

***Marion County Schools***

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***9 - 12***

***Curriculum Course Guide***

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the right to edit or change any information contained in this guide.*

# HIGH SCHOOL COURSE OFFERINGS

(An asterisk \* before a course name denotes a class State Board Policy 2510 does not require the county school system to offer)

## ENGLISH LANGUAGE ARTS

### **ENGLISH 9 (ENG\_LA\_9 / 4009)**

English Language Arts ninth grade students continue to develop in literacy-rich environments as independent motivated readers and writers who think critically and take responsibility for their learning. They integrate and apply reading, writing, speaking, listening and the conventions of language across curriculums. They actively participate in inquiry based, student driven, engaging endeavors and collaborative learning situations to facilitate motivation and the foundation for lifelong learning.

**ENGLISH 9 / HONORS (ENG\_LA\_9H / 4009\_H)** *Prerequisite: Score of 30 or higher on the English Language Arts Readiness Exam administered in the spring of their eighth grade year.* English 9 Honors is for Professional Pathway students and provides comprehensive grammar, literature and writing practice. English Language Arts Honors ninth grade students continue to develop in literacy-rich environments as independent motivated readers and writers who think critically and take responsibility for their learning. They integrate and apply reading, writing, speaking, listening and the conventions of language across curriculums. They actively participate in inquiry based, student driven, engaging endeavors and collaborative learning situations to facilitate motivation and the foundation for lifelong learning.

### **\*ENGLISH 9 SUPPORT ( ENG\_9\_SUP / 4102)**

*Prerequisite: Students must have scored below 40% on the English Language Arts Readiness Exam administered in the spring of their eighth grade year and must be enrolled in English 9.* An elective course, English 9 Support offers students the additional instruction and time needed to master basic English Language Arts concepts and does not count toward meeting the units of English required for graduation.

### **ENGLISH 10 (ENG\_LA\_10 / 4010)**

English Language Arts tenth grade students become more adept at making connections and transferring knowledge to new situations through research and writing in literacy-rich environments. They continue to develop as independent motivated readers and writers who analyze impact of and take responsibility for their learning. They analyze, defend and support views using reading, writing, speaking, listening and the conventions of language across curriculums.

### **ENGLISH 10 / HONORS (ENG\_LA\_10H / 010\_H)**

*Prerequisite: At least a B in English 9 and/or teacher recommendation.* English 10 Honors is for Professional Pathway students and provides comprehensive grammar, literature, and writing practice. English Language Arts Honors tenth grade students become more adept at making connections and transferring knowledge to new situations through research and writing in literacy-rich environments. They continue to develop as independent motivated readers and writers who analyze impact of and take responsibility for their learning. They analyze, defend and support views using reading, writing, speaking, listening and the conventions of language across curriculums.

**\*ENGLISH 10 SUPPORT (ENG\_10\_SUP / 4103)** *Prerequisite: Students must be enrolled in English 10.* An elective course, English 10 Support offers students the additional instruction and time needed to master basic English Language Arts concepts and does not count toward meeting the units of English required for graduation.

### **ENGLISH 11 (ENG\_LA\_11 / 4011)**

English Language Arts eleventh grade students become adept at making connections and transferring knowledge to new situations through research and writing in literacy-rich environments. They set deadlines and

are independent, motivated readers and writers who analyze impact of and take responsibility for their learning. They focus on reading, writing, speaking, listening and the conventions of language across curriculums in educational endeavors and collaborative learning situations including analyzing and defending the representation of text in different artistic mediums and how authors draw on and transform source material.

### **ENGLISH 11 / HONORS (ENG\_LA\_11H / 011\_H)**

*Prerequisite: At least a B in English 10 and/or teacher recommendation.* English 11 Honors is for Professional Pathway students and provides comprehensive grammar, literature, and writing practice. Per the approved state waiver, students may substitute AP English Language for this graduation requirement. English Language Arts honors eleventh grade students become adept at making connections and transferring knowledge to new situations through research and writing in literacy-rich environments. They set deadlines and are independent, motivated readers and writers who analyze impact of and take responsibility for their learning. They focus on reading, writing, speaking, listening and the conventions of language across curriculums in educational endeavors and collaborative learning situations including analyzing and defending the representation of text in different artistic mediums and how authors draw on and transform source material.

### **ENGLISH 12 (ENG\_LA\_12 / 4012)**

English Language Arts twelfth grade students are College and Career Ready. They make connections, transfer knowledge to new situations through research and writing, and understand the value of literacy-rich environments. They set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe reasoning, evidence and divergent and creative thinking. They use research to make informed decisions and solve problems independently.

### **ENGLISH 12 CR (ENG\_12\_CR / 4014)**

*Prerequisite: Seniors meeting at least one criterion from each category of the English 12 CR Student Selection Guide.* English 12 College and Career Readiness Course is a senior English course that can be taken in place of English 12 and may be counted as one of the four English academic core unit requirements used to meet the English requirement for baccalaureate college admission. It is not offered in addition to English 12 but should replace English 12 for identified students. The course focuses on writing and moves students to College and Career Readiness by the time they graduate high school.

### **TRANSITION ENGLISH LANGUAGE ARTS FOR SENIORS (TRNS\_E/LA\_SR / 4013)**

*Prerequisite: Senior scoring below 71 on the COMPASS® Exam.* English 12 Transition is a senior English course that can be taken in place of English 12 and may be counted as one of the four English academic core unit requirements used to meet the English requirement for baccalaureate college admission. It is not offered in addition to English 12 but should replace English 12 for identified students. This course focuses on the Southern Regional Education Board's (SREB) Readiness Courses Transitioning to college and careers: Literacy Ready curriculum, which focuses on an increased emphasizes of disciplinary literacy. After or near the end of the ELA course, students must retake the ACT® COMPASS® assessment or they may be excused upon provisions of appropriate documentations of ACT® or SAT® scores that meet the placement standards prior to the beginning of the ACT® COMPASS® testing window.

### **ENGLISH LANGUAGE & COMPOSITION AP (AP\_ENG\_LANG / 4041\_A)**

*Prerequisite: Teacher recommendation.* The AP English Language and Composition course is designed to provide students with a learning experience equivalent to that of an introductory college course in English composition. The course is designed to engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Per the approved state waiver, this course may be taken in lieu of English 11. Students must be enrolled in an AP course for both semesters (entire school year) in order to receive the weighted grade.

**ENGLISH LITERATURE & COMPOSITION AP (AP\_ENG\_LIT / 4042\_A)**

*Prerequisite: Teacher recommendation.* The AP English Literature and Composition course is designed to provide students with a learning experience equivalent to that of an introductory college course in English literature. The course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Per the approved state waiver, this course may be taken in lieu of English 12. Students must be enrolled in an AP course for both semesters (entire school year) in order to receive the weighted grade.

**ENGLISH COMPOSITION 1104 (CMPSTN\_UP / 4108\_X)** *Prerequisite: Seniors having a GPA of at least 3.0 and a minimum of 18 on the English section of the ACT® (COMPASS® scores may be substituted).* English 1104 is a one-year dual credit class which requires a Fairmont State University tuition fee for three hours of college credit. Students must earn at least a C to receive college credit. Course content combines the English 12 Common Core Standards and FSU Writing II requirements.

**ENGLISH COMPOSITION 1108 (CMPSTN\_UP / 4114\_X)**

*Prerequisite: Seniors having a C or above in English 1104.* English 1108 is a dual credit class which requires a Fairmont State University tuition fee for three hours of college credit. Students must earn at least a C to receive college credit. Course content combines the English 12 Common Core Standards and FSU Writing II requirements.

**\*ASSISTED READING (ASST\_READING / 4531)**

This course offers students the opportunity to focus on their reading skills. Assistance is targeted to students' particular weaknesses, and is designed to bring poor readers' reading comprehension up to the desired level, or to develop strategies to read more efficiently in order to progress at a steady rate through school.

**\*DEVELOPMENTAL ENGLISH (RETEACH/ENRCH / 7656)**

Grades 9-12; Taken in conjunction with English 9 or 10, this elective credit class is designed for students who are deficient in reading. Students will receive assistance with his or her regular English coursework. As per Marion County Policy, a grade of pass or fail will be issued.

**\*ENGLISH FUNDAMENTAL SKILLS (ENG\_LNG\_R / 4127)**

Grades 9-12; This course is for students who are transitioning out of special English. It covers basic grammar and literature principles, which the student needs before entering regular English classes.

**\*CONTEMPORARY LITERATURE (SEMESTER) (LITERATURE / 4136)**

This class is for students who enjoy reading and responding to teacher approved selections, as well as selections of his/her own choosing.

**CREATIVE WRITING I (SEMESTER) (CRTV\_WRIT\_I / 4022)**

This course will provide varied writing opportunities for the motivated student who enjoys writing, wishes to refine his/her skills, has good command of language mechanics and seeks publication.

**CREATIVE WRITING II (SEMESTER) (CRTV\_WRIT\_II / 4023)**

This course will provide varied writing opportunities for the motivated student who enjoys writing, wishes to refine his/her skills, has good command of language mechanics and seeks publication.

**CREATIVE WRITING III (SEMESTER) (CRTV\_WRIT\_III / 4111)**

This course will provide varied writing opportunities for the motivated student who enjoys writing, wishes to refine his/her skills, has good command of language mechanics and seeks publication.

## MATHEMATICS

**HIGH SCHOOL MATH I (INTGRD\_MATH / 3012)** The fundamental purpose of High School Math I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. High School Math I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied.

**HIGH SCHOOL MATH I STEM 9 (MATH\_I\_STEM\_9 / 3012\_H)** *Prerequisite: Student must have scored in the upper quartile on the Math I Readiness Exam administered in the spring of their eighth grade year.* Math I STEM provides a deeper and extended study of the Math I Standards and Objectives with a focus on science, technology and engineering. Students who enroll in Math I STEM must meet the STEM readiness score on the Math I Readiness Test and have career goals in one or more of the areas of science, technology and engineering.

**\*MATH I LAB (MATH\_I\_LAB / 3013)**

*Prerequisite: Students must have scored below 60% on the Math I Readiness Exam administered in the spring of their eighth grade year and must be enrolled in Math I.* Math I Support offers students the additional instruction and time needed to master basic concepts. Math I Lab counts as one unit of math credit toward meeting the graduation requirements.

**HIGH SCHOOL MATH II (MATH II / 3014)**

*Prerequisite: Successful completion of Math I required.*

The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from HS Math I as organized into six critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.

**HIGH SCHOOL MATH II STEM 10 (MATH\_II\_STEM\_10 / 3014\_H)** *Prerequisite: Successful completion of Math I STEM required.* Math II STEM provides a deeper and extended study of the Math II Standards and Objectives with a focus on science, technology and engineering. Students who enroll in Math II STEM must have either completed Math I STEM or have performed at a high level in Math I. Math II STEM students must have career goals in one or more areas of science, technology and engineering.

**HIGH SCHOOL MATH III (LA (INTGRD\_MATH/ 3015)** *Prerequisite: Successful completion of Math II required.* The High School Math III LA (Liberal Arts) course builds on the Math II course and offers a more personalized learning plan aligned to students' career choices. Math III LA is designed to support students who do not have career goals in the fields of science, technology or engineering. Students in Math III are asked to apply the accumulation of learning that they have from their previous courses. Students expand their repertoire of functions to include polynomial, rational and radical functions. They expand their study of right triangle trigonometry to include general triangles. At the successful completion of Math III LA, students will be college and career ready in mathematics.

**HIGH SCHOOL MATH III STEM (INTGRD\_MATH/ 3016)** *Prerequisite: Successful completion of Math II STEM required.* The High School Math III STEM (Science, Technology, Engineering and Mathematics) course builds on the Math I STEM and the Math II STEM to offer a more personalized learning plan aligned to

students' career choices. Math III STEM is designed to support students who have career goals in the fields of science, technology or engineering. Students will deeply expand their repertoire of functions to include polynomial, rational and radical functions. At the successful completion of Math III STEM, students should be ready for a formalized study of Calculus.

**HIGH SCHOOL MATH III TR (INTGRD\_MATH/ 3017)** *Prerequisite: Successful completion of Math II required.* The High School Math III TR (Technical Readiness) course builds on the Math II course and offers a more personalized learning plan aligned to students' career choices. Math III TR is designed to support students who do not have career goals in the fields of science, technology or engineering. **Students in Math III TR will take 2 years to complete the full study of the Math III Standards and Objectives.** Therefore, students who enroll in Math III TR as a junior are expected to take Math IV TR as seniors in order to be college and career ready in mathematics upon graduation.

**HIGH SCHOOL MATH IV TR (MATH\_IV\_TR / 3019)** *Prerequisite: Successful completion of Math III TR.* The High School Math IV TR (Technical Readiness) course completes the study of mathematics introduced in Math III TR. **Students who enrolled in Math III TR as juniors, are required to enroll in Math IV TR and must complete Math IV TR to be college and career ready for mathematics.**

**ADVANCED PLACEMENT CALCULUS AB (AP\_CALC\_AB / 3031\_A)**

*Prerequisite: Successful completion of Math III STEM required.* Advanced Placement Calculus AB is an advanced course in elementary functions and calculus. The major topics include differential and integral calculus. Calculus AB represents higher mathematics for which most colleges grant Advanced Placement credit with a successful score on the AP Calculus exam. It is strongly recommended that students have successfully completed Trigonometry before enrolling in Calculus. Students are required to take the College Board AP exam for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) in order to receive the weighted grade.

**HIGH SCHOOL MATH IV (MATH IV/ 3018)** *Prerequisite: Successful completion of Math III Stem.* The High School Math IV course builds on the Math III STEM course. It is offered to students who have successfully completed the Math III STEM course but who are not ready for Calculus. The fundamental purpose of Math IV is to generalize and abstract learning accumulated through previous courses and to provide the final springboard to calculus. Students take an extensive look at the relationships among complex numbers, vectors, and matrices. They build on their understanding of functions, analyze rational functions using an intuitive approach to limits and synthesize functions by considering compositions and inverses. Students expand their work with trigonometric functions and their inverses and complete the study of the conic sections.

