills. The course focuses on problem-solving, estimation of answers, measurement, geometry, data handling, simple statistics, algebra, and trigonometry. Though the curriculum includes topics found in the traditional areas of mathematics, the emphasis remains on preparing students to understand and apply mathematics in order to solve problems in the work world.

<b>30430 Applied Geometry</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Applied Geometry is a course designed for students who have successfully completed Algebra I. Upon completion of this course, a geometry credit will be given. Applied Geometry uses manipulatives to enhance the understanding of geometric concepts and terminology. Students will have a feeling for the value of geometry in their lives and workplace. They will become proficient in analyzing conjectures and formulating proofs. The course will maintain previously learned algebraic skills and develop logical thinking.

**PREREQUISITES:** *Algebra I*

<b>30450 Geometry</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Geometry will include the interpretation and drawing of two and three dimensional objects. It will include the representation of problem situations with geometric models and the classifications and application of figures in terms of congruence and similarity. This course will include deduction of properties and relationships between figures and will develop an understanding of the axiomatic system through investigation and comparison. It should maintain previously learned algebraic skills, develop logic, and develop deductive and inductive reasoning skills. **PREREQUISITES:** *Algebra I*

<b>30440</b>	<b>Conceptual Mathematics</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This course will include major topics from algebra and geometry and extend these ideas to practical usage. Basic ideas of probability and statistics will be part of the curriculum. This course will expose students to topics in mathematics that are relevant to any educated person. This class will also integrate graphing calculators and computer applications.

**Prerequisite:** *Geometry/Applied Geometry*

<b>30410</b>	<b>Algebra II</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Algebra II continues the study of concepts introduced in Algebra I. Objectives of the course include writing equations of lines, factoring higher order polynomials, defining and using the complex number system, radicals and fractional exponents, solving quadratic equations over the set of complex numbers, defining and using matrices, solving equations containing radicals and exponents, defining, analyzing, and graphing functions and inverse functions, solving and graphing linear and quadratic inequalities, solving problems involving variation, exploring conic sections, solving absolute value equations and inequalities, defining and working with logarithmic and exponential functions, and quadratic regression.

<b>30510</b>	<b>Algebra III</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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Algebra III is intended for students who have mastered the concepts of Algebra I, Geometry, and Algebra II. Algebra III objectives develop and extend properties of higher degree polynomial functions, rational functions, exponential functions and logarithmic functions using the common concepts and language of algebraic, graphical, and tabular representations. The use of analytic geometry for sense making, conceptual understanding of abstract ideas and modeling real world applications is stressed, making use of calculators, computers, and interactive activities. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

<b>30520</b>	<b>College Transition Math</b>	<b>Grade 12</b>	<b>1 Credit</b>
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College Transition Math is intended to build on previous courses in Algebra I, Geometry, and Algebra II (or their equivalents) and to place emphasis on bringing about a deeper understanding of those mathematical relationships. This course may be completed to satisfy the fourth year of mathematics required for graduation. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take this course during their senior year.

<b>30480</b>	<b>Trigonometry</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Trigonometry is designed for students who have successfully completed Algebra II and Geometry. Objectives covered include definition of the six trigonometric functions with relation to right triangles as well as the unit circle, angle measure in degrees and radians, solutions of triangles using trig functions, the law of cosines, and the law of sines, verification of trig identities, including fundamental, sum and difference, double-angle, and half-angle formulas, inverse trigonometric functions, solution of trigonometric equations, graphs of trig functions in rectangular and polar form, vectors, and complex numbers. Modeling of trig functions in such areas as angular velocity, linear velocity, and simple harmonic motion will be addressed. Use of technology, especially graphing calculators will be emphasized.

**PREREQUISITES:** *Geometry and Algebra II.*

<b>30470</b>	<b>Probability &amp; Statistics</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This course is designed to help the college bound student and the business student deal with statistic courses required in college. "Statistical literacy" involves several complementary components 1) mathematical and arithmetic computation, 2) logical reasoning and thinking processes or problem-solving abilities, 3) terminology and vocabulary acquisition, and 4) experience and common sense. The goal is to enhance statistical literacy in a broad prospective. A great deal of hands-on math techniques will be incorporated.

**PREREQUISITES:** *Algebra I and II.*

<b>30330</b>	<b>AP Probability &amp; Statistics</b>	<b>Grades 12</b>	<b>1 Credit</b>
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This course provides instruction in each of the following four broad conceptual themes with appropriate emphasis on each: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. Students are taught how to communicate methods, results, and interpretations using the vocabulary of statistics, and it also teaches students how to use graphing calculators and demonstrates the use of computers and/or computer output to enhance the development of statistical understanding through exploring and analyzing data, assessing models, and performing simulations.

<b>30460</b>	<b>Pre-Calculus</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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Pre-Calculus is intended for students who have mastered the concepts of Algebra II. Completion of the course will extend the student's knowledge of functions as well as provide appropriate preparation for a calculus course. Objectives of the course include analyzing and graphing polynomial, rational, exponential, and logarithmic functions, solving higher order polynomial equations, use of the Binomial Theorem, sequences and series, limits, vectors, conic sections, mathematical induction, and regression analysis.

**PREREQUISITES:** *Geometry and Algebra II.*

<b>30310</b>	<b>Calculus, AP (AB)</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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**Calculus** is an advanced mathematics curriculum used in most science and engineering fields. It uses the concept of limit to study instantaneous rates of change, maximum and minimum values of a function, and it is also used to calculate the whole of something. A major concentration of the course work includes topics in differential and integral calculus.

At Oak Glen High School this course is offered for college credit through Bethany College. The student can receive 4 credit hours for Calculus I with successful completion of the course and tuition payment to Bethany.

**PREREQUISITES:** *Pre-Calculus*

<b>30320</b>	<b>Calculus, AP (BC)</b>	<b>Grade 12</b>	<b>1 Credit</b>
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**Advanced Placement Math** is designed to be the equivalent of a first year college calculus course. The student taking the course is expected to take the course advanced placement exam in May.

At Oak Glen High School this course is offered for college credit through Bethany College. The student can receive 4 credit hours for Calculus II with successful completion of the course and tuition payment to Bethany.

