

# Valley High School



2019-2020

Course Description Manual

*Excellence...Pride...Respect...*

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## Valley High School Honor Code

A student will not lie, cheat, or steal. The purpose of the Student Honor Code is to foster a commitment to moral-ethical excellence in the development of character.

The Honor Code demands and expects all students to display integrity in word and deed. The attainment of this high standard of honor is the responsibility of each student. Students are challenged to pursue an honorable life-style manifest in the “spirit” of the code. Students who live within the spirit of the code are truthful, fair, respectful of others’ property, and committed to maintain ethical standards. Valley High Students are expected to become leaders. Leadership is built on trust; trust is built on honor. Therefore, without character, there is no leadership. Leadership development is a total process preparing young people for their career roles.

### Academic Dishonesty Defined

- 1) Plagiarism is to take and pass off as one’s own, the ideas, writings, artistic products, etc. of someone else. For example, submitting without appropriate acknowledgement, a report, notebook, speech, outline, theme, thesis, or other written, visual, or oral material that has been knowingly obtained or copied, in whole or in part, from the work of others. This includes taking information from a computer or computer disk.
- 2) Cheating and dishonest practices in connection with examinations, papers, and projects, including, but not limited to:
  - a. Obtaining help from another student during examinations (looking at someone’s paper, asking for answers, providing answers for someone else, using a “cheat sheet”, or writing answers on parts of one’s body and/or clothing.)
  - b. Knowingly giving help to another student during exams (deliberately leaving your paper in plain view for someone to copy, telling or writing answers for someone.)

**Graduation Requirements****Chart IV: Foundations for High-Quality Developmentally Appropriate High School Programming (Grades 9-12)****22 credits required: 18 prescribed and 4 personalized**

Chart IV High School Programming (9-10, 11-12) The minimum graduation requirements are 22 credits. (see Section 5.4.f.3)

Graduation requirements are effective for the 2018-2019 freshman cohort, and thereafter or as otherwise specified. Courses needed for graduation require mastery of approved content standards. Students should consult with their chosen postsecondary educational/training program when choosing course options and electives. The required courses outlined below are designed to build strong content knowledge across disciplines by engaging students in work of quality and substance. In grades 9 and 10, students build foundational knowledge and skills. In grades 11 and 12, students enter into a personalized aspect of their PEP, focusing carefully on selected coursework that leads to successful completion of their personal and academic goals. Each student's coursework will be designed to lead directly to placement in entry-level, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs. Students who do not demonstrate mastery of the approved content standards shall be provided extra assistance and time through personalized learning and support.

**Graduation Requirements (18 prescribed)**

<b>English Language Arts*</b>	<b>4 credits</b>  English 9  English 10  English 11  English 12 or English 12 CR or Transition English Language Arts for Seniors*  An Advanced Placement (AP®) English course may be substituted for any of the above courses.
<b>Mathematics*</b>	<b>4 credits</b>  Math I or Algebra I  Math II or Geometry  Math III STEM, or Math III LA or Math III TR or Algebra II  Math IV - Trigonometry/Pre-calculus or Math IV TR or Transition Mathematics for Seniors* or any other fourth course option (see Chart

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	<p>V and 5.4.c.4)</p> <p>An AP® Mathematics course may be substituted for an equivalent course or any fourth course option.</p>
<b>Science*</b>	<p><b>3 credits</b></p> <p>Earth and Space Science (Grade 9)</p> <p>Biology or AP® Biology (Grade 10)</p> <p>One additional science course or AP® science course (see Chart V)</p>
<b>Social Studies*</b>	<p><b>4 credits</b></p> <p>1 credit from World Studies or an AP® Social Studies course (see Chart V)</p> <p>1 credit from United States Studies<sup>1</sup> or United State Studies-Comprehensive or AP® U.S. History</p> <p>1 credit from an additional Social Studies course or an AP® Social Studies course (see Chart V)</p> <p>1 credit from Civics or AP® United States Government and Politics.</p>
<b>Physical Education*</b>	<p><b>1 credit</b></p> <p>Physical Education 9-12 or Integrated Physical Education. At least 50 percent of class time for physical education should be spent in moderate- to vigorous-intensity physical activity.</p>
<b>Health*</b>	<p><b>1 credit</b></p> <p>Health 9-12 (WVEIS course 6909)</p>
<b>The Arts*</b>	<p><b>1 credit</b></p>
<b>Graduation Requirements (4 personalized)</b>	
<b>Personalized Education Plan</b>	<p><b>4 credits</b></p> <p>Each student's PEP will identify a career cluster and a program of study or course work for the 4 credits that will lead directly to placement in, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs. Best practices encourage</p>

<sup>1</sup> Best practice encourages students who take *United States Studies* to take *Contemporary Studies* as their next course of study.

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<b>Personalized Learning</b>	<p>students to experience the following: an AP® and/or Advanced Career (AC) course with corresponding examination, an additional science, a computer science, an online/digital learning experience, 2 credits in one world language, and/or 4 credits culminating in acquisition of industry-recognized CTE credential focused on career aspirations.</p> <p>The West Virginia Personalized Learning Framework (PL) is a statewide initiative that suggests flexible use of resources to provide relevant academic, social/emotional, and/or behavioral support to enhance learning for all students. PL is characterized by a seamless system of high-quality instructional practices allowing all students to attain significant progress, whether they are considered at-risk, exceeding grade-level expectations or at any point along the continuum.</p>
<b>Electives</b>	<p>County boards of education have the authority to increase graduation requirements for schools in their counties. A typical student may earn up to 32 credits on a block schedule and up to 28 on a traditional schedule over their high school career. Requiring 18 prescribed credits could permit a student to choose up to 14 personalized credits on a block schedule and up to 10 on a traditional schedule. When choosing electives, students should consult with their chosen postsecondary educational programs to make sure the electives are acceptable. Best practices encourage students to take at least one computer science course.</p>
<b>Community Readiness Program of Study</b>	<p>Students with disabilities may earn 4 credits in Community Readiness Training recommended through an IEP Team as a personalized program of study.</p>
<b>Career and Technical Education (CTE)*</b>	<p>The high school must offer students in grades 9-12 engaging and empowering career development learning opportunities that include: Structured, on-going CTE experiences for career awareness, exploration, decision-making, and career preparation exposing students to all 16 career clusters within a Simulated Workplace/project-based hands-on environment.</p> <p>A CTE program of study is aligned with the approved 16 career clusters and consists of 4 courses identified for WVDE approved career and technical programs of study. (Refer to W. Va. 126CSR44M, Policy 2520.13, West Virginia College- and Career-Readiness Programs of Study/Standards for</p>