**ADVANCED PLACEMENT STATISTICS (11/12) (AP\_STATS / 3047)** *Prerequisites: Recommendation of current math teacher.* Advanced Placement Statistics is equal to a one-semester, introductory, non-calculus based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students are required to take the College Board AP exam for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) in order to receive the weighted grade.

**COLLEGE ALGEBRA (MATH\_ANALYS / 3149\_X)**

*Prerequisite: Successful completion of Algebra II, 3.0 cumulative GPA, and a passing grade on the West Virginia University math entrance exam.* College Algebra is a dual credit course offered in collaboration with WVU. Students receive one-half unit of high school math credit and three hours of College Algebra credit (Math 126) from WVU. (Grade will transfer to most colleges or universities. The class is a one semester course.) Students must pay all college/university fees.

### **\*COLLEGE TRIGONOMETRY TRIG\_II / 3150\_X)**

*Prerequisite: College Algebra and/or High School Trigonometry, 3.0 cumulative GPA and 23 or higher in math on the ACT.* College Trigonometry is a dual credit, one-semester (spring term) course offered in collaboration with West Virginia University. College Trigonometry takes an algebraic, graphic and numeric approach to the study of functions and right angle trigonometry. The course includes applications and graphing of trig functions, polar coordinates, complex numbers and vectors. Activities that emphasize problem solving, writing, and student cooperation are integral parts of the class as well as interactive laboratories using technology. Students must pay all college/university fees.

### **TRANSITION MATHEMATICS FOR SENIORS (COLLTRNMATH / 3052)**

*Prerequisite: For students who scored below the college readiness benchmark ON THE COMPASS mathematics assessment in grade 11 (Pre-Algebra Score  $\geq 59$ ; AND Algebra Score  $\geq 36$ ).* Transitional Math for seniors prepares students for their entry-level credit-bearing liberal studies mathematics course at the post-secondary level. This course will solidify their quantitative literacy by enhancing numeracy and problem solving skills. Students will investigate and use the fundamental concepts of algebra, geometry, and data and statistics. The CSO's which comprise this course are selected from Math I, Math II and Math III. This course is designed specifically to meet the needs of students who have not met the benchmark for the COMPASS placement test taken in their junior year. **Students not meeting the COMPASS benchmark in mathematics must be scheduled into this course or another 4<sup>th</sup> year mathematics course.**

## **SCIENCE**

### **PHYSICAL SCIENCE (9) (PHYSSCI\_9 / 6011)**

*Prerequisite: None* Ninth grade physical science objectives continue the development of foundational knowledge in biology, chemistry, physics, earth/environmental science and astronomy. It is a required course for all ninth grade students. 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 activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities.

### **BIOLOGY (10) (BIOLOGY\_6021)**

*Prerequisite: Successful completion of Physical Science 9.* Biology is a required course for tenth grade students. This course is designed to build upon and extend the Biology concepts, skills, and knowledge from the science program, using skills for the 21<sup>st</sup> Century. Students will explore occupational opportunities in health, engineering, and technology and evaluate the required academic preparations while expanding laboratory skills and experiences. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities.

### **BIOLOGY CONCEPTUAL (10/11/12) (BIO\_CNCP / 6022)**

*Prerequisite: Successful completion of Physical Science 9.* An introductory course designed for students who are interested in the field of technical biology. This course is an alternative to Biology and is designed to prepare students for entry-level careers, using skills for the 21<sup>st</sup> Century. This course provides study of 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. Safety instruction is integrated in all activities. This course may NOT be accepted for college standards entry requirements.

### **BIOLOGY II (11/12) (BIOLOGY / 6023)**

*Prerequisite: Successful completion of Biology or Conceptual Biology.*

Biology II is an advanced course that is an elective designed for students who desire an in-depth and rigorous study of the content found in many biological fields of endeavor. This course is designed to build upon and extend the Biology and Conceptual Biology concepts, skills and knowledge from a science program, using skills for the 21<sup>st</sup> Century. Students interested in health and scientific related careers will evaluate the required academic preparations while building and expanding 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. Safety instruction is integrated into all activities.

### **HUMAN ANATOMY AND PHYSIOLOGY (11/12) (HMN\_ANAT / 6103)** *Prerequisite: Successful completion of Physical Science 9 and Biology or Conceptual Biology.*

This course is designed for those students wanting a deeper understanding of the structure and function of the human body. The body will be viewed as a whole using anatomical terminology necessary to describe location. Focus will be at both micro and macro levels reviewing cellular functions, biochemical processes, tissue interactions, organ systems, and the interaction of those systems as it relates to the human organism. This course will develop 21<sup>st</sup> Century skills and will be appropriate for college bound students as well as those choosing a health services career cluster. Students will engage in active inquiries, investigation, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities.

### **EARTH SCIENCE (11/12) (ENV\_EARTH\_SC / 6201)**

*Prerequisite: Successful completion of Physical Science 9 and Biology or Conceptual Biology.* This course is an advanced level course designed for students who desire a broader understanding of the fundamentals of earth science that includes geology, oceanography, meteorology, and astronomy. This course is designed to build on knowledge, skills, and dispositions developed during the science progression, which approaches science in a rigorous and integrated manner including the traditional disciplines of biology, chemistry, and physics where appropriate. 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.

### **ENVIRONMENTAL SCIENCE (ENVIRO\_SCI / 6312)**

Environmental Science is an elective, advanced level lab course which builds on foundational knowledge of the chemical, physical, biological, geological processes and focuses on the natural world. Through an inquiry-based program of study, all students will demonstrate environmental literacy as they explore the economic, social, political, and ecological interdependence in urban and rural areas. Students will synthesize information and experiences across disciplines as they acquire knowledge, values, and skills needed to protect and improve the environment. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities.

### **CHEMISTRY (CHEMISTRY / 6031)**

*Prerequisite: Successful completion of Physical Science 9 and Biology or Conceptual Biology.*

*Students should have successfully completed or be concurrently enrolled in Algebra II.* This course is the advanced study of matter, its composition, and its changes. The 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.

### **CONCEPTUAL CHEMISTRY (CHEM\_TCH\_CNC / 6301)**

*Prerequisites:* Successful completion of Physical Science 9 and Biology or Conceptual Biology. An introductory level course designed for students in the skilled pathway who desire an alternative to the traditional college preparatory course emphasizes real life applications of chemical principles. Mathematical based problem solving is de-emphasized. Students who are enrolled in Conceptual Math should enroll in Conceptual Chemistry. This course is the study of matter, its composition, and its changes. Emphasis is placed on the important roles chemistry plays in a student's personal life, career opportunities, environment, and society while developing 21<sup>st</sup> Century skills. Students will engage in active inquiries, investigations, 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. Safety instruction is integrated in all activities. This course may NOT be accepted for college standards entry requirements.

### **COLLEGE CHEMISTRY 1101 (CHEMISTRY-1101 / 6031\_X)**

*Prerequisites:* Math ACT score of 19 or Academic Skill 0095 or Math 1100. This course is a study of the theoretical concepts needed to understand typical chemistry phenomena. The concepts include the nature of science, matter and measurements, stoichiometry of chemical reactions, solutions, energy relationships in chemistry, modern atomic theory, chemical bonding and molecular structure, and the classification of reactions. The course consist of three one-hour lectures and one three-hour laboratory per week.

**COLLEGE CHEMISTRY 1102 (CHEMISTRY\_1102 / 6031\_X)** *Prerequisites:* Successful completion of College Chemistry 1101. This course extends College Chemistry 1101 with the study of acid/base theory, chemical equilibrium, oxidation-reduction and an introduction to organic chemistry which includes the various classes of organic compounds, their nomenclature, structure, properties and reactions. The synthesis of polymers and their uses are included.

### **PHYSICS (11/12) (PHYSICS / 6041)**

*Prerequisites:* Successful completion of Physical Science 9, Biology or Conceptual Biology, Algebra I, Algebra II, Math I, Math II, and/or Geometry. Students should be enrolled in Math III. This course is an advanced level course and designed for students who desire a broader, in-depth study of the content found in the science field of physics. A college preparatory course, Physics is a laboratory driven, advanced study of nature's universal laws with emphasis on process skills, using 21<sup>st</sup> Century skills. This course is designed to build upon and extend the physics concepts, skills, and knowledge from the science program. This 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. Classroom instruction integrates learning skills and technology tools with the content standards and objectives for Physics.

### **CONCEPTUAL PHYSICS (11/12) (PHYS\_TCH\_CNC / 6303)**

*Prerequisites:* Successful completion of Physical Science 9, Biology or Conceptual Biology and Algebra I. Students should have completed or concurrently be enrolled in Conceptual Math. This course is an introductory course designed for students who 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. This course may NOT be accepted for college standards entry requirements.

**ADVANCED PLACEMENT BIOLOGY (11/12) (AP\_BIOLOGY / 6121)**

*Prerequisites: B average or higher in Biology. Students should have completed or should be concurrently enrolled in Chemistry.* Advanced Placement Biology (AP Biology) is offered as an equivalent to the introductory college biology course taken by students majoring in biology or the health sciences. The goals of AP Biology are to help students gain an appreciation of life science as a process. Students participating in the course will gain the factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Students are required to take the College Board AP exam for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) in order to receive the weighted grade.

**ADVANCED PLACEMENT CHEMISTRY (12) (AP\_CHEM / 6321)**

*Prerequisites: B average or higher in Chemistry and successful completion of Algebra II.* Advanced Placement Chemistry (AP Chemistry) is a one-year course that is the equivalent of a first year college chemistry course. Theoretical aspects of chemistry are addressed in considerable detail. Students must enroll in both AP Chemistry and AP Chemistry Lab. Students are required to take the College Board AP exam for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) in order to receive the weighted grade.

**ADVANCED PLACEMENT CHEMISTRY LAB (12) (AP\_CHEM\_LAB / 6322\_A)**

*Prerequisites: B average or higher in Chemistry and successful completion of Algebra II.* Advanced Placement Chemistry Lab complements the AP Chemistry course by providing students with opportunities to investigate the theories and concepts presented in a laboratory setting. Students must enroll in both AP Chemistry and AP Chemistry Lab. Students are required to take the College Board AP exam for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) in order to receive the weighted grade.

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (11/12) (AP\_ENV\_SCI / 6221\_A)**

*Prerequisite: B average or higher in Physical Science 9.* Advanced Placement Earth Science (AP Earth Science) is an in-depth, college level study of the earth and environmental concerns. Students are required to take the College Board AP exam for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) in order to receive the weighted grade.

**ADVANCED PLACEMENT PHYSICS B (12) (AP\_PHYSICS / 6122\_A)**

*Prerequisites: B average or higher in Chemistry, Physics, and successful completion of Algebra II.*

Advanced Placement Physics B is a second year Physics course that utilizes Algebra and Trigonometry. The AP Physics AB course follows the College Board syllabus guidelines. Specific content includes Newtonian mechanics, waves, sound, optics, thermodynamics, electricity and magnetism, and modern physics. Students are required to take the College Board AP exam for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) in order to receive the weighted grade.

**MICROBIOLOGY (11/12) (SEMESTER) (TOP\_LIFE\_SC / 6161)**

*Prerequisite: Successful completion of Physical Science 9 and Biology or Conceptual Biology.* Microbiology is the advanced study of organisms (protozoa, fungi, bacteria and viruses) and biological systems at the microscopic level.

### **FORENSICS (11/12) (SEMESTER) (FORENSICS / 6162)**

*Prerequisite:* Successful completion of Physical Science 9 and Biology or Conceptual Biology. It is recommended that students have also successfully completed Chemistry and/or Human Anatomy and Physiology before enrolling in Forensics. **Forensics is a course** where students apply scientific knowledge to explorations similar to criminal investigations. Topics include ballistics, fingerprinting, and the analysis of inorganic and organic compounds.

## **SOCIAL STUDIES**

### **WORLD STUDIES (WRLD\_STUDIES / 7010)**

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

### **WORLD STUDIES (HONORS) (WRLD\_STUDIES / 7010\_H)**

*Prerequisite:* B in previous social studies course(s). and/or teacher recommendation Ninth Grade World Studies engages students in the study of development and evolution of the historic, economic, geographic, political, and social structure of the cultural regions of the world from the dawn of civilization to the Twentieth Century. Special attention is given to the formation and evolution of societies into complex political and economic systems. Students are engaged in critical thinking and problem-solving skills, using maps, spreadsheets, charts, graphs, text, and other data from a variety of credible sources. Students synthesize the information to predict events and anticipate outcomes as history evolves through the ages.

### **UNITED STATES STUDIES (US\_STUDIES / 7009)**

Tenth Grade United States Studies examines the evolution of the Constitution as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to its transformation as a dominant political and economic influence in the world at the beginning of the twentieth century. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population.

### **UNITED STATES STUDIES (HONORS) (US\_STUDIES / 7009\_H)**

*Prerequisite:* B in previous social studies course(s) and/or teacher recommendation. Tenth Grade United States Studies examines the evolution of the Constitution as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to its transformation as a dominant political and economic influence in the world at the beginning of the twentieth century. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population.

### **CONTEMPORARY STUDIES (11) (CONTEMP\_STDS / 7011)**

Eleventh Grade Contemporary Studies examines the interactions between the United States and the world since 1914 to present day. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics and other social studies concepts. Maps, spreadsheets, charts, photographs, the arts, music, graphs, primary source documents,

textbooks and data from a variety of credible electronic and non-electronic sources will be used to synthesize, analyze, interpret and predict outcomes.

### **CONTEMPORARY STUDIES (11) (HONORS) (CONTEMP\_STDS / 7011\_H)**

*Prerequisite: 3.0 G.P.A. and/or teacher recommendation* Eleventh Grade Contemporary Studies examines the interactions between the United States and the world since 1914 to present day using higher level thinking skills, document based research, and writing to identify and study the interaction of geographic, political, economic and historical factors. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics and other social studies concepts. Maps, spreadsheets, charts, photographs, the arts, music, graphs, primary source documents, textbooks and data from a variety of credible electronic and non-electronic sources will be used to synthesize, analyze, interpret and predict outcomes.