**PREREQUISITES:** *Calculus, AP (AB)*

### MISCELLANEOUS

<b>56910</b>	<b>American Sign Language I</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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In American Sign Language (ASL) I students will develop receptive and expressive signing skills. They will learn basic hand shapes, finger spelling, common vocabulary, simple statements and questions, and conversational skills using basic structures of ASL. Students will develop an awareness and appreciation of Deaf culture.

<b>56920</b>	<b>American Sign Language II</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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As a continuation of American Sign Language I, students will continue to develop their receptive and expressive signing skills. Emphasis will be placed on increasing vocabulary, interacting through dialogues, and developing the grammar and structure of ASL. Students will compare and contrast hearing and Deaf cultures.

**PREREQUISITES:** *Sign Language I.*

<b>56930</b>	<b>American Sign Language III</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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This course is a continuation of American Sign Language II

**PREREQUISITES:** *Sign Language I & II.*

<b>41570</b>	<b>Mass Communication</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Students enrolled in this course work independently under the direction of the Creative Writing and Technology teachers to produce a variety of media projects assigned by instructors. To do so, students must master the use of PowerPoint, video camera, film editing, and sound dubbing equipment, utilizing computer hardware and software. Students plan the organization of the media products and select appropriate visual and audio components.

**PREREQUISITE:** *Students must have some previous exposure to video cameras and computer technology. Students must be highly self-motivated, interested in media production, and demonstrate maturity required to operate equipment and work independently.*

## PHYSICAL EDUCATION

<b>67330</b>	<b>Lifetime Fitness</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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The acquisition of knowledge and skills regarding lifetime physical fitness is emphasized in this course; content may include related topics such as nutrition, stress management, and consumer issues. Students may develop and implement a personal fitness plan.

<b>67090</b>	<b>Fitness &amp; Conditioning Activities</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This course provides a comprehensive program designed to promote an increased level of wellness through an emphasis on the following: nutritional guidelines for a healthy teenage lifestyle; tests and measurements necessary to design and implement an individualized wellness program; and, basic first aid including care and treatment of injuries.

<b>67250</b>	<b>Individual / Dual Sports</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This course provides experience and develops skills in individual sports such as archery, bowling, golf, weight training, hiking, swimming, etc. and dual sports such as basketball games, badminton, Frisbee, etc. Emphasis will be on individual participation and life time enjoyment of sports.

<b>66090</b>	<b>Physical Education</b>	<b>Grade 9</b>	<b>1 Credit</b>
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The physical education program consists of both developmental and recreational activities. Fundamental skills will be taught and some background will be given in flag football, basketball, soccer, volleyball, softball, hockey, speedball, team handball, and ultimate Frisbee. The Fitnessgram test will be administered to all 9<sup>th</sup> grade students.

<b>67570</b>	<b>Team Sports</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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This course will focus on team sports, such as volleyball, flag football, ultimate Frisbee, basketball, hockey, soccer, softball, and team handball. Emphasis will be on skill development and sportsmanship.

## SCIENCE

<b>60110</b>	<b>Physical Science</b>	<b>Grade 9</b>	<b>1 Credit</b>
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Ninth grade Physical Science objectives continue the development of foundational knowledge in biology, chemistry, physics, earth/environmental science and astronomy. Through a spiraling, inquiry-based program of study, all students will demonstrate scientific literacy and the use of 21<sup>st</sup> Century Skills across these major fields of science. Subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes, and models. Students will engage in active inquiries, investigations and hands-on activity to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities. Building on the knowledge and skills acquired in Eighth Grade Science, students in Ninth Grade Physical Science will expand and deepen their understanding of major concepts such as energy interactions, genetic probabilities, chemical changes and mineral composition of local rock layers.

<b>62610</b>	<b>Astronomy (for Weir HS)</b>	<b>Grades 9-10-11-12</b>	<b>1 Credit</b>
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Students in Astronomy study the structure and composition of our physical universe. The causes and effects of distance, time measurement, and seasonal changes are applied to our earth's position in the universe. The development of astronomy from ancient times to the present is studied. Other topics included are the history of flight, navigation methods and basic constellation recognition. ***This course does not fulfill lab science requirement.***

<b>60210</b>	<b>Biology</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
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This is an advanced level course designed for students who have completed Physical Science and who desire a broader, in-depth study of the content found in many biological fields of endeavor. This course is designed to build upon and extend the Biology concepts, skills and knowledge from the science program, using skills for the 21st Century. Students interested in health and scientific related careers will build and expand their laboratory skills and experiences. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills.