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	<p>Career and Technical Education (Policy 2520.13) and current WVEIS course code manual.) Each career and technical program of study in a school shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program when applicable.</p> <p>Multi-County Centers, County CTE Centers, and Comprehensive High Schools must provide students with access to program of study in a minimum of 6 of the 16 approved WV Career Clusters.</p> <p>Eighty percent of students in grades 9 and 10 must have access to at least one career and technical foundations course.</p> <p>Thirty percent of students in grades 11 and 12 must have access to four units in a career and technical program of study and two career and technical electives.</p> <p>A CTE completer is identified by successful completion of the four required courses outlined within the WVDE approved career and technical programs of study. (Refer to Policy 2520.13 and current WVEIS course code manual.)</p> <p>Approved WV Career Clusters</p> <ul style="list-style-type: none"><li>Agriculture, Food and Natural Resources</li><li>Architecture and Construction</li><li>Arts, A/V Technology and Communication</li><li>Business Management and Administration</li><li>Education and Training</li><li>Finance</li><li>Government and Public Administration</li><li>Health Sciences</li><li>Hospitality and Tourism</li><li>Human Services</li></ul>
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<b>CTE Accommodations for Students with Disabilities</b>	<p>Information Technology</p> <p>Law, Public Safety, Correction and Security</p> <p>Manufacturing</p> <p>Marketing</p> <p>Science, Technology, Engineering and Mathematics</p> <p>Transportation, Distribution and Logistics</p> <p>Two options exist for students with IEPs to complete a CTE program of study:</p> <ol style="list-style-type: none"><li>1. The typical completion of a CTE program of study with/without accommodations and supports if a student is capable of passing 100% of the safety exam for the respective program of study.</li><li>2. Individual Work Ready Competencies (see Section 11.36).</li></ol>
<b>Practices for Global Competence</b>	
<b>Diversity and Multicultural Education</b>	<p>Global competence includes the use of knowledge and skills to investigate the world beyond our immediate environment, recognize our own and others' perspectives, communicate ideas effectively with diverse audiences, and translate ideas into appropriate actions. Diversity and Multicultural education programs must be developed and implemented to foster an environment of respect of individuals from a variety of cultural, ethnic, racial, and religious backgrounds.</p> <p>Communicating in a global society requires students to apply appropriate language strategies through embedded opportunities to explore and gain an understanding of the world around them. Undergraduate admission to</p>

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<b>World Languages</b>	some four-year colleges and universities includes the completion of two units of the same world language. Students need to consult with their postsecondary educational programs concerning world language requirements.
<b>Practices for Student Success and Career Readiness</b>	
<b>Career Development</b>	<p>All students in grades 9-12 will be provided structured, on-going opportunities for career exploration, decision-making, and career preparation. Career development shall use an integrated approach, where all staff assist students to explore the 16 career clusters during the instructional day. Career exploration will include opportunities for students to discover their interests in emerging careers including STEM careers in science, oil &amp; gas, technology, computer science, engineering, and mathematics. Student advisors will use each student's career awareness activities to develop the PEP. Advisors will assist students and their parents to utilize their various interests, learning styles, and career and academic assessments to guide educational planning and career choices. Career development requirements include:</p> <ol style="list-style-type: none"><li>1) Offering WVDE CTE approved Programs of Study with required four courses for completion and Simulated Workplace environments; and/or</li><li>2) Provide an integrated curriculum approach that engages all faculty members in instructional CTE practices that permit all students instruction to explore the 16 career clusters; and/or</li><li>3) Students will utilize career exploration and learning activities to guide high school, postsecondary education, and career planning opportunities while documenting a personalized career portfolio that is transportable throughout the student's high school career; and/or</li><li>4) Career exploration will include opportunities for students to explore their career interests and personal strengths in emerging and labor market demand occupations. Emerging and high demand occupation areas shall be continuously identified through the collaborative efforts of the WVDE Division of Technical</li></ol>

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	Education, the Governor's Economic Initiative, and the West Virginia Department of Commerce.
<b>Comprehensive School Counseling Program</b>	A standards-focused, integrated school counseling program will assist students with the acquisition of school success and career readiness skills to prepare for high school and postsecondary success. School counselors will work collaboratively with other school staff to assist students with academic and postsecondary planning that leads to seamless transitions to the identified postsecondary options. Refer to Policy 2315 to ensure alignment with policy requirements.
<b>Simulated Workplace</b>	<p>All state-approved CTE programs of study require a classroom shift to a workplace environment for students enrolled in the 3<sup>rd</sup> and 4<sup>th</sup> required program of study courses. All Simulated Workplace protocols must be implemented:</p> <ul style="list-style-type: none"><li>• Student Led Companies</li><li>• Application/Interview Structure</li><li>• Formal Attendance System</li><li>• Drug Free Work Zone</li><li>• 5S Environments</li><li>• Safe Work Areas</li><li>• Work Place Teams</li><li>• Project-Based Learning/Student Engagement</li><li>• Company Name and Handbook</li><li>• Company Meetings</li><li>• Onsite Business Reviews</li><li>• Accountability (data review, report, and technical assessments)</li></ul>
<b>Student Advocate/Advisor/Mentor</b>	High schools will implement an advisory system that provides students with meaningful supportive relations and maximizes each student's personalized learning experience. An adult advocate, advisor, or mentor will take an assessment of the student's interest, learning, goal setting, career planning, and personal growth. The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student's PEP, career portfolios, social/emotional learning, and the teaching of other skills that enhance schools success and build competent global citizens.
<b>Formative Assessment</b>	Teachers employ formative assessment processes to guide daily instruction in high school programming. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.