**CIVICS FOR THE NEXT GENERATION (12) (CIVIC\_NXT\_GEN / 7031)** Civics is designed as a culminating history class that fosters informed citizens essential to the perpetuation of the American Republic. Students learn and utilize knowledge and skills for responsible, participatory citizenship based on a firm understanding of the principles and practices of our government coupled with civil rights and responsibilities, sound financial literacy, and global awareness. Students investigate what has happened, explore what is happening, and predict what will happen with the social, political, and economic problems that beset America and the world using the skills and resources of the past centuries and the present. Students continue to develop their critical thinking and problem-solving skills collaboratively and independently to become informed citizens and consumers, who practice economically sound decision-making, are geographically aware of physical and human landscapes of the world, and protect, preserve and defend their system of government.

### **GEOGRAPHY (SEMESTER) (GEOGRAPHY / 7033)**

The power and beauty of geography allows all students to see, understand, and appreciate the web of relationships between people, places, and environments. Geography provides knowledge of Earth's physical and human systems and of the interdependency of living things and physical environments. This geography course is based on the six essential elements of geography and stresses the contemporary world and the role of the U.S. in the global community. Students will use geographic perspectives and technology to interpret culture, environment and the connection between them. Students will use the geographic skills of asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information and answering geographic questions.

### **ECONOMICS (SEMESTER) (ECONOMICS / 7032)**

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

### **\*PSYCHOLOGY (PSYCHOLOGY / 7321)**

This course introduces students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, sensation and perception, learning theories, personality development, abnormal psychology and therapy, and psychology and social behavior.

**\*PSYCHOLOGY (SEMESTER) (PSYCHOLOGY / 7322)**

This semester survey course explores the study of human behavior and its causes. The course will provide an introduction to such topics as an overview of the field of psychology, human growth and development, personality development, sensation and perception, and learning theories.

**\*SOCIOLOGY (SOCIOLOGY / 7341)**

Sociology introduces students to the study of human behavior in society. This course provides an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships of individuals and groups in society.

**\*SOCIOLOGY (SEMESTER) (SOCIOLOGY / 7342)**

This semester survey course is a study of the interrelationships of groups of people. Their values, ideas and traditions will be explored.

**\*HOLOCAUST (SEMESTER) (TOP-HOLOCAUST / 7244)**

The Holocaust is a study of man's inhumanity to man with the destruction of European Jews during World War II. This course teaches valuable lessons about human nature and society. By examining good and evil in human nature, students can look inward and better understand themselves and their relationship with others.

**\*LEADERSHIP SKILLS (LDRSHIP / 7651)**

This one semester course is designed to improve a student's leadership ability and encourage school morale. The course involves practical speaking situations which include introductions, interviews, and demonstrations. Leadership Skills provides focus in personal goals and student-designed activities pertaining to student government within the school structure. Experiences such as planning and implementing school assemblies, workshops, volunteer programs and social activities may be included.

**\*RACE, CLASS & GENDER (SEMESTER) (RACE\_CL\_GNDR / 7352)**

Grades 11-12 This one semester includes information about minority, social, and cultural groups and their attempts to gain equality in American society.

**GEOGRAPHY: HUMAN GEOGRAPHY AP (AP\_GEOGRAPHY / 7042\_A)**

Grades 10-12 *Prerequisite: B in previous social studies courses and teacher recommendation.* This course is a study of the Earth and its features and of the distribution of life on the Earth including human life and the effects of human activity. Theoretical aspects of Geography will be addressed in considerable detail. Students MAY receive college credit through the Advanced Placement Exam which is a course requirement. Students are required to take the College Board AP exam for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) and take the exam in order to receive the weighted grade.

**HISTORY: U.S. AP (AP\_US\_HSTRY / 7046\_A)**

Grades 11-12 *Prerequisite: Teacher approval and grade of B or above in all previous social studies classes.* This full-year introductory college course in United States History covers the period from European explorations of the Americas to the present with an emphasis on reading and writing. Students MAY receive college credit through the Advanced Placement Exam which is a course requirement. Summer reading assignments are required. Per the approved state waiver, this course may be taken in lieu of Twentieth / Twenty-First Centuries Studies (11). Students are required to take the College Board AP exam for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) and take the exam in order to receive the weighted grade.

**AMERICAN GOVERNMENT & POLITICS - AP (AP\_GV/PL-US / 7044\_A)**

Grades 11-12 *Prerequisite: Teacher approval and grade of B or above in all previous Social Studies classes.* This course will give students an analytical perspective on government and politics in the U.S. It includes the

study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students MAY receive college credit through the Advanced Placement Exam which is a course requirement. Students are required to take the College Board AP exam for this course in order to receive “AP” credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) and take the exam in order to receive the weighted grade.

## **BROADCASTING**

### **BROADCASTING (BROADCASTING / 4162)**

Grades 9-11; One semester for a full-year introductory course prepares students to produce effective television broadcasts. Areas of study may include but are not limited to the following: operation of studio and location cameras, interviewing and reporting, creating news copy, script writing, on-camera presentation, editing news footage, and various creative aspects of visual production. This course is required before enrolling in Advanced Broadcasting.

### **ADVANCED BROADCASTING I (MASS\_COMM\_I / 4157)**

Grades 10-12; *Prerequisite: Completed Introduction to Broadcasting and/or have advisor consent.* Designed to enhance production and performance skills and to help produce a daily broadcast, this lab experience for broadcast journalists may include but will not be limited to the following: researching and gathering information, writing news stories, coordinating and conducting interviews, shooting and editing video production operations.

### **ADVANCED BROADCASTING II (MASS\_COMM\_II / 4158)**

### **ADVANCED BROADCASTING III (MASS\_COMM\_III / 4159)**

### **ADVANCED BROADCASTING IV (MASS\_COMM\_IV / 4160)**

### **BROADCASTING LAB (MASS\_COMM / 4161)**

Grades 10 – 12; *Prerequisite: Completed Introduction to Broadcasting, previous Broadcasting course as applicable and/or have advisor consent.* Designed to enhance production and performance skills and produce a daily broadcast; this lab experience for broadcast journalists may include but will not be limited to the following: researching and gathering information, writing news stories, coordinating and conducting interviews, shooting and editing video production operations and creating and producing long-term projects, and learning to maintain equipment.

## **DRIVER EDUCATION**

### **DRIVER EDUCATION (SEMESTER) (DRVR\_ED / 6811)**

This semester course is offered to students who have turned 15 years of age prior to the semester in which they take the course. The goals of the Driver Education Program of Study are to provide students with the knowledge and skills to safely and efficiently operate a motor vehicle on our nation’s streets and highways, to equip students with the knowledge to enable them to make wise decisions as drivers, and to assist students to become responsible users of the highway transportation system. Students unable to schedule this course during the regular school term may elect to take it during the summer pending demand in the North Marion and Fairmont attendance areas.

## FINE ARTS

### FINE ARTS-DANCE

#### **DANCE I (DANCE\_I-FA / 3401)**

Dance courses are provided at the high school level to introduce students to “the art of dance” and to develop advanced skills in dance, choreography, critical and creative thinking. Dance I will focus on dance as an effective means of communication and healthful living. In addition, the basic elements of dance will be identified and demonstrated.

#### **DANCE II (DANCE\_II-FA / 3402)**

*Prerequisite: Dance I.* Dance II students will concentrate on comparing and contrasting dances of various cultures and historical periods as well as applying and demonstrating critical and creative thinking skills in dance. Emphasis will be placed on dance as a means of developing and maintaining a healthy lifestyle.

#### **DANCE III (DANCE\_III-FA / 3403)**

*Prerequisite: Dance II.* Dance III will stress practice in performing technical and choreographic skills necessary for artful presentation. Emphasis will be placed on the relationship of dance to other disciplines and careers. Research of dance history and artists will be an integral part of this level of study.

#### **DANCE IV (DANCE\_IV-FA / 3404)**

*Prerequisite: Dance III.* 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 culture.

### FINE ARTS-THEATRE

#### **THEATRE I (THEATRE\_I / 3801)**

This introductory course provides students with the basics in theatre and drama, including an examination of all the jobs related to a theatrical presentation from play selection, acting, directing, scene design, sound and light design, costuming, make-up and publicity. An overview of the purposes and organization of theatre as well as knowledge of theatre history will be presented.

#### **THEATRE II (THEATRE\_II / 3802)**

*Prerequisite: Theatre I and/or audition.*

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

#### **THEATRE III (THEATRE\_III / 3803)**

*Prerequisite: Theatre II and/or audition.*

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

## **THEATRE IV (THEATRE\_IV / 3804)**

*Prerequisite: Theatre III and/or audition.*

Theatre IV students will write scripts and will demonstrate artistic discipline to achieve ensemble in rehearsal and performance of informal and formal theatre works. They will explain how scientific and technological advances have impacted theatre, and will collaborate with directors to develop unified production concepts. Students will collaborate with designers and actors, and will be able to demonstrate direction skills. Students will develop and document evidence of their own artistic growth. After school hours are required.

## **\*THEATRE / STAGE CRAFT (THTR/STAGE / 3859)**

This course is designed to develop key knowledge and background in techniques of technical theatre production. Areas studied include scenery, costuming, make-up, publicity, box office, house management, lighting, properties and safety. Students must complete a project to enter in the High School Drama Festival each spring. Full period and after school rehearsals are required.

## **\*THEATRE / PRODUCTION (STAGECRAFT-COMPREHENSIVE) (THTR/STG-CMP / 3867)**

*Prerequisite: Stage Craft.* This course is involved with advanced production techniques and practice of all areas of technical theatre necessary for mounting a full scale theatrical production. Students must complete at least two projects to enter in the State High School Drama Festival each spring. Full period and after school rehearsals are required.

## **\*THEATRE INTRODUCTION / APPRECIATION (SEMESTER) (THTR-INTRO / 3851)**

This course is designed to introduce students to the cultural appreciation of dramatic arts through lecture and activity projects as well as reading and viewing a variety of plays.

## **FINE ARTS-VISUAL ART**

### **ART I (ART\_I / 3211)**

Art I is designed to provide knowledge and skills necessary to produce two-dimensional and three-dimensional artworks using a variety of media, techniques, technology, and processes. Students relate art skills and strategies to other disciplines, various cultures, major art movements, and historical periods. Students will practice responsible workplace skills and review career options.

### **ART II (ART\_II / 3212)**

*Prerequisite: Art I.* Students in Art II extend artistic skills, critical skills, and concept development through well-defined experiences in creating, reflecting, and discussing artworks. Students focus on compositional awareness through the proficient use of elements, principles, structures, and functions. Students explore various aspects of the arts in the context of cultural and historical parameters as they examine connections between other disciplines and technologies. Students practice responsible workplace skills and safety, explore career opportunities, and are introduced to the concept of portfolio development.

### **ART III (ART\_III / 3213)**

*Prerequisite: Art II.* Art III builds on previous content standards with a more in-depth approach. Students analyze art from various cultures visually, verbally, and in written form. Students examine and relate various themes and purposes of art forms to the total educational process. They study art history, criticism, and aesthetics in relation to individually selected artworks and develop a personal philosophy of art. Students develop personal portfolios which include products and critiques.

#### **ART IV (ART\_IV / 3214)**

*Prerequisite: Art III.* In Art IV, students develop and clarify their philosophy of art and art making through in-depth explorations with media, techniques and processes. Students expand and refine a portfolio reflecting a broad base of knowledge in the arts. Students take part in planning and installing an exhibition.

#### **\*ART HISTORY / APPRECIATION / CRITICISM (ART\_HS/APPR / 3233)**

In this course, students identify, discuss, and compare cultural and multi-cultural influences on the arts, including social, political, economic, functional and aesthetic considerations. They develop a variety of critical analyses. Students' experiences with art media within its historical context will connect selected artwork to the artist's process. Knowledge of related careers in the fields of art history and aesthetics are covered as well as the application of technology to assist learning.

#### **\*COMPUTER-ASSISTED ART (GRAPHIC/COMPUTER ART) (CMPT-AST\_ART / 3313)**

Digital manipulation of imagery with paint and drawing software will be experienced. Electronic portfolios will be created as well as visual products similar to actual workplace scenarios. Graphic Art provides the opportunity for students to become more familiar with technology and how it assists the artist in creating various forms of artwork. Students will have a better understanding of graphic design as a career choice.

#### **\*PHOTOGRAPHY (PHOTO\_(ART) / 3343) (SEMESTER or FULL YEAR)**

In this course, students will use 35mm manual cameras and digital cameras, develop black and white film and prints as well as digital images. Students will practice artistic techniques in compiling a portfolio of prints, negatives, and proof sheets. Students will also develop their artistic eye by examining famous photographs, photographers, and the creative side of photography. A \$25. lab fee is required to cover the cost of printing, developing, and camera maintenance.

#### **PHOTOGRAPHY II (STUDIO ART I / 3244) (SEMESTER or FULL YEAR)**

Students will continue an in-depth study introduced in photography that can include, but is not limited to, black and white film with a SLR camera and/or SLR digital camera with Adobe Photoshop and Elements to develop an individualized portfolio with focus/concentration on particular elements, principles or intent for their photography. Color and black and white photographs will be required for the digital photographer. Although students are not required to have their own cameras, it is recommended. A \$25. lab fee is required to cover the cost of printing, developing, and camera maintenance.

#### **\*STUDIO ART ADVANCED PLACEMENT (AP\_STDO-ART / 3222\_A)**

*Prerequisites: Art I and Art II.* The Advanced Placement Studio Art Program offers 3 different portfolios to choose from for submission to the College Board: 2-D Design, 3-D Design or Drawing. Student will receive college credit if the portfolio passes with a score of 3 or above. Students will work on an individualized portfolio in this course. Independent summer work is required. Students are required to take the College Board AP exam (or other applicable requirement) for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) and take the exam in order to receive the weighted grade.

#### **\*STUDIO ART I (STDO\_ART\_I / 3241)**

*Prerequisites: Art I and Art II.* Studio Art provides in-depth study in a selected media, technique and processes. Students learn proficiency in craftsmanship, the use of technology, the study of career related professions, and the safe and responsible use of materials. Topics can include, but are not limited to, ceramics, photography, painting, drawing and/or mixed media.