<b>60220</b>	<b>Biology Conceptual</b>	<b>Grade 10-11-12</b>	<b>1 Credit</b>
<p>This is an introductory course designed for students who have completed Physical Science and who are interested in the field of technical biology with the scientific knowledge and opportunities to develop the inquiry, problem solving and decision making abilities necessary for their future vocation. Conceptual Biology is an alternative to Biology and is designed to prepare students for entry-level careers, using skills for the 21st Century. The course will provide an in-depth study in the chemical nature of life, cellular functions, microbiology, ecology, biotechnology, zoology and botany with application emphasis. It builds on the fundamental concepts developed in the science program in a rigorous and integrated manner. Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities.</p>			
<b>60230</b>	<b>Biology II</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
<p>Biology II is designed for the student who has a strong interest in biology. Students explore advanced topics selected from cellular biology, biochemistry, biotechnology, genetics, microbiology, behavior, ecology, plant and animal anatomy, and physiology</p>			
<b>61210</b>	<b>Biology, AP</b>	<b>Grade 12</b>	<b>1 Credit</b>
<p>The advanced placement Biology course seeks to meet the objectives of general Biology courses at the college level. The aim is to achieve the following: 1) knowledge of the facts, principles, and processes of Biology; 2) an understanding of the means by which biological information is collected, how it is interpreted, and how one formulates hypotheses from available data and makes further predictions; and 3) an understanding that science is a human endeavor with social consequences. <b>PREREQUISITES: Biology and Chemistry</b></p>			
<b>60310</b>	<b>Chemistry</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
<p>This course is an <u>introductory course</u> in chemistry. Basic topics include: the metric system, composition of matter, atomic structure, the periodic table, chemical bonding, chemical formulas; acids; bases, salts, the mole concept, and stoichiometry. Basic theory is emphasized prior to performing laboratory experiments. A general knowledge of algebra and algebraic equations is necessary</p>			
<b>60320</b>	<b>Chemistry Conceptual</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
<p>This course is an alternative to a traditional college preparatory chemistry course. It emphasizes real life applications of basic chemical principles. Problem-solving using cooperative learning and applied measurements is included. Emphasis is placed on the important roll that chemistry plays in a student's personal life, career opportunities, environment, and society.</p>			
<b>63020</b>	<b>Advanced Chemistry</b>	<b>Grades 10-11-12</b>	<b>1 Credit</b>
<p>An advanced level course designed for students who have completed Ninth Grade Physical Science and desire a broader, in-depth study of the content found in the science field of chemistry. Chemistry is the advanced study of matter, its composition and its changes. This course is designed to build upon and extend the Chemistry concepts, skills and knowledge from the science program using skills for the 21st century. This course is designed to prepare a student for college chemistry, requiring a strong mathematical base. The relationship between chemistry concepts and mathematics will be emphasized. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities.</p>			
<b>63210</b>	<b>Chemistry, AP</b>	<b>Grade 12</b>	<b>1 Credit</b>
<p>The Chemistry Advanced Placement course (<i>formerly Chemistry II</i>) is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. It is highly desirable that a student have a course in high school physics and a four year college preparatory program in mathematics.</p>			
<b>63110</b>	<b>Organic Chemistry</b>	<b>Grade 11-12</b>	<b>1 Credit</b>
<p>Organic Chemistry is a survey course designed for those students pursuing a medical/health, or science/engineering career. Emphasis is placed on nomenclature, formula writing, reaction prediction, and equation writing. Emphasis will also be on organic compounds encountered in daily activities: plastics, medicines, dyes, food additives, and fossil fuels. <b>PREREQUISITES:</b> Advanced Chemistry or Chemistry – Technical/Conceptual</p>			
<b>63220</b>	<b>AP Chemistry Lab</b>	<b>Grade 12</b>	<b>1 Credit</b>
<p>This course is a continuation of Chemistry, AP with an emphasis on laboratory work. <b>PREREQUISITES: Advanced Chemistry</b></p>			

<b>62010</b>	<b>Advanced Environmental Earth Science</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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Advanced Environmental Earth Science is a relatively new field that has incorporated information from several applied fields and integrated that information with the traditional disciplines. The material covered in the course emphasizes an understanding of those facets of the environment that affect ecosystems and human life, the impact of human activities on environmental quality, and the economic, political and cultural factors that shape our environment. Current issues in the environment arena are examined and are incorporated into the classroom by means of newspaper articles, magazines, and video-taped television programs. As responsible members of the "Spaceship Earth Society," students must be able to recognize their role as stewards of earth and to protect its fragile environment. Advanced Environmental Earth Science incorporates the fundamentals of geology, biology, chemistry, physics, meteorology, and ecology; as well as economics, politics, and social considerations. Students develop an understanding of how humans affect and are affected by the environment.

<b>62210</b>	<b>Environmental Science, AP</b>	<b>Grades 12</b>	<b>1 Credit</b>
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The AP Environmental Science 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 and/or preventing them. Due the interdisciplinary nature of environmental science students should have a background in biology, chemistry, earth science and algebra.

<b>61030</b>	<b>Adv. Human Anatomy &amp; Physiology</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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Advanced Human Anatomy and Physiology is an advanced biological science course dealing with the structures and functions of the human body. Laboratory work includes basic physiological tests, anatomical dissections, and work with human models and/or preserved organs. College credit may be earned through the West Virginia EDGE Program for completing both A & P courses (61030 and 61040) and successfully passing the EDGE exam with 75%. Check availability with your counselor.

**PREREQUISITES:** *Minimum "C" in Advanced Biology or Advanced Biology.*

<b>61040</b>	<b>Adv. Human Anatomy &amp; Physiology Lab</b>	<b>Grades 12</b>	<b>1 Credit</b>
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Advanced Human Anatomy and Physiology Lab is designed to help meet the individual needs of students to prepare for higher education, to study in an area of biological interest, or to enter a health-related profession. This course is a continuation of Advanced Human Anatomy & Physiology with an emphasis on chemistry, laboratory work, and dissection of fetal pig.

**PREREQUISITES:** *Advanced Human Anatomy & Physiology*

<b>60410</b>	<b>Physics</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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An advanced level course designed for students who have completed Science Nine and desire a broader, in-depth study of the content found in the science field of physics. As a college preparatory course, Advanced Physics is a laboratory driven, advanced study of nature's universal laws with emphasis on process skills, using 21st century skills. This course is designed to build upon and extend the Physics concepts, skills, and knowledge from the science program. The course emphasizes a mathematical approach to the areas of kinematics, dynamics, thermodynamics, light and optics, electricity and magnetism and modern physics. Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives. **PREREQUISITES:** *Algebra II*

<b>60420</b>	<b>Physics Conceptual</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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Conceptual Physics is an introductory course designed for students who have completed Science Nine and desire an in-depth study in physics to prepare them for technical careers. This course is an alternative to the traditional mathematical approach to physics. This approach covers the physics principles in a traditional sequence with an emphasis on conceptual understanding. While mathematics is de-emphasized, laboratory work will require traditional physics measurements to be made. Emphasis will be on the concepts that underlie the natural laws of the universe. Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

**63230 Physics, AP****Grade 12****1 Credit**

The Physics Advanced Placement course (*formerly Physics II*) is designed to be the equivalent of the general physics course usually taken during the first college year. Students will attain a greater depth of understanding of fundamentals and a greater competence in dealing with problems over the level achieved in Physics I. It is highly desirable that the student be in a four-year college preparatory program in mathematics. The course aims at developing the student's abilities to: 1) read, understand, and interpret physical information - verbal, mathematical, and graphical; 2) describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem; that is (a) describe the idealized model to be used in the analysis, including simplifying assumptions where necessary, (b) state the principles or definitions that are applicable, (c) specify relevant limitations on applications of these principles, (d) carry out and describe the steps of the analysis, verbally or mathematically, (e) interpret the results or conclusions, including discussion of particular cases of special interest; 3) use basic mathematical reasoning (arithmetic, algebraic, geometric, trigonometric, or calculus) where appropriate, in a physical situation or problem; 4) perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties.