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<b>Physical Activity</b>	High schools should recognize that healthy lifestyles and academic success are tightly interwoven. Therefore, schools should promote wellness activities that extend beyond the course requirements for physical education and health. This may be accomplished through programs that focus on skill development, sportsmanship, and teamwork. Opportunities should be provided for 30 minutes of moderate to vigorous integrated physical activity daily to keep high school students physically active throughout the school year. Wellness education should target the widespread behaviors that undermine the health and resulting capacity for personal success during adolescence.
<b>Technology and Computer Science</b>	<p>Students in grades 9-12 will be provided regular opportunities within the context of normal course work to master the standards set forth in Policy 2520.14. The infrastructure of classrooms should infuse technology and pedagogy into instruction, thus leading to improved student engagement. It is recommended that all students complete a computer science course and an online learning experience during grades 9-12. Students must be provided opportunities for advanced technology learning.</p> <p>It is important that students understand the difference between being a user of technology and a creator of technology, and have the opportunity to do both.</p>

*\* See High School Best Practices Document provided by the Division of Teaching and Learning.*

#### 5.4.b. High School Programs Course Options (Grades 9-12)

<b>Chart V: High School Programming (9-12) Course Options</b>		
	<b>Courses Required To Be Offered in addition to all courses listed in Chart IV</b>	<b>Additional Course Options</b>
<b>English Language Arts*</b>	<p>Transition English Language Arts for Seniors</p> <p>A minimum of one AP® English courses</p>	<p>English 12 CR</p> <p>Additional AP® English Courses</p> <p>English Language Arts College Courses</p>

**NOTE:** *Courses listed in this guide may not be taught every year, depending upon requests.*

		<p>Other English Language Courses based on student need and interest</p> <p>International Baccalaureate (IB) Program Courses</p>
<b>Mathematics*</b>	<p>Math I Lab or Algebra I Support</p> <p>Math IV - Trigonometry/Pre-calculus</p> <p>Calculus</p> <p>Transition Mathematics for Seniors</p> <p>A minimum of one AP® math course</p>	<p>Additional AP® Mathematics Courses inclusive of AP® Computer Science A</p> <p>Advanced Mathematical Modeling</p> <p>STEM Readiness Mathematics</p> <p>Math IV TR</p> <p>Transition Mathematics for Seniors</p> <p>Mathematics college courses</p> <p>IB Program Courses</p> <p>Computer Science and Mathematics</p> <p>Dual Credit College Courses</p> <p>County Created and Approved Math Courses higher than Algebra II</p>
<b>Science*</b>	<p>Chemistry</p> <p>Human Anatomy and Physiology</p> <p>Physics</p> <p>Physical Science</p> <p>A minimum of one AP® science course</p>	<p>Additional AP® Science courses</p> <p>Environmental Science</p> <p>Forensics</p> <p>Science college courses</p> <p>Computer Science - GIS</p> <p>Dual Credit College Courses</p> <p>CTE Courses</p> <p>AC Energy and Power (courses 1-4)</p> <p>Animal and Plant Biotechnology</p> <p>Principles of Agriculture Science-Plan</p> <p>Principles of Engineering</p> <p>Human Body Systems</p>

NOTE: Courses listed in this guide may not be taught every year, depending upon requests.

		AC Innovations in Science and Technology (courses 1-4) Natural Resources Management Therapeutic Services (Courses I, II, and III) Additional IB Program Courses
<b>Social Studies*</b>	Geography  Contemporary Studies Economics A minimum of one AP® social studies course	AP® Comparative Government and Politics  AP® European History AP® Human Geography AP® Macroeconomics AP® Microeconomics AP® Psychology AP® World History IB Program Courses  Financial Literacy Psychology Social Studies college courses Sociology  Dual Credit College Courses JROTC (Courses 1-4)
<b>World Language</b>	Three levels of one world language	Other world languages based on student need and interest  AP® World Language World Language college courses
<b>Health*</b>	Any courses required to satisfy a Personalized Education Plan	Other health courses based on student need and interest  Health college courses

NOTE: Courses listed in this guide may not be taught every year, depending upon requests.

<b>Physical Education*</b>	Any courses required to satisfy a Personalized Education Plan and one lifetime physical education course	<p>Other physical education courses based on student need and interest</p> <p>Physical education college courses</p> <p>The following JROTC courses will fulfill the 1 credit PE requirement:</p> <ul style="list-style-type: none"> <li>• JROTC I and II</li> </ul> <p>Counties may choose to allow specific school-sponsored extra-curricular and inter-scholastic activities to fulfill 1 PE credit.</p>
<b>The Arts*</b>	Four sequential courses in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre	<p>AP® Arts Courses</p> <p>Arts college courses</p> <p>The following CTE courses will fulfill the 1 credit Arts requirement:</p> <ul style="list-style-type: none"> <li>• Fundamentals of Illustration (1851)</li> <li>• Fundamentals of Graphic Design (1857)</li> <li>• Advanced Illustration (1861)</li> <li>• Advanced Graphic Design (1859)</li> <li>• Ornamental Metalwork (1982)</li> <li>• Digital Imaging I (1431)</li> <li>• Drafting Techniques (1727)</li> <li>• Floriculture (0213)</li> </ul>
<b>Career and Technical Education*</b>	<p>Schools must provide students access to programs of study in a minimum of six (6) of the 16 approved WV Career Clusters</p> <p>Schools must offer one foundation course that teaches parenting skills.</p>	<p>AC courses</p> <p>Other CTE courses based on student need and interest</p>
<b>Driver Education</b>	One course	
<b>Technology and Computer Science</b>	Computer Science	<p>Information Technology (IT)</p> <p>Information Management</p>