### **\*STUDIO ART II (STDO\_ART\_II / 3242)**

*Prerequisite:* Studio Art I. Students continue with an in-depth study begun in Studio Art I in a selected media that can include, but is not limited to, ceramics, photography, painting, drawing and/or mixed media.

## **FINE ARTS - MUSIC**

**CHORUS I – BEGINNING (CHRS\_I\_BGN / 3621)** The student will focus on the basics of proper vocal technique creating an understanding of tone production, breath control, and posture. Students at this level will begin to learn to read and use the written language of music to interpret and perform choral scores. Students will be required to participate in school performances.

### **CHORUS II – INTERMEDIATE (CHRS\_II\_INT / 3622)**

*Prerequisite:* Level I Choral Music and/or audition. The student will continue to build proper singing techniques and expand the use and performance of musical notation. Students will listen to choral music performances and develop criteria for evaluating those performances. Students will study choral works of various historical periods and cultures. They will begin to explore the use of three-part choral literature. Students will be required to participate in school performances.

### **CHORUS III – ADVANCED LEVEL III (CHRS\_III\_ADV / 3623)**

*Prerequisite:* Chorus II. The Advanced Choral Music course is for students who have progressed through the intermediate study of voice. Students are typically from the high school level, but advanced late middle school students may also be included. Level III choral students will continue to refine their singing skills. They will study various composers, choral music, and styles. Students will learn to sing using expression; thereby further developing their vocal technique. Advanced students will study formal structures and elements of music, applying them to singing. Students will learn the historical context of music selections related to history and culture.

### **CHORUS IV - Level IV (CHORUS\_IV / 3624)**

*Prerequisite:* Chorus III. This course is for the most advanced choral students. Chorus IV students will learn more advanced content standards including the highest caliber choral music (i.e. All State Chorus and chamber ensemble repertoire).

### **\*MUSIC APPRECIATION / HISTORY (MSC\_APPR/HST / 3671)**

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

### **\*MUSIC APPRECIATION / HISTORY (SEMESTER) (MSC\_APPR/HST / 3671)**

This semester course is designed for any student wishing to explore the music of other cultures. Students will be introduced to the fundamental theories behind the creation of music and how history has influenced these theories.

### **\*MUSIC THEORY, COMPOSITION, ARRANGING (MUSIC\_THRY / 3756)**

*Prerequisite:* Enrollment in a high school music performance group. Music Theory, Composition, and Arranging are designed to challenge the most advanced music students. Emphasis is on aural (ear training) for recognition of intervals, chord structures and progressions. Students will learn to use composition as a tool for composing, transposing, and transcribing music.

**VOCAL ENSEMBLE I (VOCAL\_ENSEMBL\_I / 3766) Elizabethan Chamber Singers-EFHS; Madrigals-FSHS**

*Prerequisite: Auditions are held in the spring for any 9th, 10th or 11th grade student* This group performs music of the Renaissance period as well as chamber and classical pieces. Full period costumes as well as after school rehearsals and performances are required. The group performs frequently and competes annually.

**Noteables-NMHS:** *Prerequisite: Auditions held in the spring for any 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grade student* This is a performing concert and show choir consisting of sopranos, altos, tenors, basses and instrumentalists. The group performs an average of thirty concerts per year. A variety of music is taught ranging from classical to jazz vocal styling. Students must execute dances ranging from lyrical to jazz and tap. Students will be required to attend after school rehearsals and one week of summer camp, and participate in scheduled competitions. This group competes two – four times per year. Dedication, fundraising and afterschool rehearsals are required.

**VOCAL ENSEMBLE II (VOCAL\_ENSEMBL\_II / 3767) Elizabethan Chamber Singers-EFHS; Madrigals-FSHS**

*Prerequisite: Auditions are held in the spring for any 9th, 10th or 11th grade student* This group performs music of the Renaissance period as well as chamber and classical pieces. Full period costumes as well as after school rehearsals and performances are required. The group performs frequently and competes annually.

**Noteables-NMHS:** *Prerequisite: Auditions held in the spring for any 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grade student* This is a performing concert and show choir consisting of sopranos, altos, tenors, basses and instrumentalists. The group performs an average of thirty concerts per year. A variety of music is taught ranging from classical to jazz vocal styling. Students must execute dances ranging from lyrical to jazz and tap. Students will be required to attend after school rehearsals and one week of summer camp, and participate in scheduled competitions. This group competes two – four times per year. Dedication, fundraising and afterschool rehearsals are required.

**VOCAL ENSEMBLE III (VOCAL\_ENSEMBL\_III / 3768) Elizabethan Chamber Singers-EFHS; Madrigals-FSHS**

*Prerequisite: Auditions are held in the spring for any 9th, 10th or 11th grade student* This group performs music of the Renaissance period as well as chamber and classical pieces. Full period costumes as well as after school rehearsals and performances are required. The group performs frequently and competes annually.

**Noteables-NMHS:** *Prerequisite: Auditions held in the spring for any 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grade student* This is a performing concert and show choir consisting of sopranos, altos, tenors, basses and instrumentalists. The group performs an average of thirty concerts per year. A variety of music is taught ranging from classical to jazz vocal styling. Students must execute dances ranging from lyrical to jazz and tap. Students will be required to attend after school rehearsals and one week of summer camp, and participate in scheduled competitions.

**VOCAL ENSEMBLE IV (VOCAL\_ENSEMBL\_IV / 3769) Noteables-NMHS**

*Prerequisite: Auditions held in the spring for any 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grade student* This is a performing concert and show choir consisting of sopranos, altos, tenors, basses and instrumentalists. The group performs an average of thirty concerts per year. A variety of music is taught ranging from classical to jazz vocal styling. Students must execute dances ranging from lyrical to jazz and tap. Students will be required to attend after school rehearsals and one week of summer camp, and participate in scheduled competitions.

**WOMEN'S CHORUS I (WOMEN\_CH\_I / 3736)**

*Prerequisite: Auditions will be held in the spring for any 9th, 10th or 11th grade girl* This women's ensemble will perform music ranging from classical to pop music. This class is open to women who are interested in and enjoy singing harmony (three & four parts) and music written for women's voices. The class also approaches vocal technique for the female singer to produce a quality sound. After school rehearsals and public performances are required. (My Fair Ladies-EFHS; Women's Chorus-FSHS)

**WOMEN'S CHORUS II (WOMEN\_CH\_II / 3737)** *Prerequisite: Auditions will be held in the spring for any 9th, 10th or 11th grade girl* This women's ensemble will perform music ranging from classical to pop music. This class is open to women who are interested in and enjoy singing harmony (three & four parts) and music written for women's voices. The class also approaches vocal technique for the female singer to produce a quality sound. After school rehearsals and public performances are required. (My Fair Ladies-EFHS; Women's Chorus-FSHS)

**WOMEN'S CHORUS III (WOMEN\_CH\_III / 3738)** *Prerequisite: Auditions will be held in the spring for any 9th, 10th or 11th grade girl* This women's ensemble will perform music ranging from classical to pop music. This class is open to women who are interested in and enjoy singing harmony (three & four parts) and music written for women's voices. The class also approaches vocal technique for the female singer to produce a quality sound. After school rehearsals and public performances are required. (My Fair Ladies-EFHS; Women's Chorus-FSHS)

**MEN'S CHORUS I (MENS\_CH\_I / 3739)**

*Prerequisite: Teacher permission/audition is required for admittance to this course* In this course, music written for the male chorus will be studied, rehearsed and performed. Through literature representing popular and classical style, the student will develop vocal technique and performance skills. After school rehearsals and public performances are required. (Men's Chorus-FSHS)

**MEN'S CHORUS II (MENS\_CH\_II / 3740)**

*Prerequisite: Teacher permission/audition is required for admittance to this course* In this course, music written for the male chorus will be studied, rehearsed and performed. Through literature representing popular and classical style, the student will develop vocal technique and performance skills. After school rehearsals and public performances are required. (Men's Chorus-FSHS)

**MEN'S CHORUS III (MENS\_CH\_III / 3770)**

*Prerequisite: Teacher permission/audition is required for admittance to this course* In this course, music written for the male chorus will be studied, rehearsed and performed. Through literature representing popular and classical style, the student will develop vocal technique and performance skills. After school rehearsals and public performances are required. (Men's Chorus-FSHS)

**BAND I (BAND\_I / 3611)**

*Prerequisite: Middle School/Junior High instruction or permission/audition by the band director.* This course is a co-curricular performance group which utilizes both daily class time and some after school rehearsals. Students will be required to attend summer rehearsals and band camp. Students will develop mastery in the concepts, techniques and repertoire of both marching and concert ensembles.

**BAND II (BAND\_II / 3612)**

*Prerequisite: Band I or permission/audition by the band director.* Students will continue to develop mastery in the concepts, techniques, and repertoire of both marching and concert ensembles. Students will be required to attend summer rehearsals and band camp as well as after school rehearsals.

**BAND III (BAND\_III / 3613)**

*Prerequisite: Band II or permission/audition by the band director.* Students will continue to develop mastery in the concepts, techniques, and repertoire of both marching and concert ensembles. Students will be required to attend summer rehearsals and band camp as well as after school rehearsals.

**BAND IV (BAND IV / 3614)**

*Prerequisite: Band III or permission/audition by the*

*band director.* Students will continue to develop mastery in the concepts, techniques, and repertoire of both marching and concert ensembles. Students will be required to attend summer rehearsals and band camp as well as after school rehearsals.

**\*GUITAR I (SEMESTER) (GUITAR / 3726)**

Two levels (from beginner to advanced) are available to develop the student's guitar playing skills. Beginning music theory is taught. The course requires a notebook, textbook work and various playing assignments. The number of guitars available will determine maximum enrollment.

**\*GUITAR II (SEMESTER) (GUITAR\_II / 3727)**

*Prerequisite: C average in Guitar I.* Students will continue to develop guitar playing skills to a more advanced level. Music theory will continue to be emphasized. The course requires a notebook, textbook work and various playing assignments. The number of guitars available will determine maximum enrollment.

**\*INSTRUMENTAL ENSEMBLE I / JAZZ (INSTR\_ENSEMBL / 3741)**

Students will be exposed to the concepts, techniques and repertoire of jazz ensemble. Emphasis will be placed on the development of the standard ensemble rudiments as well as various concepts, techniques and repertoire specific to the ensemble. Students will perform advanced jazz ensemble music and learn how to improvise. After school/summer rehearsals and public performances are required. Students are selected for Jazz Ensemble through auditions by the band director.

**\*INSTRUMENTAL ENSEMBLE II / JAZZ (INSTR\_ENSEMBL / 3742)**

Students will continue to be exposed to the concepts, techniques and repertoire of jazz ensemble. Emphasis will be placed on the development of the standard ensemble rudiments as well as various concepts, techniques and repertoire specific to the ensemble. Students will perform advanced jazz ensemble music and learn how to improvise. After school/summer rehearsals and public performances are required. Students are selected for Jazz Ensemble through auditions by the band director.

**\*INSTRUMENTAL ENSEMBLE III / JAZZ (INSTR\_ENSEMBL / 3743)**

Students will continue to be exposed to the concepts, techniques and repertoire of jazz ensemble. Emphasis will be placed on the development of the standard ensemble rudiments as well as various concepts, techniques and repertoire specific to the ensemble. Students will perform advanced jazz ensemble music and learn how to improvise. After school/summer rehearsals and public performances are required. Students are selected for Jazz Ensemble through auditions by the band director.

**\*INSTRUMENTAL ENSEMBLE I / PERCUSSION (INSTR\_ENSEMBL / 3731)**

Students will be exposed to the concepts, techniques and repertoire of both marching and concert ensembles. Emphasis will be placed on the development of the standard percussion rudiments as well as various concepts, techniques and repertoire specific to the percussion ensemble. These students perform separate percussion ensemble music and also perform with the marching/concert band. After school/summer rehearsals and public performances are required.

**\*INSTRUMENTAL ENSEMBLE II / PERCUSSION (INSTR\_ENSEMBL / 3732)**

Students will continue to be exposed to the concepts, techniques and repertoire of both marching and concert ensembles. Emphasis will be placed on the development of the standard percussion rudiments as well as various concepts, techniques and repertoire specific to the percussion ensemble. These students perform separate percussion ensemble music and also perform with the marching/concert band. After school/summer rehearsals and public performances are required.

**\*INSTRUMENTAL ENSEMBLE III / PERCUSSION (INSTR\_ENSEMBL / 3733)**

Students will continue to be exposed to the concepts, techniques and repertoire of both marching and concert ensembles. Emphasis will be placed on the development of the standard percussion rudiments as well as various concepts, techniques and repertoire specific to the percussion ensemble. These students perform separate percussion ensemble music and also perform with the marching/concert band. After school/summer rehearsals and public performances are required.

**\*PIANO I (PIANO\_I / 3681)**

The student will use correct wrist, hand, and body positions in playing major scales, block, and broken chord patterns, cadences using the I, IV, V7 chords, and simple pieces in major keys. They will accompany simple melodies with block chord accompaniment. Sight-reading in treble and bass clefs is practiced and evaluation skills are developed.

**\*PIANO II (PIANO\_II / 3682)**

*Prerequisite: Level I Piano.* Students refine playing technique, practice major scales and cadence. They compose a melody with accompaniment. Music reading and evaluation skills are expanded. The various roles of keyboard musicians are examined.

**\*PIANO III (PIANO\_III / 3683)**

*Prerequisite: Level II Piano.* Students at this intermediate level refine playing, sight-reading, and ensemble skills. They explore accompaniments and composition in major and minor keys. They refine evaluation skills.

## WORLD LANGUAGES

**FRENCH I (FRENCH\_I / 5621)**

Grades 9-12 *Prerequisite: Completion of French I.* This class will introduce students to French through listening, reading and speaking. Listening, speaking, reading and writing skills are developed with an additional emphasis on cultural. This course increases the student's skills in speaking, writing, listening comprehensions. Students understanding and career opportunities.

**FRENCH II (FRENCH\_II / 5622)**

Grades 9-12 *Prerequisite: Successful completion of French 1.* Listening, speaking, reading and writing skills from French I are reintroduced and developed further with the expansion of cultural understanding.