**PREREQUISITES:** *Advanced Physics, Algebra I and Approval of Physics teacher*

**SOCIAL STUDIES****70100 World History to 1900****Grade 9****1 Credit**

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

**70090 United States Studies to 1900****Grade 10****1 Credit**

This course is a chronological examination from Pre-Columbian civilizations to the transformation of the United States as a dominant political and economic influence in the world. This study of the United States follows the evolution of the Constitution as a living document and the role of participatory democracy in a rapidly changing technological society. Special emphasis is placed on the War for Independence, expansion and settlement, the Civil War and Reconstruction. Students will think critically about America by examining the past and understanding our heritage to better develop informed judgments on the present and the future of our country.

**70110 20th / 21st Centuries Studies****Grade 11****1 Credit**

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.

**70310 Civics / Government****Grade 12****1 Credit**

This course involves a study of all aspects of US government, state government, and local government. The concepts of federalism, citizenship, voting, Supreme Court cases, and political parties are among the many content standards to be studied. Civics will prepare students to become informed and active citizens who accept their responsibilities, understand their rights and privileges and actively participate in society and government as effective citizens. This course will examine personal finance and explore the areas of banking, credit, budgeting, and investing to help students make responsible financial decisions for a secure, productive future. Students will be involved with applying this knowledge with presentations, debates, computer activities and upcoming elections.

**72250 American History - Honors****Grade 12****1 Credit**

This course is an in-depth study of American History. It will incorporate outside reading, and research projects (oral and written) will be required.

**70320 Economics****Grades 11-12****1 Credit**

Economics is the social science that studies the ways in which man satisfies his material needs. The concept of scarcity and how it affects man's choices is stressed. The production, distribution, exchange and consumption of goods is the core of study of different economic systems.

**70330 Geography****Grades 9-10-11-12****1 Credit**

This course will provide students with the content and skills that enable them to understand the physical and human world around them. Emphasis will be on basic geographic skills and on a study of physical, political and economic geography beginning with the United States and expanding to encompass the entire globe.

<b>73210 Psychology</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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Psychology is an introductory course covering various topics such as the scientific study of behavior, physiological bases of behavior, conditioning, learning, memory, perception, altered states of consciousness, motivation, emotion, personality, assessment, deviance, and therapeutic modification of behavior. Careers in psychology are also explored.

<b>70470 Psychology, AP</b>	<b>Grade 12</b>	<b>1 Credit</b>
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Advanced Placement Psychology is designed to be equivalent of a course usually taken during the first college year. The student taking this course has the option to get college credit through West Virginia Northern Community College earning three credit hours. The student taking the course may take the Advanced Placement Exam in May. **OAK GLEN HIGH SCHOOL ONLY**

<b>70460 US History, AP</b>	<b>Grade 12</b>	<b>1 Credit</b>
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The advanced placement course in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. It prepares students for intermediate and advanced college course by making demands upon them equivalent to those made by a full year introductory college course. The student may take this course for college credit through West Virginia Northern Community College earning six credit hours. Students taking the course may also take the Advanced Placement Exam in May.

<b>71470 Topics In Government/Politics</b>	<b>Grade 12</b>	<b>1 Credit</b>
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<b>72200 Civil War History</b>	<b>Grade 10-11-12</b>	<b>1 Credit</b>
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This program of study follows the evolution of the United States from its beginning through the end of the 19<sup>th</sup> Century dealing with the numerous aspects relating to the American Civil War.

<b>73410 Sociology</b>	<b>Grades 11-12</b>	<b>1 Credit</b>
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Sociology deals with social and cultural aspects of society in the United States, personal and group relationships, social problems, and an appreciation of other countries' cultures.

**JOHN D. ROCKEFELLER IV**  
**CAREER CENTER**  
**COURSE OFFERINGS**

## CAREER CENTER OFFERINGS

	<u>PAGE</u>
Auto Collision Repair Technology .....	51
Automotive Technology .....	52
Building Construction .....	53
Electronics Technology .....	54
Career Exploration .....	55
Health Occupations Science Technology .....	56-57
ProStart (Restaurant Management) .....	58
Law Enforcement & Security .....	59
Welding .....	60

**Note:**

Many courses taught at the John D. Rockefeller IV Career Center are available for college credit through West Virginia Northern Community College. Check with your counselor for details.

Students attending the John D. Rockefeller IV Career Center must maintain a “C” average or better in each Career Center course attempted in order to progress to the next level of instruction. All students must also complete the required “Fundamentals” course prior to taking any other course in a particular discipline.

## AUTO COLLISION REPAIR TECHNOLOGY

This area of study is designed to provide learners with skills in collision repair occupations. Major instructional concepts include: non-structural analysis and damage repair; structural analysis and damage repair; mechanical and electrical component; plastics and adhesive; painting and refinishing and general occupational information.

Students completing the following four core classes will be eligible to take the core content exam: Fundamentals of Collision Repair Technology; Non-Structural Analysis and Damage Repair; Structural Analysis and Damage Repair; and Surface Preparation and Refinishing.

### Course Listing: IN SEQUENTIAL ORDER

1	1671T * 1672T	Fundamentals of Collision Repair Technology Detailing and Interior Parts
2	1675T * 1677T *	Non-Structural Analysis & Damage Repair Structural Analysis & Damage Repair
3	1679T * 1673T	Surface Preparation & Refinishing Mechanical & Electrical Components
4	1674T 1676T	Advanced Refinishing Techniques Custom Finishing Processes

\* This course is eligible for EDGE Credit.

**1671 -- Fundamentals of Collision Repair Technology** (1 credit): This course will introduce students to the basic fundamentals of Collision Repair Technology. Students will become familiar with tools and materials for basic analysis and damage repair; general occupational information and computer applications.