*NOTE: Courses listed in this guide may not be taught every year, depending upon requests.*

		Web Development  Other courses based on student need and interest  All CTE Computer Science/IT Courses  County Created Computer Science/IT Courses  Computer Science in the Modern World
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*\* See High School Best Practices Document provided by the Division of Teaching and Learning.*

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## **Valedictorian / Salutatorian Selection**

**WETZEL COUNTY FILE: JM**

### **SELECTION OF HIGH SCHOOL VALEDICTORIANS AND SALUTATORIANS**

#### **I. PURPOSE**

Scholastic achievement is important as Wetzel County Schools prepare students for post-secondary education and career opportunities. The high schools in Wetzel County must annually select at least one valedictorian and at least one salutatorian. These students will be provided applicable recognition during graduation ceremonies. The purpose of this policy is to provide direction for the selection of the students entitled to valedictory and salutatory recognition.

#### **II. DETERMINATION OF VALEDICTORIAN AND SALUTATORIAN**

At the end of the eighth semester, counselors are responsible for the verification of grades for all students for those eight semesters, and any previous semester during which a high school level course was taken. The student(s) with transcribed straight A's and a grade point average above a 4.0 will be designated as valedictorian(s). In the event there are no students who meet these criteria, the student(s) with the highest grade point average will be designated as valedictorian(s). The student(s) whose grade point average is the second highest for that graduating class in that school will be designated as salutatorian.

This policy becomes effective with the graduating class of 2014.

#### **III. SPECIAL CIRCUMSTANCES**

Any scholarship based on valedictorian status will be calculated with the following formula:

The sum of the ACT composite score, quality points, credits and GPA is calculated. Quality points are given to students based upon each grade a student earns in a class. Quality points will be assigned by translating letter grades as follows:

##### **Regular Classes**

A=4 points  
B=3 points  
C=2 points  
D=1 point  
F=0 points

##### **Advanced Placement**

A=5 points  
B=4 points  
C=3 points  
D=2 points  
F=0 points

\*In the event of a tie, the student with the highest ACT composite score will be awarded the scholarship nomination. ACT must be taken by April of the senior year.

Source: Board of Education Minutes      Date: 3-28-00; 6-18-07; 9-4-07; 8-19-13

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## **Advanced Placement Information**

By taking an AP course and scoring successfully on the related AP Exam, you can save on college expenses: most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores. These credits can allow students to save college tuition, study abroad, or secure a second major. AP can transform what once seemed unattainable into something within reach.

If you already know your preferred college major, taking a related AP course and earning a qualifying score on the AP Exam can help you advance and avoid required introductory courses – so you can move directly into upper-level classes and focus on the work that interests you most.

Even taking an AP Exam unrelated to your major – whether or not you know what you want to major in – can place you beyond your college’s general education requirements. This opens up additional time on your schedule, enabling you to do a second major or minor, take exciting electives, or pursue additional interests.

Taking an AP course builds the skills you'll need throughout your college years. You give your mind a rigorous workout while polishing up your time management and study skills. You also get better at handling challenging issues and problems, with the support of your AP teachers. AP courses let you know what to expect during the next phase of your educational journey, and help you build the confidence to succeed.

## **CTE Completer Information**

Students who enroll in a Career and Technical Program and complete all the course requirements have the opportunity to be program completers. This distinction is recognized by industry leaders for job opportunities after graduation.

Below is a list of the courses required to become a completer for CTE programs at VHS:

### **Agriculture Completer Tracks:**

#### **Agribusiness Track Requirements:**

Introduction to agriculture

Science of Agriculture

Advanced Principles of Agriculture or other agriculture class elective

Agricultural Experience Program for two years

#### **Plant Systems track requirements:**

Introduction to Agriculture

Horticulture

Advanced Principles of Agriculture or another agriculture class elective

Agricultural Experience Program for two years

#### **Power, Structural, & Technical Systems track requirements:**

Introduction to Agriculture, Food, & Natural resources (1 credit)

Fundamentals of Agriculture mechanics (1 credit)

Agriculture Structures (1 credit)

Agricultural Experience Program for two years

### **Baking and Pastry Track:**

#### **Baking and Pastry track requirements:**

Restaurant and Culinary Foundations

Baking and Pastry I

Baking and Pastry II

Baking and Pastry Advanced

(continued on the next page)

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## **CTE Completer Information (Continued)**

### **Business Completer Tracks:**

#### **Administrative Support track requirements:**

Accounting principles

Introduction to business & marketing

Business computer applications I

One of the following:

1. Business computer applications II
2. Office Management
3. Management & Entrepreneurship

#### **Information Management track requirements:**

Business computer applications I

Digital Imaging/Multimedia I

Webpage Publishing

Desktop Publishing

### **STEM/Engineering Completer Tracks:**

#### **Advanced Careers (AC) track requirements:**

Energy, Power, Engineered Systems I

Energy, Power, Engineered Systems II

Energy, Power, Engineered Systems III

Energy, Power, Engineered Systems IV

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**Welding Completer Tracks:**

**Welding track requirements:**

Welding I

Welding II

Welding III

Welding IV

**Welding track electives:**

Ornamental Metalwork

Blueprint Reading and Metallurgy

Gas Metal Arc Welding

Gas Tungsten Arc Welding

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**Course Descriptions**

Agricultural Education Classes (with FFA)