**FRENCH III (FRENCH\_III / 5623)**

Grades 10-12 *Prerequisite: Completion of French I, II with a minimum grade of C and /or teacher recommendation.* Students enhance French I and II skills through French literature and history development. (EFHS offers a Community Outreach Program with an extra .5 high school credit.)

**FRENCH IV DUAL CREDIT (FRENCH\_IV / 5624\_X)**

Grades 11-12; *Prerequisite: Completion of French I, II, and III with a minimum grade of a C and/or teacher recommendation; demonstrated mastery of College French 1101.* Students enhance French I, II, and III skills through added emphasis on French literature, various aspects of French culture, French history and using the French language as a primary means of communication. College credit will be earned through the Fairmont State Community and Technical College.

**AP FRENCH LANGUAGE (AP\_FRENCH / 5629\_A)**

Grades 11-12; *Prerequisite: Completion of French*

*I, II, and III with a minimum grade of a C and/or teacher recommendation.* AP French Language is designed to provide students with a learning experience equivalent to that of a college course in French Composition and Conversation at the third-year college level. The course requires students to have a good command of French grammar and vocabulary and have competence in listening, reading, speaking and writing. Students are required to take the College Board AP exam for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) and take the exam in order to receive the weighted grade.

**SPANISH I (SPANISH\_I / 5661)**

Grades 9-12 *Prerequisite: Desire for language study.* This class develops the student's ability to speak, understand, read, and write in Spanish at a basic level in familiar situations. It also integrates history, geography, literature, customs, and other aspects of culture within major Hispanic and Spanish communities across the globe.

**SPANISH II (SPANISH\_II / 5662)**

Grade 9-12 *Prerequisite: Spanish I and a desire to commit to language study.* It continues the mastery of the language through more advanced grammar and with more emphasis on reading and writing. Spanish is spoken more extensively in the classroom. Development of style and fluency and increased comprehension are to be achieved through contemporary materials such as newspaper, magazines, and technology.

**SPANISH III (SPANISH\_III / 5663)**

Grades 10-12 *Prerequisite: Spanish I, II, and teacher recommendation.* It develops further skills in Spanish and offer adventures into literature, both modern and classical authors, to be competitive in required college course.

**SPANISH IV (SPANISH\_IV / 5664)**

Grade 11-12 *Prerequisite: Spanish I, II, III, and teacher recommendation.* This course increases the student's skills in speaking, writing, listening comprehensions. Students will engage in independent work concentrating on reading and writing and develop an appreciation of the literacy qualities of various genres.

**AP SPANISH LANGUAGE (AP\_SPANISH / 5669\_A)** Grade 11-12 *Prerequisite: Spanish I, II, III, and teacher recommendation.* AP Spanish Language is designed to provide students with a learning experience equivalent to that of a college course in Spanish Language at the third-year college level. The course integrates aural/oral, reading and composition skills; and includes an extensive study of advanced grammar. Students are required to take the College Board AP exam for this course in order to receive "AP" credit on their high school transcript. In addition to taking the exam, students must be enrolled in an AP course for both semesters (entire school year) and take the exam in order to receive the weighted grade.

**SPANISH I ELEMENTARY SPANISH (SPANISH\_1101 / 56631X)**

Elementary Spanish is a dual credit course designed for the student with little or no prior experience with Spanish and who have had two years or more of high school Spanish. This dual credit course class requires a Fairmont State University tuition fee for three hours of college credit.

**SPANISH II ELEMENTARY SPANISH (SPANISH\_1102 / 56632X)**

This dual credit course is a continuation of Spanish 1101 where students will expand their skills and knowledge of grammar, while reading, writing, speaking and building a broad vocabulary base. This dual credit course class requires a Fairmont State University tuition fee for three hours of college credit.

## HEALTH

### **HIGH SCHOOL HEALTH 9 – 12 (HEALTH\_HS / 6909)**

This program of study 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. Students examine personal health choices and the connection to the world of work and assumption of adult roles. Instruction continues to focus on prevention of all risk behaviors. Instruction also emphasizes limiting the negative consequences of high risk behavior and promotes values and norms that are age-appropriate and realistic.

### **\*SAFETY & FIRST AID (SEMESTER) (SFTY\_1ST\_AID / 6951)**

*Prerequisite: completion of High School Health.* This semester course covers the prevention, evaluation, management and treatment of emergency medical situations. Specialized instruction in first aid techniques, cardiopulmonary resuscitation (CPR training), relief of obstructed airways, and general safety procedures and behaviors is provided. Course topics may include an overview of community agencies and hotlines providing emergency care and information.

### **\*SPORTS MEDICINE ( SEMESTER) (SPORTS\_MED / 6942)**

*Prerequisite: completion of High School Health.* This semester course presents information that relates to the prevention, recognition, evaluation, treatment and rehabilitation of activity-related injuries. Students will develop an understanding of the nature of sports medicine which encompasses the physiological, biomedical, psychosocial, and pathological phenomenon associated with exercise and athletics.

## JOURNALISM

### **JOURNALISM I (JRNLISM / 4051)**

Grades 9-12; This course introduces the basics of various journalistic writing styles. Students will learn how to write for and produce student publications such as the newspaper and yearbook in this yearlong course. Journalism I is required for students wishing to advance to newspaper or yearbook. An A-B grade average is required in this course to serve on a publication staff.

### **YEARBOOK I (SCH\_YRBOOK / 4071\_1)**

Grades 10-12 *Prerequisite: Journalism I with at least a B average and adviser's consent.* In this two-semester course students will interview, write, photograph and design yearbook. Students will coordinate all fund-raising and sell business ads to pay for the student-produced publication.

### **YEARBOOK II (SCH\_YRBOOK\_II / 4071\_2)**

Grades 10-12 *Prerequisite: Journalism I with at least a B average and adviser's consent.* In this two-semester course students will interview, write, photograph, and design yearbook. Students will coordinate all fund-raising and sell business ads to pay for the student-produced publication.

### **YEARBOOK III (SCH\_YRBOOK\_III / 4071\_3)**

Grades 10-12 *Prerequisite: Journalism I with at least a B average and adviser's consent.* In this two-semester course students will interview, write, photograph, and design yearbook. Students will coordinate all fund-raising and sell business ads to pay for the student-produced publication.

### **YEARBOOK IV (SCH\_YRBOOK\_IV / 4071\_4)**

Grades 10-12 *Prerequisite: Journalism I with at least a B average and adviser's consent.* In this two-semester course students will interview, write, photograph, and design yearbook. Students will coordinate all fund-raising and sell business ads to pay for the student-produced publication.

**NEWSPAPER (SCH\_NWSPAPR / 4066)**

Grades 10-12; *Prerequisite: Journalism I with at least a B average and adviser's consent.*

Students will interview, write, design, and distribute the school newspaper monthly. Additionally, students will prepare stories for the internal and external news publications.

**\*ADVANCED COMMUNICATIONS (SEMESTER) (ADV\_COMMUN / 4521)**

Grades 9-12; This course introduces the basics of various journalistic writing styles. Students will become familiar with organization of broadcast news stories and understand how to write news copy. This course is required for advancement to broadcasting and should be taken in conjunction with the broadcasting class.

**\*PHOTO JOURNALISM (SEMESTER) (JRNLSM\_PHOTO / 4056)**

This class teaches the content and design of photography as it relates to page layout and journalistic publications.

**\*PUBLIC COMMUNICATIONS I (4108 / CMPSTN\_UP)**

Grades 10-12; *Prerequisite: Instructor recommendation and successful completion of one or more of the following: English, Creative Writing or Journalism I or II.* Students will work in a classroom situation. Their duties will include: being correspondents for local newspapers, and assisting with the production of the school newsletters.

**\*PUBLIC COMMUNICATIONS II (CMPSTN\_UP\_II / 4109)**

Grades 10-12; *Prerequisite: Instructor recommendation and successful completion of one or more of the following: English, Creative Writing or Journalism I or II.* Students will work in a classroom situation. Their duties will include: being correspondents for local newspapers, and assisting with the production of the school newsletters.

**\*PUBLIC COMMUNICATIONS III (CMPSTN\_UP\_III / 4110)**

Grades 10-12; *Prerequisite: Instructor recommendation and successful completion of one or more of the following: English, Creative Writing or Journalism I or II.* Students will work in a classroom situation. Their duties will include: being correspondents for local newspapers, and assisting with the production of the school newsletters.

**\*JOURNALISM-DESKTOP PUBLISHING (ENG\_DSKTP\_PB / 4024)**

A beginning course which emphasizes the basic concepts of creating, printing, and publishing materials using computer software programs with an emphasis on graphic design. Principles of layout design will be emphasized.

## LIBRARY/MEDIA

**\*LIBRARY / MEDIA I (LIBRARY\_I / 5911)**

Grades 10-12; *Prerequisite: Librarian's approval* The Library/Media skills class is an extension of the K-12 sequence program. It is designed to assist students in refining library and information skills necessary for a successful high school experience and also to prepare them for using college/university libraries. This program is designed to offer students a wide variety of library and media experiences. Research and reporting skills, organizational skills, and the use of computers and audio-visual equipment will form a major part of the program. Students will be responsible for assisting in the school media centers. Class size is limited to four per period.

**\*LIBRARY / MEDIA II (LIBRARY\_II / 5912)**

Grades 11-12; *Prerequisite: Library/Media I and teacher consent.* Deals with advanced library research skills and resources and will include special individualized projects. Students will assist the librarian in delivery of library/media services. Class size is limited to four per period.

**\*LIBRARY / MEDIA III (LIBRARY\_III / 5913)**

Grade 12; prerequisite: Library Media I and II. The course is an extension of Library I and II with advanced library and English research skills. Class size is limited to four per period.

## **PHYSICAL EDUCATION**

**PHYSICAL EDUCATION (PHYS\_ED\_HS / 6609)** Grades 9-12; Physical education focuses on fitness, offers diverse movement forms, and emphasizes lifetime physical activity. The Fitnessgram is required by the state and administered to all students.

**\*FITNESS / CONDITIONING I (FITNESS/COND\_I / 6709)**

Grades 9-12; *Prerequisite: Successful completion of the required Physical Education class.* These courses involve extensive strength training, plyometric exercises, cardiovascular activities, and flexibility.

**\*FITNESS / CONDITIONING II (FITNESS/COND\_II / 6710)**

Grades 9-12; *Prerequisite: Successful completion of the required Physical Education class.* These courses involve extensive strength training, plyometric exercises, cardiovascular activities, and flexibility.

**\*ADVANCED PHYSICAL EDUCATION / TEAM SPORTS (TEAM\_SPORT / 6757)**

Grades 10-12; Prerequisite: Successful completion of the required Physical Education class. *Program of study focuses on advanced skills in individual, team, and lifetime sports, cardiovascular training and conditioning.*

## **SPEECH**

**SPEECH /COMMUNICATION IN THE WORKPLACE (SEMESTER) (SPCH/ORL\_COM / 4076)**

Grades 9-12; This one semester course is designed to enhance the student's ability to present information in front of a group.

**SPEECH I / ORAL COMMUNICATIONS (SEMESTER OR FULL YEAR) (PUBLIC\_SPEAK / 4164)**

Grades 9-12; Oral communication is fundamental to all other learning. By actively participating in a variety of speaking activities, students will gain confidence and skills to deal with communication apprehensions. Effective oral communication provides readiness in the workplace and/or post-secondary education. This course may be taken for one or two semester.

## **MISCELLANEOUS**

### **CREDIT AND NON-CREDIT COURSES**

**IMPORTANT:** If you choose to be a Teacher's Aide or to enroll in other non-credit courses, your GPA may be affected and your rank in class lowered.

**\*ACT Prep (TEST\_STRAT / 7661)**

*Prerequisites: A grade of C or above in core classes.*

The ACT Prep course is a semester course designed to assist students in grades 10, 11, and 12 in preparing to take the ACT Test. This course will provide an overview of the test, practical test taking strategies, and an opportunity to complete a simulated full-length ACT Test.

**\*CAMPUS-BASED COLLEGE COURSES (COLLEGE\_CRSE / 7672\_X)**

*Prerequisites: Admission to higher education institution.* Fairmont State University offers a variety of introductory courses that students may enroll at the campus site. Students must be seniors with a 3.0 GPA to be considered for admission by FSU. All costs associated with tuition, laboratory fees, and/or books are the responsibility of the student.

**\*COUNSELOR'S AIDE (TEACHER\_AIDE / 7827)**

*Prerequisites: Counselor recommendation.* Students assist the school's counseling staff with routine office tasks. No credit is awarded for this course.

**\*COMMUNITY SERVICE SKILLS I (First Year) (COMM\_SER\_II / 76061)**

*Prerequisite: Teacher Consent* Community Service class involves the use of critical thinking skills, concrete experiences, and manipulatives to better enable students to become independent problem solvers. Students assist the school administration, staff, and community organizations with service projects.

**\*COMMUNITY SERVICE SKILLS II (Second Year) (COMM\_SER\_III / 76062)**

*Prerequisite: Teacher Consent* Community Service class involves the use of critical thinking skills, concrete experiences, and manipulatives to better enable students to become independent problem solvers. Students assist the school administration, staff, and community organizations with service projects.

**\*COMMUNITY SERVICE SKILLS III (Third Year) (COMM\_SER\_I / 76063)**

*Prerequisite: Teacher Consent* Community Service class involves the use of critical thinking skills, concrete experiences, and manipulatives to better enable students to become independent problem solvers. Students assist the school administration, staff, and community organizations with service projects.

**\*RESEARCH AND WRITING IN TODAY'S WORLD (RES\_WRITE / 4102)**

*Note: This elective English course is only available at the Barnes Learning Center.* A year-long research and writing course intended to help students follow, understand, and analyze current issues, as well as to enhance their understanding of self, society, and the environment. The course will challenge students to improve their reading, writing, thinking, and listening skills. Students are expected to weigh and discuss current issues engaging in a wide variety of research and technology-based activities.

**GLOBALORIA (GLOBALORIA\_1 / 7692)**

Students exercise 21st Century Learning Skills to create an educational computer game using Adobe Flash software. Students will hone skills in collaboration, problem solving, and professional conduct within social networks, blogging, research, and presentations through video and teleconferencing, and computer coding. Students will interact with other Globaloria schools and staff and will present their games to Globaloria professionals (located in Brooklyn, NY) via computer conferencing.