**1672 -- Detailing and Interior Part** (1 credit): This course will introduce students to the entry-level skills necessary in detailing and interior parts removal and repair.

**1673 -- Mechanical and Electrical Components** (1 credit): This course will introduce students to the entry-level skills necessary in mechanical and electrical repairs as they apply to collision repair technology.

**1674 -- Advanced Refinishing Techniques** (1 credit): This course will introduce students to the advanced fundamentals of automotive refinishing. Students will become familiar with tools, procedures and careers associated with advanced refinishing techniques.

**1675 -- Non-Structural Analysis And Damage Repair (1 credit):** This course will introduce students to the entry-level skills necessary in non-structural analysis and repair of metal and composite parts.

**1676 -- Custom Finishing Processes** (1 credit): This course will introduce students to the art of custom painting. Students will become familiar with the various materials and equipment related to this course.

**1677 -- Structural Analysis and Damage Repair** (1 credit): This course will introduce students to the entry-level skills necessary in structural analysis and repair of frame and unibody type vehicles using welding techniques, measuring equipment and frame machines.

**1679 -- Surface Preparation and Refinishing** (1 credit): This course will introduce students to the entry-level skills necessary in the surface preparation and refinishing of vehicles using various refinishing systems.

## AUTOMOTIVE TECHNOLOGY

This area of study is designed to provide learners with skills in automotive technology/service. The major instructional concepts include: fundamentals of automotive technology; basic automotive electrical systems; theory and operation of brake systems; fundamentals of steering and suspension systems; basic engine concepts; engine performance; passenger climate controls; power train fundamentals; and advanced automotive electronics.

Students completing the following four core classes will be eligible to take the core content exam: Fundamentals of Automotive Technology; Brakes; Suspension and Steering Diagnosis; and Basic Engine Concepts.

### Course Listing: IN SEQUENTIAL ORDER

1	1631T * 1625T *	Fundamentals of Automotive Technology Brakes
2	1637T * 1623T *	Suspensions & Steering Diagnosis Basic Engine Concepts
3	1633T 1627T	Heating & Air Conditioning Electrical / Electronic Systems
4	1635T 1629T	Manual / Automatic Drive Train & Axles Engine Performance

\* This course is eligible for EDGE Credit.

**1623 -- Basic Engine Concepts** (1 credit): This course will introduce students to basic engine concepts, skills, technology and service of the automobile.

**1625 -- Brakes** (1 credit): This course will introduce students to the basic fundamental skills, technology, and service of automotive brake systems. Students will comply with personal and environmental safety practices associated with proper ventilation, handling, storage, and disposal of brake components.

**1627 -- Electrical/Electronic Systems** (1 credit): This course will introduce students to the skills, technology, and service of electrical/electronic systems of the automobile.

**1629 -- Engine Performance** (1 credit): This course will introduce students to the skills, technology, and service of electrical/electronic systems of the automobile. Students will comply with personal and environmental safety practices associated with proper ventilation and the handling, storage, and disposal of chemicals in accordance with local, state, and federal safety and environmental regulations.

**1631 -- Fundamentals Of Automotive Technology** (1 credit): This course will introduce students to the basic skills in automotive technology/ service. Students will become familiar with fundamentals of automotive technology and basic automotive electrical systems.

**1633 -- Heating and Air Conditioning** (1 credit): This course will introduce students to the heating and air conditioning systems of the automobile. Students will comply with personal and environmental safety practices associated with the handling, storage, and disposal of chemicals in accordance with local, state, and federal safety regulations.

**1635 -- Manual/Automatic Drive Train Axles** (1 credit): This course will introduce students to the manual/automatic drive train and axle systems of the automobile.

**1637 -- Suspension and Steering Diagnosis** (1 credit): This course will introduce students to the basic fundamental skills, technology, and service of automotive suspension and steering systems.

## BUILDING CONSTRUCTION

This area of study is designed to provide learners with skills in general building construction occupations. The major instructional concepts include: general occupational information; all areas of carpentry; basic masonry and basic plumbing.

Students completing the following four core classes will be eligible to take the core content exam: Fundamentals of Building Construction; Foundation and Framing; Masonry and Plumbing; and Finishing Carpentry.

### Course Listing: IN SEQUENTIAL ORDER

1	1827T * 1822T	Fundamentals of Building Construction Blueprint Reading for Construction
2	1825T * 1824T	Foundation & Framing Advanced Framing Practices
3	1829T * 1821T	Masonry & Plumbing Concrete Finishing
4	1823T * 1826T	Finishing Carpentry Exterior Finish Carpentry

\* This course is eligible for EDGE Credit.

**1821 -- Concrete Finishing** (1 credit): This course will apply the concepts, applications, and techniques necessary for various phases of concrete construction.

**1822 -- Blueprint Reading for Construction** (1 credit): This course will introduce students to the concepts, applications and techniques necessary for reading construction blueprints.

**1823 -- Finishing Carpentry** (1 credit): This course will introduce students to safe, efficient and acceptable practices involved in estimating for and installing interior and exterior wall, ceiling and floor coverings.

**1824 -- Advanced Framing Practices** (1 credit) This course will introduce students to a more in depth study of advanced framing practices.

**1825 -- Foundations and Framing** (1 credit): This course will introduce students to safe, efficient and acceptable practices involved in estimating for and constructing building foundations and rough framing.

**1826 -- ExteriorFinishCarpentry** (1 credit): This course will introduce students to safe, efficient and acceptable practices involved in estimating for and installing exterior finish.

**1827 -- Fundamentals of Building Construction** (1 credit): This course will introduce students to basic knowledge of building plans and materials and safe work habits used in general building construction occupations.

**1829 -- Masonry and Plumbing** (1 credit): This course will introduce students to safe, efficient and acceptable practices involved in estimating for and constructing masonry and plumbing systems.

## ELECTRONICS TECHNOLOGY

This area of study is designed to provide learners with skills as well as prepare them for college study in electronics. Completers may expect to gain employment as electronic technicians who perform preventive and corrective maintenance on a variety of electronic equipment. Technicians must possess strong basics in analog and digital electronics; electronic circuitry and the mechanical skills to utilize tools and test equipment.