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Introduction to Agriculture (AG 1)	0101 All Year	<p>This is a core course for the Agriculture, Food and Natural Resources Career Cluster that builds a knowledge base and technical skills in all aspects of the industry. Learners will be exposed to a broad range of agriculture, food and natural resources careers.</p> <ul style="list-style-type: none"> <li>• Must be in an ag. class to be an FFA member</li> <li>• Must be in an ag. class if participating in the Ham, Bacon, &amp; Egg show</li> </ul>	none	.5
Science of Agriculture (AG 2)	0102 All Year	<p>This course builds upon AG 1 &amp; focuses on the basic scientific principles and processes related to the production of plants and animals for the food and fiber systems. Topics include:</p> <ul style="list-style-type: none"> <li>• basic understanding of the livestock/poultry industry and its various components</li> <li>• career opportunities</li> <li>• soil science</li> <li>• crop science/agronomy</li> <li>• weed science</li> <li>• basic agricultural mechanics and related industry careers</li> <li>• environmental stewardship, entrepreneurship, and leadership/personal development.</li> <li>• Must be in an ag. class to be an FFA member</li> <li>• Must be in an ag. class if participating in the Ham, Bacon, &amp; Egg show</li> </ul>	AG 1	.5
Advanced Principles of Agriculture (AG 3)	0136 All Year	<p>Builds on topics learned in AG 1 &amp; AG 2:</p> <ul style="list-style-type: none"> <li>• livestock/poultry industry</li> <li>• career opportunities in ag.</li> <li>• soil science</li> <li>• crop science/agronomy</li> <li>• weed science</li> <li>• agricultural machinery</li> <li>• environmental stewardship, entrepreneurship</li> <li>• leadership/personal development.</li> </ul>	AG 1 & AG 2	.5

***NOTE:** Courses listed in this guide may not be taught every year, depending upon requests.*

		<ul style="list-style-type: none"> <li>• Must be in an ag. class to be an FFA member</li> <li>• Must be in an ag. class if participating in the Ham, Bacon, &amp; Egg show</li> </ul>		
Animal Processing	0139-fall	<p>This course introduces students to the principles and applications of animal processing. Students will learn</p> <ul style="list-style-type: none"> <li>• how to process beef, pork, lamb, &amp; chicken</li> <li>• carcass grading</li> <li>• primal and retail cuts</li> <li>• workplace safety</li> <li>• entrepreneurship</li> <li>• meat lab equipment operation &amp; maintenance</li> <li>• Must be in an ag. class to be an FFA member</li> <li>• Must be in an ag. class if participating in the Ham, Bacon, &amp; Egg show</li> </ul>	AG 1	.5
Horticulture	0212-spring	<p>This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture.</p> <ul style="list-style-type: none"> <li>• plant growth and development</li> <li>• plant nutrition,</li> <li>• soil selection,</li> <li>• basic plant identification,</li> <li>• pest management,</li> <li>• customer relations,</li> <li>• career opportunities</li> <li>• leadership development</li> <li>• entrepreneurship skills</li> <li>• Must be in an ag. class to be an FFA member</li> <li>• Must be in an ag. class if participating in the Ham, Bacon, &amp; Egg show</li> </ul>	AG 1	.5
Animal Production	0140-spring	<p>The course will cover topics on:</p> <ul style="list-style-type: none"> <li>• animal restraint</li> <li>• animal management techniques</li> <li>• animal health and welfare</li> <li>• balancing rations</li> <li>• pedigree analysis</li> <li>• entrepreneurship</li> <li>• Must be in an ag. class to be an FFA member</li> </ul>	AG 1	.5

NOTE: Courses listed in this guide may not be taught every year, depending upon requests.

		<ul style="list-style-type: none"> <li>• Must be in an ag. class if participating in the Ham, Bacon, &amp; Egg show</li> </ul>		
Greenhouse Production & Management	0214-fall	<p>This course covers instruction that expands the scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. The course will cover the following topics:</p> <ul style="list-style-type: none"> <li>• greenhouse plant production and management</li> <li>• Bedding plant production</li> <li>• Watering systems light effects</li> <li>• Career planning, leadership development and entrepreneurial skills</li> <li>• Must be in an ag. class to be an FFA member</li> <li>• Must be in an ag. class if participating in the Ham, Bacon, &amp; Egg show</li> </ul>	AG 1	.5
Forestry	0183	<p>This course is designed to be a basic forestry course for students interested in forestry. The course will cover topics on:</p> <ul style="list-style-type: none"> <li>• best management practices</li> <li>• timber felling basics</li> <li>• dendrology</li> <li>• tree measurement basics</li> <li>• water quality</li> <li>• forest fire</li> <li>• read topography maps</li> <li>• basic log road layout</li> <li>• forest hazards ID</li> <li>• basic forestry concepts</li> <li>• forest business and economics</li> <li>• forest insects</li> <li>• forest disease</li> <li>• entrepreneurship</li> <li>• Must be in an ag. class to be an FFA member</li> <li>• Must be in an ag. class if participating in the Ham, Bacon, &amp; Egg show</li> </ul>	AG 1	.5
Natural Resource Management	0200	<p>This specialization courses covers topics on:</p> <ul style="list-style-type: none"> <li>• soil and water conservation</li> <li>• basic wildlife management</li> </ul>	AG 1	.5

NOTE: Courses listed in this guide may not be taught every year, depending upon requests.