**\*MAIN OFFICE AIDE (OFFICE\_ASST / 7815)**

*Prerequisites: Principal recommendation.* Students assist the school administration and secretarial staff with routine office tasks. No credit is awarded for this course.

**PEER MEDIATION / CONFLICT MANAGEMENT (CONFLICT\_MAN / 7865)**

*Prerequisite: RESA training.* Students assist other student in dealing with personal conflicts.

**\*PEER TUTORING (TUTOR / 7831)**

*Prerequisites: Per application.* Peer tutoring is designed to help students develop civic awareness, a sense of responsibility, leadership skills and compassion for one's peers. Students provide tutorial, clerical and peer support services in Peer Tutoring. Logs of all work accomplished are maintained. Assigned projects include a research paper on a special education topic approved by the instructor and the critiquing of five current articles on special education issues.

**\*CREDIT RECOVERY (CREDIT\_REC / 7677)**

This course provides the opportunity for students to recover credit for failed high schools core courses. Researched-based credit recovery programs require students to successfully demonstrate mastery of content rather than repeat an entire course.

**\*FAST FORWARD (FAST\_FORWARD / 4840)** This course is a technology based, self-paced program designed to improve student reading comprehension and fluency.

**\*SKILLS IMPROVEMENT LANGUAGE (ENG\_LNG\_R / 4127)**

*Prerequisites: Partial Mastery or Novice proficiency on WESTEST in Reading/Language Arts.* Course provides reinforcement for students needing assistance with language arts skills and concepts.

**\*SKILLS IMPROVEMENT MATH (ASST\_MATH / 3107)**

*Prerequisites: Partial Mastery or Novice proficiency on WESTEST in Mathematics.* Course provides reinforcement for students needing assistance with math skills and concepts.

**\*SKILLS IMPROVEMENT READING (ASST\_READING / 4831)**

*Prerequisites: Partial Mastery or Novice proficiency on WESTEST in Reading/Language Arts.* Course provides reinforcement for students needing assistance with reading skills and concepts.

**COLLEGE 101 (COLLEGE\_101 / 7676)**

A college orientation course designed to develop confidence and improve chances of student success and retention. It will provide students with active participation in the assessment and development of abilities in line with college expectations in including an orientation to college services and activities, learning and test taking skills, using traditional and electronic resources, problem solving, people skills, self-management skills, and career/life planning strategies.

**\*SOCIALIZATION SKILLS (CONFLICT\_MAN / 7865)**

*Prerequisites: Counselor and teacher recommendation.* Students must qualify through testing for this course. Socialization Skills is designed to help students develop the strategies needed to act more appropriately with his/her fellow students and to better handle stress and conflict in positive ways.

**\*STUDY SKILL / TEST TAKING (TEST\_SKILLS / 4833)**

Recommended for all 9<sup>th</sup> grade students scoring just at mastery level or below mastery level on the WESTEST. This course offers students enrichment skills in study strategies / techniques, time management, and test taking techniques in order to learn effective study skills to perform more efficiently and effectively in the school setting. These skills are the essential and create the basis for the future of successful learning modalities and strategies throughout high school and further educational endeavors. This course is also available to any student interested in learning and implementing effective study skills.

**\*THE BIBLE AS HISTORY & LITERATURE (BIBLICAL\_HIS / 4611)**

This is a study of the Bible as a historical document and literary work. As well as reviewing its contents and structure, this course also addresses the effect of Hebrew culture on its development and the Bible's historical impact on the development of present day culture and literature.

**\*TEACHER'S AIDE (TEACHER\_AIDE / 7827)**

*Prerequisites: Teacher and principal recommendation.* Students assist with routine classroom tasks as assigned by teacher. No credit is awarded for this course.

## **CTE: Business Management and Administration Cluster**

### **Accounting Principles I (ACCT PRIN I / 1401)**

*Grades 9-12.* This course is designed to develop student understanding and skills in such areas as the basic principles, concepts, and practices of the accounting cycle. Journalizing, posting, and analyzing of financial statements as well as banking and payroll procedures are included. The importance of ethics and confidentiality, as well as, an introduction to careers and types of business ownership are incorporated. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Personal Finance (PRSN FINANCE / 1451)**

*Grades 11-12.* This course is designed to develop student understanding and skills in a multi-disciplinary approach to personal financial management. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Business Computer Applications I (BUS CMPTR I / 1411)**

*Grades 9-12.* This course is designed to develop student understanding and skills in such areas as applying integrated software to business applications, word processing, spreadsheets, presentations, database applications, Internet, and/or personal information programs. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Business and Marketing Essentials (BE-INTR B&M / 1439)**

*Grades 9-12.* This course is designed to develop student understanding and skills in such areas as business law, communication skills, customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Students acquire knowledge of fundamental business activities and factors affecting business, develop verbal and written communication skills, use information literacy skills, utilize job-seeking strategies, and participate in career planning. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Office Management (OFFICE MNGMT / 1449)**

*Grades 10-12.* This course is designed to develop student understanding and skills in such areas as personal development and employability skills, managing records, processing mail, communication duties, keeping financial records, applying computing, accounting, and data skills, processing business correspondence,

operating office equipment, using management skills, and completing office support activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Cooperative Office Education (COOP OFF ED / 1425)**

*Grade 12.* This area of study is designed to provide on-the-job training for students that contributes to the over-all-instructional program. The instruction, through written agreement between school, student, and employers, is a combination of study in school with employment in the appropriate field. The related classroom instruction and on-the-job experiences are planned and supervised by employers and teacher coordinators to complete the student's education as to his/her career objective. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction related to business occupations. Students are encouraged to become active members of the student organizations, FBLA or DECA. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

## **CTE: Marketing Cluster**

### **Digital Imaging/Multimedia I (DGTL IMG-MLT / 1431)**

*Grades 9-12.* This course is designed to develop student knowledge and skills in such areas as producing images, operating a digital camera, using imaging software, using drawing software, creating simple animations, and manipulating video images. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Web Page Publishing (WEBPGE PBLSH / 1455)**

*Grades 9-12.* This course is designed to develop student understanding and skills in such areas as Web page design including using Web page development software, creating page layouts, adding images and frames, creating elements and components, creating tables, managing files, publishing to 19 the Internet, creating hyperlinks, organizing tasks, and using codes (markup languages). Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Desktop Publishing (BE-DSKTP PB / 1429)**

*Grades 9-12.* This course is designed to develop student understanding and skills in such areas as journalistic principles in design and layout of print and Web publications including integration of text and graphics and use of sophisticated hardware and software to develop and create quality materials for business-related tasks. Students will analyze the information and the audience and combine appropriate text, graphics, and design to communicate the desired message effectively. Planning and design principles are used to analyze and organize information, set up a design structure, and to select or create appropriate visuals. Instructional

strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical thinking activities, simulations and project-based learning activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

**Career and Work Skills Training I (CARR WRK SKILL II / 0511)**

Grades 11-12. This course is designed as the first course to develop student understanding and skills essential for job success. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. EFHS Only.

**Career and Work Skills Training II (CARR WRK SKILL II / 0512)**

*Grade 12.* This course is designed as the second course to develop student understanding and skills that are essential for job success. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. EFHS Only.

**CWST Work Experience I (CWST WRK EXP I / 0513)**

*Grades 11-12.* This course is designed as the first course to develop student understanding and skills using on-the-job training that contributes to the over-all instructional program. The instruction, through written agreement between school and employers, is a combination of study in school with employment in the appropriate field. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. EFHS Only.

**CWST Work Experience II (CWST WRK EXP II / 0514)**

*Grade 12.* This course is designed as the second course to develop student understanding and skills using on-the-job training that contributes to the over-all instructional program. The instruction, through written agreement between school and employers, is a combination of study in school with employment in the appropriate field. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are

responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. EFHS Only.

### **Marketing Principles (MRK\_PRIN / 0422)**

Grades 9-12. This course is designed to develop student understanding and skills in such areas as channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Through the use of three projects, students acquire an understanding and appreciation of marketing activities. Current technology will be used to acquire information and to complete the projects. Formal reflection is an on-going component of the course. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. MCTC only.

### **Marketing Applications (MRK-APP / 0425)**

Grades 9-12. This course is designed to develop student understanding and skills in such areas as the various marketing functions. Students coordinate channel management with other marketing activities, discuss the nature of marketing plans, generate product ideas, coordinate activities in the promotional mix, and demonstrate specialized sales processes and techniques. Economic and financial concepts are also stressed throughout the course. Current technology will be used to acquire information and to complete the projects. Formal reflection is an on-going component of the course along with four projects. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. MCTC only.

**Select One Course to Complete Concentration:** Grades 10-12.

### **Fashion (A)**

#### **Fashion Marketing (0407)**

This course is designed to develop student understanding and skills in such areas as the fashion marketing industry. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. MCTC only.

### **Sports, Entertainment and Recreation (B)**

#### **Sports, Entertainment and Recreation Marketing (SPRT\_REL\_MKT / 0434)**

This course is designed to develop student understanding and skills in such areas as the field of sports, entertainment, and/or recreational marketing. The function of sports marketing is to determine the interests of the consumer and plan a product or service that the spectator will buy. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. MCTC only.

### **Hospitality and Tourism (C)**

#### **Hospitality and Tourism Marketing (HOSP\_TOUR\_MKT / 0437)**

This course is designed to develop student understanding and skills in such areas as the hotel, restaurant, or travel and tourism industry. Students discover industry trends and career opportunities that abound in the following industries: lodging, food and beverage, airline, cruise line, travel agencies, event planners, and recreation. This course allows students to be actively engaged in learning how to create successful promotional mix strategies: advertising, publicity, sales promotion, and personal selling. If available, students engage in learning new software: Microsoft Publisher and Windows Movie Maker. Students utilize problem-solving

techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. MCTC only.

### **Real Estate (D)**

#### **Real Estate Marketing (REAL\_EST\_MKT / 0441)**

This course is designed to develop student understanding and skills in such areas as the usage of land, land description, ownership, contracts, deeds, mortgages, title search and closes, liens, financing sources, appraisal process, investments in real estate, and the sales and marketing process. Students will broach real estate marketing and sales through ethics, human, employee, and customer relations, use of product knowledge, and use of advertising and the media. Exposure to real estate terminology, forms, and contracts is an integral part. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. MCTC only.

#### **Marketing Work Experience/Internship (MRK\_WRK\_EXP / 0428)**

Grade 12 only. This course is designed to develop student understanding and skills in such areas as the elements of introductory employment knowledge and skills necessary for a career in the business and marketing field. This course is recommended as an **Elective** in the Marketing Management concentration. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. MCTC only.

## **CTE: Engineering/Technical Cluster**

### **Fundamentals of Collision Repair (COL\_FUNDMTL / 1671)**

*Grades 11-12.* This course introduces the student to the knowledge base and technical skills as they relate to the field of Collision Repair Technology. In the Fundamentals of Collision Repair Technology class areas of study include career opportunities and practices, integrated academics, knowledge of tools and equipment, panel straightening techniques, and introduction to vehicle preparation. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. First Year Course, MCTC Only.

### **Non-Structural Analysis and Damage Repair (COL-NONSTRCT / 1675)**

*Grade 12.* Non-Structural Analysis and Damage Repair will continue to build student skill sets in non-structural analysis and repair of metal and composite parts. Students will utilize integrated academics, problem-solving techniques, and manipulative skills while completing lab activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Second Year Course, MCTC Only.

**Structural Analysis and Damage Repair (COL-STRCT / 1677)**

*Grade 12.* Structural Analysis and Damage Repair will continue to build student skill sets in frame and unibody type vehicles using welding techniques, measuring equipment, and frame machines. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Second Year Course, MCTC Only.

**Surface Preparation and Refinishing (COL-SURFACE / 1679)**

*Grades 11-12.* Surface Preparation and Refinishing will continue to build student skill sets in preparing a surface for refinishing; inspect, clean and operate spraying equipment; detail a vehicle; and diagnose finish defects. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. First Year Course, MCTC Only.

**Architectural Drafting (CMPDRFT-ARCH / 1721)**

*Grades 11-12.* This course introduces students to the specialization of architectural drawing and design. Areas of study include architectural styles, floor plans, dimensioning and annotation, site and foundation plans, elevations and section layouts, and residential utilities. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Prerequisite: Drafting techniques and Fundamentals of Drafting. MCTC Only.

**Mechanical Drafting (CMPDRFT-MECH / 1725)**

*Grades 11-12.* This course introduces the student to the knowledge base and technical skills necessary for mechanical drafting. Areas of study include advanced dimensioning techniques, assembly drawings, threads and fasteners, gears and cams, welding, and basic solid modeling. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Prerequisite: Drafting techniques and Fundamentals of Drafting. MCTC Only.

**Drafting Techniques (CMPDRFT-TCHQ / 1727)**

*Grades 10-12.* This course introduces the student to techniques used in advanced orthographic projection. Areas of study include sectioning, pictorial views, auxiliary views, patterns and developments, dimensioning, advanced 2D CAD techniques, and basic 3D modeling in CAD. Students will demonstrate knowledge and technical expertise in various fundamental drafting techniques. Students utilize problem-solving techniques and

participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Prerequisites: Fundamentals of Drafting. MCTC Only.

### **Fundamentals of Drafting (CMPDRFT-FUND / 1729)**

*Grades 9-12.* This course introduces the student to the knowledge base and technical skills for all courses in the Drafting concentration. Areas of study include tools and equipment, measurement, basic drafting techniques, freehand technical sketching, orthographic projection, dimensioning, basic computer skills, and drawing techniques. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. EFHS only.

### **Electrical Trades I (ELEC-TECH I / 1756)**

*Grades 11-12.* This course introduces the student to the knowledge base and technical skills of the Electrical Trades industry. Electrical Trades I begins with the NCCER Core curriculum which is a prerequisite to all Level I completions. The students will complete modules in Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and Introduction to Materials Handling. Students will then begin developing skill sets related to the fundamentals of Electricity such as Orientation to the Electrical Trade; and Electrical Safety. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. First Year Course, MCTC Only.