Students completing the following four core classes will be eligible to take the core content exam: Fundamentals of Electricity; DC Circuits and Electron Physics; Wiring and Soldering; and Basic AC Circuits.

### Course Listing: IN SEQUENTIAL ORDER

1	1793T * 1795T *	Fundamentals of Electricity Wiring and Soldering
2	1787T * 1783T *	DC Circuits & Electron Physics Basic AC Circuits
3	1785T 1781T	Basic Solid State Devices and Circuits Analog Circuits
4	1789T 1791T	Digital Circuits Electronics Specialization
5	1692T 1705T	A+ Certification: Hardware Fundamentals of Computer Systems

\* This course is eligible for EDGE Credit.

**1793 -- Fundamentals of Electricity (1 credit):** This course will introduce students to the fundamental skills related to electricity. Students will become familiar with the use of meters and other equipment used in the field of electricity, and learn how to construct a variety of circuits.

**1781 -- Analog Circuits (1 credit):** This course will introduce students to the skills and technology involved in analog circuits and their use in the modern electronics field.

**1783 -- Basic AC Circuits (1 credit):** This course will introduce students to the skills and technology involved in AC circuits and their use in the modern electronics field.

**1785 -- Basic Solid State Devices and Circuits (1 credit):** This course will introduce students to the skills and technology involved in basic solid state devices and circuits and their use in the modern electronics field.

**1787 -- DC Circuits and Electron Physics (1 credit):** This course will introduce students to the skills and technology in DC circuits and electron physics.

**1789 -- Digital Circuits (1 credit):** This course will introduce students to the skills and technology involved in digital circuits and their use in the modern electronics field.

**1791 -- Electronics Specializations (1 credit):** This course will introduce students to the skills and technology involved in the various specializations in the modern electronics field.

**1795 -- Wiring and Soldering (1 credit):** This course will introduce students to the skills and technology involved in the wiring and soldering of modern components and circuit boards, etc.

**1692 -- A+ Certification: Hardware (1Credit):** This course introduces the student to the knowledge and technical skills required to identify, configure, and upgrade microcomputer hardware and peripherals.

**1705 -- Fundamentals of Computer Systems (1Credit):** This course introduces the student to the knowledge and technical skills for all courses in the Computer Systems and Hardware Support concentration.

## CAREER EXPLORATION

This course is designed to instruct students in areas such as daily living skills, personal-social skills, job-readiness, and work-related attitudes and behaviors.

### Course Listing: IN SEQUENTIAL ORDER

1	7627T 7627T1	Career Exploration I Career Exploration I
2	7627T2 7627T3	Career Exploration II Career Exploration II
3	7629T 7629T1	Career Exploration III Career Exploration III
4	7629T2 7629T3	Career Exploration IV Career Exploration IV

## HEALTH OCCUPATIONS SCIENCE TECHNOLOGY

This program will allow students to explore the careers available within the Health Care Industry, gain fundamental knowledge and skills applicable to all careers in health care, and to choose an entry-level career specialization in which to earn industry recognized credentials. Successful completion of this concentration provides a seamless pathway to further postsecondary educational opportunities. Students will receive instruction in a variety of areas including: careers in health care; principles in disease transmission and prevention; medical terminology; first aid and CPR; communication; medical ethics and legal responsibilities; safety in work practices; body systems in health and disease; job seeking, keeping, maintenance and retention; and computer applications in the health care system. All students participate in hands-on clinical applications.

Students completing the following classes will be eligible to take the core content exam: Health Care Fundamentals; Concepts of Health Care; Clinical Concepts; and Diversified Clinical Applications.

### Course Listing: IN SEQUENTIAL ORDER

1	0711T * 0715T *	Health Care Fundamentals Concepts of Health Care
2	0717T * 0716T *	Clinical Concepts Body Structure & Function
3	0721T * 0720T	Medical Terminology EKG / Phlebotomy
4	0719T * 0713T	Diversified Clinical Applications Supplement to Health Care Fundamentals

\* This course is eligible for EDGE Credit.

**0711 -- Health Care Fundamentals** (1 credit): The Health Occupations Education student will be introduced to information about health care systems and careers. Information is included on recognition of disease transmission and prevention and the prevention of disease utilizing good nutrition. Students will analyze stages of growth and development and examine human needs. Emphasis will be placed on analyzing and interpreting medical terminology with a focus on medical elements. Students are provided the opportunity to acquire First Aid and CPR certification and are encouraged to affiliate with a Career and Technical Student Organization (CTSO). Students will use computer skills to write and present reports on subjects that are related. Field trips are taken to East Liverpool City Hospital and Fox Nursing Home to observe different departments and hear employees (professionals) at these facilities speak about their own careers.

**0713 – Supplement to Health Care Fundamentals** (1 credit): The student will build on standards and objectives introduced in the Health Care Fundamentals course. This course runs for 9 weeks with Diversified Health Occupations class (which runs for 9 weeks). Students will examine areas such as goal development, critical thinking skills, effective communication, and interpersonal relationships. Computer simulations of clinical scenarios, students will enhance skills in the analytical and evaluation processes. Students will be asked to re-assess their personal attitudes and goals at completion of the course. Students will explore concepts of self esteem, values and attitudes. Student will examine workplace issues utilizing clinical scenarios. Methods to improve verbal and nonverbal communication will be discussed. Exploration of the principles of teamwork will be addressed. Participation in Health Occupation Students of America is encouraged.

**PREREQUISITE:** *Health Care Fundamentals*

This course is taught with the Diversified Health Occupations Class.

**0715 -- Concepts Of Health Care** (1 credit): The Health Care student will be introduced to the personal qualities and communication skills needed to work successfully in a health care setting. The course also integrates advanced medical terminology and building upon basic terminology from the fundamentals course. Major areas of study are the legal and ethical responsibilities of health care workers, patients' rights and legal directives, measurement and assessment, and fundamental math principles used in health care services. Students are encouraged to participate in a Career and Technical Student Organization (CTSO) as part of the course. A field trip to Fox Nursing Home and East Liverpool City Hospital to tour the facilities and hear employees speak about their careers is part of this course.