		<ul style="list-style-type: none"> <li>• environmental law and regulations,</li> <li>• basic forestry</li> <li>• land management</li> <li>• Must be in an ag. class to be an FFA member</li> <li>• Must be in an ag. class if participating in the Ham, Bacon, &amp; Egg show</li> </ul> <p>This class can now count as a student's third required Science Credit.</p>		
Fundamentals of Agriculture mechanics (Ag. Mechanics)	0112 All Year	This course introduces the knowledge and skills for applying the physical science principles and principles of operation and maintenance to mechanical equipment, welding and fabrication, structures, plumbing, electrical wiring, power utilization, entrepreneurship. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Due to safety concerns, this class will have no more than 7 students at a time.	AG 1	.5
Agricultural Structures	0113 All Year	Students will use computer skills to develop simple sketches and plans, read and relate structural plans to specifications and building codes, estimate project costs, use construction/fabrication equipment and tools, and plan and design machinery, equipment, buildings and facilities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.	AG 1 & AG. Mechanics	.5
Supervised Ag. Experience	0134	Credit granted after two years of an SAE (work based placement or other enterprise such as raising animals or selling) The Supervised Agricultural Experience program is a hands-on, student planned way for them to apply skills learned in the classroom to real world agricultural experiences. With help from their agricultural teachers, students develop an SAE project based on one or more SAE categories: Entrepreneurship, Placement, Research and Experimentation and Exploratory.	None	Awarded ½ credit per year based on completion of a record book

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## Business Education

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Accounting Principles I	1401	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.	none	.5
Business Computer Applications I	1411	This course is designed to develop student understanding and skills in such areas as Microsoft Word and Microsoft PowerPoint. This course prepares students for the Microsoft Word Office Specialist Exam and for the Microsoft PowerPoint Office Specialist Exam.	none	.5
Business Computer Applications II	1413	This course is designed to develop student understanding and skills in such areas as Microsoft EXCEL and Microsoft Access. This course prepares students for the Microsoft Excel Office Specialist Exam and for the Microsoft Access Office Specialist Exam.	BCA I	.5
Office Management	1449	This course is designed to develop student understanding and skills in such areas as developing personal and employability skills, managing records, processing mail, communicating duties, keeping financial records, applying computing, accounting, and data skills, processing business correspondence, operating office equipment, using management skills and completing office support activities.	none	.5
Business and Marketing Essentials	1439	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,	none	.5

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		develop verbal and written communication skills, use information literacy skills, utilize job-seeking strategies and participate in career planning.		
Digital Imaging/ Multimedia I	1431	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.	None	.5
Webpage Publishing	1455	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 the Internet, creating hyperlinks, organizing tasks and using codes (markup languages).	None	.5
Desktop Publishing	1429	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.	None	.5

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## Baking and Pastry – Home Economics

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Restaurant and Culinary Foundations	198000	This course is designed to emphasize 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.	None	1
Baking and Pastry 1	102400	This course is designed to examine food preparation and management using the decision-making process; meeting basic needs by applying nutrition and wellness concepts; meeting health and safety needs in planning, preparing and serving food; maximizing resources when planning, preparing and serving food; promoting hospitality in food practices; and analyzing individual and family nutritional needs in relation to change.	None	1
Baking and Pastry 2	102500	This course is designed to apply scientific principles to the production, processing, preparation, evaluation, and utilization of food. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.	None	1
Baking and Pastry 3	102600	This course is designed to examine nutrition and wellness practices on long-term health; planning for wellness and fitness; selection and preparation of nutritious food based on USDA Dietary Guidelines; processes and issues associated with nutrition and wellness; the impact of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.		1

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## Advanced Curriculum

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
AC Energy, Power, & Engineered Systems I	2485	Energy and Power Foundations is 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.	None	.5
AC Energy, Power, & Engineered Systems II	2486	Energy Transmission and Distribution is 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.	AC Energy, Power, & Engineered Systems I	.5
AC Energy, Power, & Engineered Systems III	2487	Electronics and Control Systems is the advanced Energy, Power & Engineered Systems course 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.	AC Energy, Power, & Engineered Systems I & II	.5
AC Energy, Power, & Engineered Systems IV	2488	Advanced Science and Engineered Systems is the advanced course designed for students to 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.”	AC Energy, Power, & Engineered Systems I, II, & III	.5

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## Foreign Language

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
French I	562100	The student will be exposed to cultural materials as well as memorizing vocabulary and practicing the language orally. They will use workbooks and activity books and create projects to demonstrate mastery of subject matter.	None	.5
French II	562200	In this class, the emphasis will be placed on translation, oral recitation, cultural awareness and building the vocabulary. Reading will be increased. Students will create projects and writing to demonstrate mastery of subject matter.	French I	.5
French III	562300	The student will read, write compositions, and speak orally in French. The readings will include short stories and poems.	French II	.5
French IV	562400	The student will read French literature as well as practice oral communication. There will be a deep cultural examination of the countries which use this language.	French III	.5
Spanish I	5661V0	The acquisition of communication skills is the primary focus of Modern Foreign Languages Level I objectives. Beginning students will develop initial proficiency by repetition, imitation and memorization. They will rely on active, concrete learning and will understand short, simple texts. They will use gestures, facial expressions, visual and/or verbal responses to facilitate successful task completion. Level I students will understand and be best understood by someone who is accustomed to working with a beginning language learner.	None	.5
Spanish II	5662V0	The acquisition of communication skills continues to be the primary focus of Modern Foreign Languages Level II objectives. Level II students refine communication skills by combining and recombining vocabulary into sentences and longer utterances. They rehearse, initiate questions, and express their own ideas using basic tenses with some limitations. Level II students negotiate two-way communication by relying on strong visual and auditory feedback. Level II students are comprehensible to a sympathetic native speaker accustomed to communicating with a non-native	None	.5