### **Electrical Trades II (ELEC-TECH II / 1757)**

*Grades 11-12.* Electrical Trades II will continue to build student skill sets in areas such as Introduction to Electrical Circuits; Electrical Theory; Introduction to the *National Electrical Code*®; Device Boxes; Hand Bending; Raceways and Fittings; Conductors and Cables; Basic Electrical Construction Drawings; Residential Electrical Services; and Electrical Test Equipment. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. First Year Course, MCTC Only.

### **Electrical Trades III (ELEC-TECH III / 1758)**

*Grade 12.* Electrical Trades III will continue to build student skill sets in areas of Alternating Current; Motors: Theory and Application; Electric Lighting; and Conduit Bending. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active

members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Second Year Course, MCTC Only.

#### **Electrical Trades IV (ELEC-TECH IV / 1759)**

*Grades 11-12.* Electrical Trades IV will continue to build student skill sets in areas of Pull and Junction Boxes; Conductor Installations; Cable Tray; Conductor Terminations and Splices; Grounding and Bonding; Circuit Breakers and Fuses; and Control Systems and Fundamental Concepts. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. First Year Course, MCTC Only.

#### **Rotating Devices and Control Circuitry (ELEC-ROTAT-CTRL / 1771)**

*Grade 12.* This course introduces the student to the knowledge base and technical skills for concepts in the Rotating Devices and Control Circuitry. Areas of study include safe work habits, control circuitry blueprints, schematics, pictorial diagrams, pilot devices, motor controls, relays and starters, AC and DC motors, and participating in student organizations. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts, and teachers should provide each student with real world learning opportunities and instruction related to course concepts. Students are encouraged to become active members of SkillsUSA for additional co-curricular opportunities that enhance student achievement, develop student leadership, and support experiential learning. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Second Year Course, MCTC Only.

#### **Carpentry I (CARPENTRY I / 1842)**

*Grades 10-12.* This course introduces the student to the knowledge base and technical skills of the carpentry industry. Carpentry I begins with the NCCER Core curriculum which is a prerequisite to all Level I completions. The students will complete modules in Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and Introduction to Materials Handling. Students will then begin developing skill sets related to the fundamentals of Carpentry such as Orientation to the Trade; Building Materials, Fasteners, and Adhesives; and Hand and Power Tools. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. First Year Course, MCTC Only.

#### **Carpentry II (CARPENTRY II / 1843)**

*Grades 10-12.* Carpentry II will continue to build student skill sets in areas such as Reading Plans and Elevations; Floor Systems, Wall and Ceiling Framing; Roof Framing; Introduction to Concrete, Reinforcing Materials, and Forms; Windows and Exterior Doors; Basic Stair Layout. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to

become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. First Year Course, MCTC Only.

### **Carpentry III (CARPENTRY III / 1844)**

*Grades 11-12.* Carpentry III will continue to build student skill sets in areas of Commercial Drawings; Roofing Applications; Thermal and Moisture Protection; and Exterior Finishing. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Second Year Course, MCTC Only.

### **Carpentry IV (CARPENTRY IV / 1845)**

*Grades 11-12.* Carpentry IV will continue to build student skill sets in areas of Cold-Formed Steel Framing; Drywall Installation; Drywall Finishing; Doors and Door Hardware; Suspended Ceilings; Window, Door, Floor, and Ceiling Trim; Cabinet Installation; and Cabinet Fabrication. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Second Year Course, MCTC Only.

### **Fundamentals of Machine Tool Technology (MCHTL-FUND / 1903)**

*Grades 11-12.* This course introduces the student to the knowledge base and technical skills for all courses in the Machine Tool Technology concentration. Areas of study include career exploration, measuring skills and techniques, interpreting blueprints, basic hand tools, filing and grinding, basic band saw, basic drill press, basic metal lathe, and basic milling machine operations and procedures. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **Machine Tool Operations (MCHTL-MTO / 1907)**

*Grades 11-12.* This course introduces the student to the knowledge base and technical skills for concepts in Machine Tool Operations. Areas of study include grinding techniques, lathe operations, milling operations, and CNC machining. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship,

and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **Fundamentals of Welding Technology (WELD-FUND / 1985)**

*Grades 11-12.* This course introduces the student to the knowledge base and technical skills for all courses in Welding Technology. Areas of study include career opportunities in welding, welding terms and processes, oxyfuel cutting, lab, and equipment safety. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **Shielded Arc Welding (WELD-SHLD / 1993)**

*Grades 11-12.* This course introduces the student to the knowledge base and technical skills for concepts in Shielded Metal Arc Welding. Areas of study include the Shielded Metal Arc Welding processes. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **Thermal Cutting and Welding (WELD-THERMAL / 1995)**

*Grades 11-12.* This course introduces the student to the knowledge base and technical skills for concepts in the Thermal Cutting and Welding processes. Areas of study include oxy-fuel cutting, base metal preparation, oxy-fuel welding, brazing, machine cutting, plasma arc cutting, air carbon arc cutting, and gouging. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction related to welding occupations. Students are encouraged to become active members of SkillsUSA for additional co-curricular opportunities that enhance student achievement, develop student leadership, and support experimental learning. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **Fundamentals of Machining Processes (MCHTL-MACH/ 1905)**

*Grades 11-12.* This course introduces the student to the knowledge base and technical skills for concepts in the Metals Technology curriculum. Incorporated into this course are elements of introductory knowledge and skills necessary for a career in a machine shop. This course is recommended as an **Elective** in Metals Technology.

### **Communication Systems (COMM SYSTEMS / 2421)**

*Grades 9-12.* This course provides opportunities for students to study and apply technological systems, concepts, and processes in communication technology. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to communication systems. Students will utilize problem-solving techniques and manipulative skills while completing laboratory activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students are encouraged to become active members of the Technology Student Association (TSA), which is an

integral component of the program and provides curricular opportunities that enhance student achievement. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Construction Systems (CNSTR SYSTEMS / 2424)**

*Grades 9-12.* This course provides opportunities for students to study and apply technological systems, concepts, and processes as they relate to construction technology. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to construction systems. Students will utilize problem-solving techniques and manipulative skills while completing laboratory activities to develop an understanding of course concepts. Topics range from how construction meets the needs of society to basic construction techniques. Safety instruction is integrated into all activities. Students are encouraged to become active members of the Technology Student Association (TSA), which is an integral component of the program and provides curricular opportunities that enhance student achievement. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Foundations of Engineering (FOUND ENGR / 2436)**

*Grades 9-12.* This course provides opportunities for students to study and apply 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. Students will utilize problem-solving techniques and manipulative skills while completing laboratory activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students are encouraged to become active members of the Technology Student Association (TSA) which is an integral component of the program and provides curricular opportunities that enhance student achievement. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Manufacturing Systems (MFG SYSTEMS / 2442)**

*Grades 9-12.* This course will introduce students to the basic elements of the manufacturing industry. This course provides opportunities for students to study and apply technological systems, concepts, and processes in the development and operation of a student manufacturing enterprise. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to manufacturing systems. Students will utilize problem-solving techniques and manipulative skills while completing laboratory activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students are encouraged to become active members of the Technology Student Association (TSA), which is an integral component of the program and provides curricular opportunities that enhance student achievement. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Transportation Systems (TRANSPRT SYS / 2448)**

*Grades 9-12.* This course provides opportunities for students to study and apply technological systems, concepts, and processes as they relate to relocating people and goods. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to transportation systems. Students will utilize problem-solving techniques and manipulative skills while completing laboratory activities to develop an understanding of course concepts. Topics range from the transportation subsystems to the sources of energy used in the industry. Safety instruction is integrated into all activities. Students are encouraged to become active members of the Technology Student Association (TSA), which is an integral component of the program and provides curricular opportunities that enhance student

achievement. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

**Energy and Power Foundations – (ENG\_PWR\_FOUND / 2485)**

A foundational course on the origins and production of renewable and nonrenewable energy sources with an overview of energy and power career fields and cutting edge job opportunities. This course provides students with opportunities to directly test and evaluate theories and practices of energy systems. MCTC Only.

**Energy Transmission and Distribution – (ENG\_TRAN\_DIST / 2486)**

A foundational course that begins after initial energy generation. The course continues from energy transmission to consumer usage and includes the introduction to AC/DC power, transformers, the electrical grid and Smart Grid, and consumer load on the system. MCTC Only.

**Electronics & Control Systems – (ELEC\_CONT\_SYS / 2487)**

The advanced Energy, Power & Engineered Systems course is designed to provide training and skills necessary to understand energy control systems in the fields of transformers, switches (electrical, pneumatic, hydraulic and mechanical), breakers, panel boards, switchboards, and programmable logic controllers in both residential and industrial settings. MCTC Only.

**Advanced Science and Engineered Systems (ADV\_SC\_ENG\_SYS / 2488)**

In this course students will become building technicians, design engineers, recreational engineers, electrical technicians, and CEOs, while learning about real-world energy and power issues. Students will need to have a basic understanding of electricity (both a/c and d/c) and higher level mathematics. This course incorporates knowledge of multiple sources of energy, engineered systems, societal impact and “the business of energy.” MCTC Only.

**Fundamentals of Automotive Technology (AUTO\_FUNMTL / 1631)**

Grades 10-12. This course introduces the student to the knowledge base and technical skills as they relate to the field of Automotive Technology. In the Fundamentals of Automotive Technology class areas of study include career opportunities and practices, basic safety, tool and equipment, measuring tools and equipment, automotive specifications, electrical system basics, battery service, wheel and tire service, cooling and lubrication systems, and student organizations. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC only.

**Suspension and Steering Diagnosis (AUTO\_SUSPN / 1637)**

Grades 10-12. Suspension and Steering Diagnosis will continue to build student skill sets in areas such as diagnosis and repair of steering systems, diagnosis and repair of front suspension systems, diagnosis and repair of rear suspension systems, miscellaneous suspension and steering systems, and diagnosis and adjust wheel alignment. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC only.

**Basic Engine Concepts (AUTO\_BASIC / 1623)**

Grades 10-12. Basic Engine Concepts will continue to build student skill sets in areas such as general engines, diagnosis of cylinder head and valve train, diagnosis and repair of engine block, and diagnosis and repair of lubrication and cooling systems. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC only.

**Brake Systems (AUTO\_BRAKES / 1625)**

Grades 10-12. Brake Systems will continue to build student skill sets in areas such as diagnosis and repair of hydraulic systems, diagnosis and repair of drum brakes, diagnosis and repair of disc brakes, power assist systems, and antilock brake systems. Students will comply with personal and environmental safety practices associated with proper ventilation, handling, storage, and disposal of brake components. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC only.

**AC Advanced Manufacturing I (AC\_ADV\_MAN\_1 / 1575)**

A project based course that introduces students to manufacturing's role in our society. In addition to concentrating on design and problem solving the course introduces the students to several other concepts as well including an introduction to control system technology, automated manufacturing systems and robotics. MCTC only.

**CTE: Health Science Cluster****Foundations of Health Science (FOUND HLTH SCI / 0711)**

*Grades 11-12.* This course is designed to allow instructional content to focus on basic medical terminology, growth and development, nutrition, health maintenance practices and healthcare delivery systems. It is designed to provide the student with knowledge and technical skills required for infection control and the prevention of disease transmission, CPR and First Aid. Students will be provided with the opportunity to acquire certification in these areas. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives. MCTC Only.

**Advanced Principles of Health Science (AD PRIN HLTH SCI / 0715)**

*Grades 11-12.* Instructional content will focus on healthcare safety, environmental safety processes and procedures, ethical and legal responsibilities and mathematical computations. Medical terminology and the reinforcement, expansion and enhancement of biology content specific to diseases and disorders are an integral part of the course. Instruction will incorporate project and problem based healthcare practices and procedures to demonstrate the importance of these skills. Students will develop basic technical skills required for all health career specialties including patient privacy, communication, teamwork and occupational safety and be provided with opportunities to obtain certifications in HIPPA/Data Privacy and health care safety. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA. The West

Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives. MCTC Only.

**Health Science Clinical Experience (HLTH\_SCI\_CLIN\_EXP / 0730)**

This course is recommended as an elective to be used in conjunction with Health Science Education courses that include a clinical specialization experience. It will be taught in conjunction with Clinical Specialties I and II to expand the skill sets learned and certifications earned within the Health Science Concentration. MCTC Only.

**Clinical Specialty I (CLINICAL SPCL I / 0789)**

*Grades 11-12.* This course is designed to allow the student to choose a career work-based experience from the following specializations:

**Select 1:** Home Health Aide **(A)** Certified Nursing Assistant **(B)** Certified Patient Care Technician **(C)** ECG Certified Technician **(D)** Certified Health Unit Coordinator **(E)** Certified Phlebotomy Technician **(F)**

Upon successful completion of the prerequisite courses in the Health Science Education concentration, students will be provided the opportunity in Clinical Specialty I to participate in a work-based clinical experience. Students choose a health career specialty for in-depth study and must complete a minimum of 55-100 hours in an applicable clinical rotation. Instruction is guided by career-specific content standards and objectives that must be mastered before students are eligible to attain established credentials and/or industry validation. Within this course, students focus upon employability skills and career development, and apply healthcare information technology and technical skills. Instruction will incorporate project and problem-based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives. MCTC Only.

**Clinical Specialty II (CLINICAL SPCL II / 0790)**

*Grade 12.* This course is designed to allow the student to choose a career work-based experience from the following specializations:

**Select 1:** Patient Care Technician **(G)** Pre-Pharmacy Technician **(H)** Veterinary Science **(I)** Physical Therapy Aide **(J)** Sports Trainer **(K)** Advanced Health Seminar **(L)** Certified Health Unit Coordinator **(M)** Family Caregiver **(N)**

Upon successful completion of the prerequisite courses in the Health Science Education concentration, students will be provided the opportunity in Clinical Specialty II to participate in a work-based clinical experience. Students choose a health career specialty for in-depth study and must complete a minimum of 55-100 hours in an applicable clinical rotation. Instruction is guided by career-specific content standards and objectives that must be mastered before students are eligible to attain established credentials and/or industry validation. Within this course, students focus upon employability skills and career development, and apply healthcare information technology and technical skills. Instruction will incorporate project and problem-based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives. MCTC Only.