**0716 -- Body Structures and Functions** (1 credit): Upon successful completion of this course students will understand the structures and functions of each system within the human body. Additional instructional components will include concepts that pertain to the body as a whole, applicable medical terminology, and the pathophysiology common to each system. Current technology will be utilized to master course standards. Students are provided the opportunity to participate in a Career and Technical Student Organization (CTSO). This is a 9-week course taught with Clinical Concepts.

**0717 -- Clinical Concepts** (1 credit): Students will be introduced to safe work practices for the prevention of illness or injury to clients, co-workers, and self. The course includes a study of the basic structures and major functions of the human body and common disorders associated with each body system. Also included is instruction on disease transmission/prevention, standard precautions, OSHA standards, and principles of sterile technique. In this course, students begin study in a specialized occupational area and build a foundation for more complex and correlated clinical practice within Diversified Clinical Applications (0719). Students are encouraged to participate in a Career and Technical Students Organization (CTSO). \*For students desiring preparation for an entry level occupation in health care and who plan to enroll in Diversified Clinical Applications (0719). This is a 9-week course taught with Body Structures & Functions.

**0719 -- Diversified Clinical Applications** (1 credit):

Students will be provided with entry-level knowledge and skills needed to function in a variety of health care settings. Students are required to choose a specialized occupational area for in-depth classroom study and must complete a minimum of 55-100 hours in a work-based clinical experience as part of the course. Students will access and use electronically produced information and computers within the healthcare system; participate in a clinical internship; and identify strategies for job seeking and job keeping skills. Students can choose from a variety of health careers to participate in a work setting such as a nurse aid program. After completion of nurse aid program, the student is able to take state certification test and become state certified.

**PREREQUISITES: Fundamentals of Healthcare, Concepts of Healthcare, Body Structures and Functions, and Clinical Concepts**

**0720 -- EKG/Phlebotomy** (1 credit): Upon successful completion of this course students will master competencies consistent with entry-level career responsibilities in the areas of EKG Technician and Phlebotomist. Course components will focus upon an introduction to the health care delivery system, legal responsibilities, infection control and safety, communication, quality assurance, as well as theory and procedures related to the performance of phlebotomy and electrocardiography. Possibility of internship in a hospital for job shadowing is part of the class. The student will attend lectures regarding the health care delivery system, role of phlebotomist and EKG tech, types of lab procedures, medical abbreviations, medical terminology used in the lab and EKG department., legal terminology, ethical standards, structures of the heart, diagramming the flow of blood through the heart, physiology of the circulatory system, electrical system of the heart, infection control, biohazards, communication, collection equipment, how to clean and maintain an EKG machine, and how to run the EKG machine. Lab skills will be performed in the skills lab using an electrocardiograph and trainer arm for venipuncture. This class is recommended for any student interested in the medical field, such as RN, LPN or lab techs. Students are provided the opportunity to participate in a Career and Technical Student Organization (CTSO).

**PREREQUISITE: Fundamentals of Health Care class.**

**0721 -- Medical Terminology** (1 credit): Through the study of medical terminology the student will learn the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted. This course qualifies for EDGE credit and WVNCC credit.

## ProStart (Restaurant Management)

ProStart Restaurant Management is a food service curriculum developed by the Educational Foundation of the National Restaurant Association with input from thousands of food service professionals across the nation. The courses integrate academic and hands-on learning to provide an overview of the industry and competencies necessary for success in the foodservice industry.

Completers of the ProStart program are eligible for a national certificate from the National Restaurant Association Educational Foundation. Students must pass rigorous tests at the end of each course and complete 400 hour off campus, paid internship. The four core classes are ProStart IA, IB, IIA, IIB.

### Course Listing: IN SEQUENTIAL ORDER

1	1013T * 1015T	ProStart IA Hospitality Industry & Service
2	1014T * 1017T	ProStart IB Culinary Nutrition & the Menu
3	1019T * 1016T	ProStart IIA Food Service Management Practices
4	1020T * 1018T	ProStart IIB Baking & Pastry Applications

\* This course is eligible for EDGE Credit.

**1013 -- ProStart I A** (1 credit): ProStart is a foodservice curriculum developed by the Educational Foundation of the National Restaurant Association with input from thousands of foodservice professionals across the nation. The courses integrate academic and hands-on learning to provide an overview of the industry and competencies necessary for success in the foodservice industry. Completers of the ProStart program are eligible for a national certificate from the National Restaurant Association Educational Foundation. Students must pass rigorous tests at the completion of ProStart IA/IB and ProStart IIA/IIB, and complete 400 hour off-campus, paid internship. This course focuses on the basics of preparing and service of safe food, preventing accidents, using foodservice equipment and preparing certain types of food. It also addresses the business topics of human relations, customer service, controlling costs and certain math concepts.

**1014 -- ProStart I B** (1 credit): ProStart is a foodservice curriculum developed by the Educational Foundation of the National Restaurant Association with input from thousands of foodservice professionals across the nation. The courses integrate academic and hands-on learning to provide an overview of the industry and competencies necessary for success in the foodservice industry. Completers of the ProStart program are eligible for a national certificate from the National Restaurant Association Educational Foundation. Students must pass rigorous tests at the completion of ProStart IA/IB and ProStart IIA/IIB, and complete 400 hour off-campus, paid internship. This course focuses on the basics of preparing and serving of safe food, preventing accidents, using foodservice equipment and preparing certain types of foods. It also addresses the business topics of human relations, customer service, controlling costs and certain math concepts.

**1019 -- ProStart II A** (1 credit): ProStart is a foodservice curriculum developed by the Educational Foundation of the National Restaurant Association with input from thousands of foodservice professionals across the nation. The courses integrate academic and hands-on learning to provide an overview of the industry and competencies necessary for success in the foodservice industry. Completers of the ProStart program are eligible for a national certificate from the National Restaurant Association Educational Foundation. Students must pass rigorous tests at the completion of ProStart IA/IB and ProStart IIA/IIB, and complete a 400 hour off-campus, paid internship. This course focuses on the basics of quality table service, menu planning, industry careers and preparing certain types of foods. It also addresses the business topics of marketing, communication, accounting, purchasing, and inventory control.