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## Physical Education

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Physical Education 9	660990	This course is required for all freshmen. This course focuses on fitness, offers diverse movement patterns, development of motor skills and emphasize lifetime activities. Students will be exposed to a wide variety of physical activities, both competitive and noncompetitive.	None	.5
Physical Education 10	660910	This class is required for all sophomores. This course focuses on fitness, offers diverse movement patterns, development of motors skills and emphasizes lifetime activities. Students will be exposed to a wide variety of physical activities, both competitive and noncompetitive.	Phys. Ed 9	.5
Weight Training	676500	This is an elective course in addition to Physical Education 9 & 10. The course objectives are to assess personal fitness related to the five components of fitness: cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility; to use principles of training to design and implement a personal fitness program, and to compare relative fitness value of specific physical activity forms.	Phys. Ed 9 & 10	.5

## Health

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Health 9	690990	This class is required for all freshmen. Topics will include such things as personality growth, nutrition, physical fitness, stress, living healthy, Building health skills and character, being a good health consumer, mental and emotional health and emotions, family and peer relationships and violence prevention.	none	.5
Health 10	690910	This class is required for all sophomores. Topics to be covered include, Personal care and healthy behaviors, Systems and their problems and care, Growth and development, Tobacco, Alcohol, Medicines and Drugs, Communicable diseases, STD, Injury prevention and Safe behaviors, First Aid and Safety and the Environment.	Health 9	.5

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## Drivers Education

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Drivers Ed.	681000	This is a two semester program of instruction in both classroom (66 hours) and behind the wheel experience under the supervision of a qualified instructor.	Student must be 15 by Oct. 15 <sup>th</sup>	.25

## Music

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Band I-IV	370600 370700 370800 370900	This class is for 9 <sup>th</sup> -12 <sup>th</sup> grade students who have interest in music training. Students will be full members of the marching band. They will be expected to march in parades and festivals. Band is made up of Concert Wind Band, Football Show Band, and Parade Band.	none	.5
Percussion Ensemble	374300	This course is a performance based ensemble where we will explore the different types of percussion instruments. Some examples would be: African Drumming, Steel Pans, Japanese Taiko Drumming, and a pop music based traditional Mallet Percussion Ensemble. There will be a minimum of two required performances outside of school time as well as potential out of school practice sessions.	Ability to read music	.5
Solo and Ensemble Instruments	375100	This course is for individuals who would like to work on solo or small ensemble repertoire. Some examples of ensembles would be: Flute, Clarinet, Sax Quartet, Brass Quintet, and Tuba/Euphonium. This will also give students a chance to learn different instruments other than their principle instrument.	Ability to read music and play an instrument proficiently	.5
Chorus I-IV	362000 362100 362200 362300	This course is for 9 <sup>th</sup> -12 <sup>th</sup> grade students interested in vocal music. Students are not required to have had previous music training. They will practice daily during the school day and perform at times during the year. Various types of music will be studied. Performances include Christmas and spring concerts as well as other assemblies. This class is open to all students.		

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## Science

**Skilled:**

Three Science Credits total.

9<sup>th</sup> Grade Year: Earth & Space Science10<sup>th</sup> Grade Year: Biology I11<sup>th</sup> Grade Year: Forensics or Natural Resource12<sup>th</sup> Grade Year No Science unless you did not take a science your 11<sup>th</sup> grade year.**Professional (Non-science Career):**

Four Science Credits total.

9<sup>th</sup> Grade Year: Earth & Space Science10<sup>th</sup> Grade Year Biology I11<sup>th</sup> Grade Year Chemistry I, and possibly one other science12<sup>th</sup> Grade Year Chemistry II, Physics, Human Anatomy, AP Biology, Physical Science, or Environmental Science**Professional (Science Career-Life Science):**

Four Science Credits total, but more are strongly encouraged.

9<sup>th</sup> Grade Year: Earth & Space Science10<sup>th</sup> Grade Year: Biology I & Chemistry I11<sup>th</sup> Grade Year: Human Anatomy, Physical Science or Environmental Science12<sup>th</sup> Grade Year: Human Anatomy, AP Biology, or Environmental Science

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Earth & Space Science	620100	The 9 <sup>th</sup> grade Earth Science course will give students a broader understanding of the fundamentals of earth science that includes geology, oceanography, meteorology and astronomy. This course is designed to build on the 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.	none	.5
Honors Earth & Space Science	62010H			

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Biology I	602100	This is an introductory high school level course intended for students who have completed 9th Grade Science. Students will study content material and engage in laboratory experiences related to scientific methodologies and biological fields. This course is designed to build upon and extend skills and knowledge from prior science courses fusing on the biological sciences while incorporating a variety of 21st Century skills. This course will study: scientific methodologies, evolution, cellular biology, genetics, metabolic pathways, and protein synthesis.	none	.5
Chemistry	603100	Chemistry is an advanced level course designed for students who desire a broader, in-depth study of the content found in the science field of chemistry. Chemistry is the study of matter, its composition and its changes. This course is designed to build upon and extend the Chemistry concepts, skills and knowledge from the science program using skills for the 21st century. This course is designed to prepare a student for college chemistry, requiring a strong mathematical base. The relationship between chemistry concepts and mathematics will be emphasized.	Passing grade in Biology	.5
Chemistry II	603300	Chemistry II is an advanced level course designed for students who desire a broader, in-depth study of the content found in the science field of chemistry. This course is designed to build upon and extend the Chemistry I concepts, skills and knowledge. This course is designed to prepare a student for college chemistry, requiring a strong mathematical base. The relationship between chemistry concepts and mathematics will be emphasized.	A or B in Chemistry I	.5
AP Biology	612100	This is a rigorous, student driven course equivalent to an introductory college biology course usually taken by biology majors during the freshman year of	A or B in Biology & A or B in Chemistry	.5 Weighted