### **Understanding Human Behavior (UN\_ HUMAN\_ BEHAAV / 0725)**

Grades 11-12. Students will learn basic principles of human behavior. As a result of this knowledge, students should gain self-understanding and improved interpersonal relationship skills. The end goal will be the delivery of conscientious, personalized care which conveys respect and sincerity. Current technology will be utilized to master course standards. Students will utilize problem-solving techniques and participate in hands-on activities to develop and understanding of healthcare. The West Virginia Standards for the 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Students are encouraged to become active members of Health Occupations Students of America (HOSA), the Career and Technical Student Organization (CTSO) for health science education students. MCTC only.

## **CTE: Human Services Cluster**

### **Life Connections (LIFE CONNECT / 0901)**

Grades 9-12. Life Connections will enable students to develop skills for assuming their role in society as productive, successful individuals. Through integrated, project-based learning founded on real-life situations and issues, by utilizing basic skills and higher order thinking skills, the student will learn management problem techniques, resource management, communication skills, and skills in relationships. The course helps students develop competence in setting and achieving personal goals, in examining career options, in handling their current and future jobs and careers, in meeting basic needs, and in managing finances. They will learn to use skills in critical and creative thinking, management, communication, and leadership to solve problems and make decisions. Students will utilize problem solving techniques, and teachers should provide each student with real world learning opportunities and instruction. Students will participate in a local student organization. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Parenting and Strong Families (PSF / 0903)**

This course is designed to help students evaluate readiness for parenting while examining appropriate Parenting and Strong Families practices. Students will develop an awareness of societal issues affecting families and explore support systems. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization FCCLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Personal Resource Management (PRSL RES MGMT / 0911)**

Grades 9-12. Personal Resource Management focuses on the development of competency in managing personal resources; the impact of economic principles on the consumer; and personal accountability in resource management. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem solving techniques and participate in project-based activities. Teachers should provide each student with real world learning opportunities and instruction. Students will participate in a local student organization. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Human Services, Development, and Relationships (HSDR) (FUND HUM SRV / 0928)**

*Grades 9-12.* Human Services, Development, and Relationships explore professional opportunities within the cluster of human services, as well as family and social services. The course will promote growth and development of self and others by providing students with the skills to develop respectful and responsible relationships within their family, career, and community. The value of communication skills in establishing and maintaining healthy interpersonal relationships is emphasized. Skills in technology, communication, critical and creative thinking, and workplace readiness are studied in this course which facilitates effectiveness as a member of the global community. Students will apply skills learned when participating in integrated service learning experiences. This involvement in the community will help students network with adults and establish themselves as valuable resources and community assets. Students will utilize problem solving techniques and teachers should provide each student with real world learning opportunities and instruction. Students will participate in a local student organization. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Applied Design Housing/Interior (AD HOUS / 0941)**

*Grades 9-12.* 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 housing. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces and communities. Students will utilize problem solving techniques and participate in hands-on activities. Teachers should provide each student with real world learning opportunities and instruction. Students will participate in a local student organization, such as FCCLA. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

### **Food Preparation (FOOD PREP / 0951)**

*Grades 9-12.* Food Preparation emphasizes skill development in the selection, preparation, storing, and serving of food, management of resources to meet individual and family nutritional needs and optimal use of food resources, the principles of nutrition, and the relationship of nutrition to health and well-being. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem solving techniques and participate in project -based activities. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of an appropriate student organization, such as FCCLA. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Applied Design Fashion Merchandising (AD FASH / 0961)**

*Grades 9-12.* 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. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem solving techniques and participate in hands-on activities. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of an appropriate student organization, such as FCCLA. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

### **Fundamentals of Public Safety Leadership (FD PUB SFTY LDSP / 1225)**

*Grades 11-12.* This course is designed to present foundational principles of Public Safety Leadership including: how public safety leaders protect a democratic society; public policy issues such as crime and justice; history, organization and functions of components of public safety including the criminal justice system; and the issues and challenges relating to the administration of justice in a culturally diverse society. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. First year course, MCTC Only.

### **Ethical Practices of Public Safety Leadership (ETHL ISS PUB SFTY / 1226)**

*Grade 12.* This course is designed to examine the philosophical issues and applications of the objectives and processes of Public Safety Leadership including; Constitutional limitations; accountability; civil liability; criminal investigation; criminal procedure; and forensics. By examining societal and psychological stressors that contribute to behavior, students will examine a variety of serious offenses and apply concepts of profiling, behavioral analysis and threat assessment within an ethical paradigm. Students will analyze and critique the system of dealing with convicted persons and the long term implications of corrections policy. The principles and procedures used in criminal investigation will be introduced. Procedures for implementing criminal law such as the Incorporation Doctrine, search and seizure, warrant requirements, arrest, the right to counsel, interrogation, identification procedures, entrapment, cruel and unusual punishment, etc. will be discussed. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Second year course, MCTC Only.

### **Practical Applications of Public Safety (PR APP PUB SFTY / 1039)**

*Grade 12.* This course is designed to give students the opportunity to connect theory and practice by interacting with Public Safety professionals. Students will study various requirements for employability in the Public Safety field including ethics, teamwork, and professionalism. Students may participate in activities associated with Public Safety agencies (such as county and local law enforcement, county judicial offices, correctional facilities, training academies, social services, etc.) for hands-on or work-based experiences. Preparation includes construction of a portfolio that can be utilized in obtaining employment upon completion of the student's program. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. Second year course, MCTC Only.

### **Seminar in Law Enforcement (SEM LAW ENFORC / 1035)**

*Grades 11-12.* This course is designed to provide students with fundamental principles of the law enforcement field such as the history of policing in the US, the characteristics of law enforcement agencies and types of police activities including criminal investigation. Current issues and trends in law enforcement will be investigated. Aspects of criminal investigation such as evidence collection, fingerprinting, latent dusting,

interviewing and report writing will be presented. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization SkillsUSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. First year course, MCTC Only.

### **Travel West Virginia (TRAVEL WV / 7663)**

*Grades 9-12.* This course provides students with the awareness of the impact of tourism in West Virginia and the impact that tourism has on the lives of the people of West Virginia. Classroom instruction integrates learning skills, technology tools, and content standards and objectives to provide knowledge and understanding of the nine tourism regions of the state, the history, the heritage, the culture and the geography of the state as related to tourism. Students also investigate and explore the role that marketing plays in building our tourism industry and the careers available to them in this hospitality industry.

## **CTE: Agriculture, Science, and Natural Resources Cluster**

### **Large Animal Science (LARGE ANIMAL SCI / 0137)**

*Grades 10-12.* This is a specialization course designed for students interested in pursuing a post-secondary degree in animal science with a focus on livestock. The course will cover topics on animal management, genetics, physiology, animal health, applied microbiology, applied chemistry, applied biology, and biotechnology. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **Small Animal Science (SMALL ANIMAL SCI / 0138)**

*Grades 9-12.* This is a specialization course designed for students interested in pursuing a post-secondary degree in animal science with a focus on companion animals. The course will cover topics on animal management, genetics, physiology, animal health, applied microbiology, applied chemistry, applied biology, and biotechnology. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **Animal and Vet Science Practices (A & VS-P / 0154)**

*Grades 11-12.* This course is level three of a four-year sequenced, yet independent, course of instruction designed for students seeking skills in careers associated with veterinary technology, professional veterinary schools, animal laboratory technicians or entrepreneurs. This class places heavy emphasis on applied science and therefore is appropriate for students interested in related courses such as those in human health or environmental science. Students will engage in active inquires, field trips, investigations, and hands-on activities for a minimum of 50% of instructional time with emphasis on developing a competency profile and portfolio via cumulative programmatic and school to work experiences (supervised experience for secondary and preceptorships for adults). Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts. Safety instruction is integrated into all activities.

Teachers should provide each student with real world learning opportunities and instruction related to selection, development, and maintenance of individual Supervised Agricultural Experience (SAE) programs. Students are encouraged to become active members of FFA, the national youth organization for those enrolled in agricultural education. FFA is an integral component of the program and provides curricular opportunities that enhance student achievement. Teachers should utilize relevant FFA activities to support experiential learning. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **Applied Animal Physiology (ANIMAL PHYS / 0155)**

*Grade 12.* This course is designed for students seeking advanced, applied, scientific skills in such areas as a veterinary technology, animal science, professional veterinary schools, animal laboratory technicians, or entrepreneurship. This class places heavy emphasis on applied science including physiology and is appropriate for students interested in related clusters such as human health. Students will engage in active inquires, computer investigations, laboratory analysis, and hands-on activities for a minimum of 70% of the instructional time with emphasis on developing a competency profile and portfolio via cumulative programmatic and school-to-work experiences (supervised experience). Students will utilize problem-solving techniques and participate in laboratory activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Teachers should provide each student with real world learning opportunities and instruction related to selection, development, and maintenance of individual Supervised Agricultural Experience (SAE) programs. Students are encouraged to become active members of FFA, the national youth organization for those enrolled in agricultural education. FFA is an integral component of the program and provides curricular opportunities that enhance student achievement. Teachers should utilize relevant FFA activities to support experiential learning. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **Fundamentals of Animal Processing (FUND ANML PROC / 0139)**

*Grades 10-12.* This course introduces students to the principles and applications of animal processing. Students will learn carcass grading, primal and retail cuts, workplace safety, how to process primal and retail cuts, and entrepreneurship. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **Equine Science (EQSTRN SCI / 2007)**

*Grades 10-12.* This specialization course focuses on the basic scientific principles and processes related equine physiology, breeding, nutrition, and management practices involved in the equine industry. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **Leadership Development (LEADERSHIP / 0146)**

*Grades 9-12.* This course is designed to provide students with basic leadership skills. Instructional areas include leadership styles, goal setting, time management, public speaking, job skills and interpersonal

relationships. Safety instruction is integrated into relevant activities. Teachers should provide each student with real world learning opportunities and instruction related to selection, development, and maintenance of individual Supervised Agricultural Experience (SAE) programs. Students are encouraged to become active members of FFA, the national youth organization for those enrolled in agricultural education. FFA is an integral component of the program and provides curricular opportunities that enhance student achievement. Teachers should utilize relevant FFA activities to support experiential learning. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives. MCTC Only.

### **CTE Guide for Program Completion**

#### **0225 Animal Systems – Veterinary Science**

- 0137 Animal and Veterinary Science – Large Animal
- 0138 Animal and Veterinary Science – Small Animal
- 0154 Animal and Veterinary Science Practice (Third Course)
- 0155 Applied Animal Anatomy & Physiology (Fourth Course)

#### **0420 Marketing Management**

- 1439 Business and Marketing Essentials
- 0422 Marketing Principles
- 0425 Marketing Applications

#### **Select One Course:**

##### **Fashion (A)**

- 0407 Fashion Marketing

##### **Sports, Entertainment and Recreation (B)**

- 0434 Sports, Entertainment and Recreation Marketing

##### **Hospitality and Tourism (C)**

- 0437 Hospitality and Tourism Marketing

##### **Real Estate (D)**

- 0441 Real Estate Marketing

#### **0510 Career and Work Skills Training (CWST is old DCT Program)**

- 0511 Career and Skill Training I
- 0512 Career and Skill Training II
- 513 CWST Work Experience I
- 514 CWST Work Experience II

**0723 Therapeutic Services – Health Science Ed.**

- 0711 Foundations of Health Science (First Year Course)
- 0715 Advanced Principles of Health Science (First Year Course)
- 0789 Clinical Specialties I (First Year Course)
- 0790 Clinical Specialties II (Second Year Course)

**1020 Law and Public Safety**

- 1225 Fundamentals of Public Safety Leadership (First Year Course)
- 1035 Seminar in Law Enforcement (First Year Course)
- 1226 Ethical Issues in Public Safety (Second Year Course)
- 1039 Practical Applications in Public Safety (Second Year Course)

**1410 Accounting**

- 1439 Business and Marketing Essentials
- 1411 Business Computer Applications I
- 1401 Accounting Principles I
- 1451 Personal Finance

**1465 Administrative Support**

- 1439 Business and Marketing Essentials
- 1411 Business Computer Applications I
- 1449 Office Management
- 1401 Accounting Principles I

**1450 Information Management**

- 1411 Business Computer Applications I
- 1429 Desktop Publishing
- 1455 Web Page Publishing
- 1431 Digital Imaging/Multimedia I

**1670 Collision Repair Technology**

- 1671 Fundamentals of Collision Repair Technology (First Year Course)
- 1675 Non-Structural Analysis and Damage Repair (Second Year Course)
- 1677 Structural Analysis and Damage Repair (Second Year Course)
- 1679 Surface Preparation and Refinishing (First Year Course)

**1720 Drafting**

- 1721 Architectural Drafting
- 1725 Mechanical Drafting
- 1727 Drafting Techniques (Second Course)
- 1729 Fundamentals of Drafting (First Course)

**1760 Electrical Technician**

- 1756 Electrical Trades I (First Year Course)
- 1757 Electrical Trades II (First Year Course)
- 1758 Electrical Trades III (Second Year Course)
- 1759 Electrical Trades IV (First Year Course)
- 1771 Rotating Devices & Control Circuitry (Second Year Course)

**1820 Carpentry**

- 1842 Carpentry I (First Year Course)
- 1843 Carpentry II (First Year Course)
- 1844 Carpentry III (Second Year Course)
- 1845 Carpentry IV (Second Year Course)

**2110 Metals Technology**

- 1985 Fundamentals of Welding Technology (Welding Group Course)
- 1903 Fundamentals of Machine Tool Technology (Machining Group Course)
- 1907 Machine Tool Operations (Machining Group Course)
- 1993 Shielded Metal Arc Welding (Welding Group Course)
- 1995 Thermal Cutting & Welding (Welding Group Course)
- 2114 Blueprint Reading & Metallurgy (Machining Group Course)

**2175 Energy, Power, and Engineered Systems**

- 2485 Energy and Power Foundations
- 2486 Energy Transmission and Distribution
- 2487 Electronics and Control Systems
- 2488 Advanced Science and Engineered Systems