**1020 -- ProStart II B** (1 credit): ProStart is a foodservice curriculum developed by the Educational Foundation of the National Restaurant Association with input from thousands of foodservice professionals across the nation. The courses integrate academic and hands-on learning to provide an overview of the industry and competencies necessary for success in the foodservice industry. Completers of the ProStart program are eligible for a national certificate from the National Restaurant Association Educational Foundation. Students must pass rigorous tests at the completion of ProStart IA/IB and ProStart IIA/IIB, and complete a 400 hour off-campus, paid internship. This course focuses on the basics of quality table service, menu planning, industry careers and preparing certain types of foods. It also addresses the business topics of marketing, communication, accounting, purchasing, and inventory control.

## LAW ENFORCEMENT & SECURITY

Criminal Justice courses train students to understand and apply the principles and procedures essential to the U. S. criminal justice system. Course content typically includes investigation, search and arrest, laboratory, forensic, and trial procedures.

### Course Listing: IN SEQUENTIAL ORDER

1	1031T 1035T	Introduction to Criminal Justice Introduction to Law Enforcement
2	1036T 1034T	Introduction to Security & Protective Services Introduction to Corrections
3	1032T 1037T	Principles of Investigation Homeland Security
4	1033T 1039T	Criminal Justice II – Mock Trial Field Placement for Criminal Justice

**1031 – Introduction to Criminal Justice** (1 credit): Students will explore the challenges that crime and justice play in American society. Development of a significant understanding of the roles of the criminal justice factors (from law enforcement to officers of the courts to corrections) is emphasized.

**1032 – Principles of Investigation** (1 credit): This course is designed to give students hands on experience in various aspects of criminal investigation. Students will have the opportunity to apply skills, such as evidence collection, fingerprinting, interviewing and report writing. **Prerequisite: Introduction to Law Enforcement**

**1033 – Homeland Security** (1 credit): This course is designed to give the students an in depth look at how law enforcement, fire fighters, and emergency medical services are working to safeguard the United States from terrorist attacks. **Prerequisite: Introduction to Criminal Justice**

**1034 – Introduction to Corrections** (1 credit): This course introduces students to a major component of the criminal justice system. In this course the historical, legal and operational nature of correctional intervention is studied.

**1035 – Introduction to Law Enforcement** (1 credit): Students will be given an introduction to the law enforcement profession. The subject material will give students a basic knowledge of the history, requirements for employment, major organizational components, and powers of law enforcement officers and officials.

**1036 – Introduction to Security and Protective Services** (1 credit): Students will be given an introductory look at the security profession. The subject material will give students a basic knowledge of the security profession that will build a foundation for further study.

**1038 – Criminal Justice II – Mock Trial** (1 credit): This course is designed to give the students a thorough understanding of the defense, prosecution and judicial management of our nation's courts. A key component of this course is a mock trial that is presented by the students who play the key roles in the trial. **Prerequisite: Introduction to Criminal Justice.**

**1039 – Field Placement for Criminal Justice** (1 credit): Students will work on various areas of employability such as: ethics, teamwork and professionalism. They will prepare and participate in mock interviews. Students will also be placed in criminal justice related work areas, such as county or local law enforcement agencies, judicial offices, attorneys' offices or social service agencies, for hands-on work based experience. **Prerequisites: Introduction to Criminal Justice and Introduction to Law Enforcement.**

## WELDING

Welding Technology is designed to provide learners with skills in the SMAW, GMAW, and GTAW welding processes, and Oxyacetylene cutting. The major instructional concepts include: introduction to welding; general safety; welding terms and joints; metal proportion and weld defects; various metals and their weldability.

Students completing the following four core classes are eligible to take the core content exam: Fundamentals of Welding Technology; Thermal Cutting and Welding; Shielded Metal Arc Welding; and Gas Metal Arc Welding.

### Course Listing: IN SEQUENTIAL ORDER

1	1985T * 1995T *	Fundamentals of Welding Technology Thermal Cutting & Welding
2	1993T * 1983T	Shielded Metal ARC Welding Blueprint Reading & Metallurgy
3	1987T * 1989T	Gas Metal ARC Welding Gas Tungsten ARC Welding
4	1981T 1982T	ARC Welding Ornamental Metalwork

\* This course is eligible for EDGE Credit.

**1981 -- Arc Welding** (1 credit): This course will give students the opportunity to advance their skills in SMAW, GMAW, FCAW, GTAW and to have the opportunity to test to a state or national standard.

**1982 -- Ornamental Metalwork** (1 credit): This course will give students the opportunity to advance their skills in SMAW, GMAW, FCAW, GTAW and to have the opportunity to test to a state or national standard.

**1983 -- Blueprint Reading and Metallurgy** (1 credit): This course will introduce students to the basic fundamentals of blueprint reading as it relates to the welding industry, and to the science and technology of extracting metals from their ores, refining them, and preparing them for use.

**1985 -- Fundamentals of Welding Technology** (1 credit): This course will introduce students to the basic fundamentals of welding/cutting. Students will become familiar with general safety, welding terms and joints, and oxyfuel welding techniques.

**1987 -- Gas Metal Arc Welding** (1 credit): This course will introduce students to basic skills in gas metal arc welding. Students should have good eye, hand coordination and a safety awareness. All students who take this class must have successfully completed Fundamentals of Welding and have passed all safety tests.

**1989 -- Gas Tungsten Arc Welding** (1 credit): This course will introduce students to basic skills in gas tungsten arc welding. Students should have good eye, hand coordination and a safety awareness. All students who take this class must have successfully completed Fundamentals of Welding and have passed all safety tests.

**1993 -- Shielded Metal Arc Welding** (1 credit): This course will introduce students to basic skills in shielded metal arc welding. Students should have good eye, hand coordination and a safety awareness. All students who take this class must have successfully completed Fundamentals of Welding and have passed all safety tests.

**1995 -- Thermal Cutting and Welding** (1 credit): This course will introduce students to the basic fundamentals to effectively use the oxyfuel welding and cutting processes to produce welded and brazed joints, and to cut straight lines and shapes.