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		college. The course includes a rigorous laboratory component and requires extensive independent study. All students are expected to take the AP Biology Exam. Completion of a summer assignment is required. This class is portfolio based. This course will study in depth: scientific methodologies, evolution, cellular biology, genetics, metabolic pathways, and protein synthesis.		
Human Anatomy & Physiology	610300	This advanced course is designed for those students wanting a deeper understanding of the structure and function of the human body in a college paced class. The body will be viewed as a whole using anatomical terminology necessary to describe location. Focus will be at both micro and macro levels reviewing cellular functions, biochemical processes tissue interactions, organ systems and the interaction of those systems as it relates to the human organism. Systems covered include integumentary, skeletal, muscular, respiratory, circulatory, digestive, excretory, reproductive immunological, nervous and endocrine. This course is appropriate for college bound students as well as those choosing a health services career cluster. A student who takes this class may receive embedded credit through WVNCC, as long as the student has paid for and taken another college class through WVNCC.	A or B in Biology, and passing grade in Chemistry	.5
Human Anatomy & Physiology	61030X			
Physics	630400	Physics class will cover topics including dimensional analysis, vectors, friction, laws of motion, torque, sound, light, metric system, and other classical physics topics. This course will also involve: the IBM Personal Science Laboratory or equivalent apparatus; creative problem solving through projects such as bridge building, straw structures, egg drop, tower building, minor electronics projects, etc; integration and application of science, math, and technology; computer word processing and graphics; telecommunications experience.	Coordinated and Thematic Science 9 and 10, Math I, Math II, and Chemistry	.5

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Forensics	6044	Forensic Science is a high school elective course designed to provide students with hands-on experiences in various aspects of a criminal investigation. Science content and Engineering, Technology, and the Application of Science objectives are integrated as students ask questions and define problems, develop and use models, plan and conduct investigations, analyze and interpret data, construct explanations and design solutions as they consider crime scenes, evidence, and protocol. As students demonstrate proficiency in evidence collection--maintenance of data integrity, formulation of a conclusion/summary, and succinct communication of findings--they prepare for forensic-related careers and other occupational opportunities in science, technology, engineering, and math. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understandings and research and laboratory skills described in the objectives. Safety instruction is integrated in all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models.	Earth/Space Science and Biology	.5
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## Social Studies

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
World Studies	701000	The study of the world emphasizing the historic, economic, geographic, political, and social structure of various cultural regions of the world from the dawn of civilization to the interdependent world of the twentieth century.	none	.5
AP United States History	704600	The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. AP US History can be substituted for 10 <sup>th</sup> or 11 <sup>th</sup> grade history. It can only substitute one year of course work, not both. It is highly recommended that students wait until their Junior year to take this course because of the demands of the course.	Students must have an A or B in their previous History course. Students' test scores will also be an indicator of acceptance.	
United States Studies	700900	10th 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	None	.5
Honors U.S. Studies	70090H		Honors- Students must have an A or B in their previous History course(s).	

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		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.		
U.S. Contemporary Studies	701100	11 <sup>th</sup> Grade U.S. 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. Careful analysis of the interactions of the United States and other nation states will help students recognize the interdependencies of the United States and other countries as the concept of globalization is explored and evaluated. Teachers will provide a venue for students to examine factors that influence changing political and economic relationships and foreign policies between the United States and its world neighbors. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen's actions, in the democratic process, on world events will be emphasized.	None	.5
Honors U.S. Contemporary Studies	70110H		Honors- Students must have an A or B in their previous History course(s).	
Civics for the Next Generation	703100	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	None	.5
Honors Civics	70310H		Honors- Students must have an A or B in their previous History course(s).	

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		<p>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. New and refined knowledge gained in Civics for the Next Generation is communicated and shared throughout the community as students engage in community service and service-learning that makes classrooms span continents and serve as the heart of the community.</p>		
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## English

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
English 9-11  Honors English 9-11	400900 401000 401100  40090H 40100H 40110H	Each year will vary and build on previous skills. Students will study: grammar (sentence construction), parts of speech, mechanics, usage, etc.), literature (nonfiction, poetry, short story, drama, novel, etc.), informational texts (articles, US documents, etc.), literary elements, writing (paragraphs, essays, narratives, term papers, etc.), research (short and more sustained), technology, speaking, and listening. They will continue to work to improve skills in all areas. Basic literary comprehension practices will be stressed: note-taking, rereading, chunking paragraphs, and questioning author's intentions.	None  Honors-Students must have an A or B in their previous English course(s).	.5
English 12  Honors English 12	401200  40120H	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. They analyze and articulate the value 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 complex, critical analysis and evaluation of how texts and ideas interact as well as how and why author's craft impacts the quality and aesthetic value of texts . They initiate and facilitate inquiry based, engaging endeavors and understands that this is the foundation for lifelong learning. Complex analysis of a broad array of quality literary and informational texts of appropriate complexity, with increasing emphasis on informational text, creates independent and proficient readers and communicators who convey a clear and distinct perspective and	None  Honors-Students must have an A or B in their previous English course(s).	.5

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		address alternative or opposing perspectives with diverse audiences. Students use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information and recognize the benefit of the sustained writing process. With increased emphasis on informational/explanatory and argumentative writing, they use the writing process and the conventions of language to compose logical arguments and explanations using rhetorical devices, varied syntax and relevant evidence anticipating the audience's values and biases. Through academic rigor and relevance, the ability to evaluate, speak and write logically, clearly and distinctly are evident. They effectively evaluate and use multiple sources following standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy.		
College English	40120X	A college freshman level composition course through WVNCC and taught at Valley High School. Part of this course will be online and part will be with current staff. Students must have qualifying scores on the ACT, COMPASS or ASSET test. The required scores are ACT: Reading 17 and English 18 or COMPASS: Reading 75 and English 71 or ASSET: Reading 36 and English 38. The cost of this course is currently \$25 per credit hour, however this cost is subject to change.	Students must have a required score on ACT, COMPASS, or ASSET test. Student must also fill application with WVNCC early entrance and pay for the class prior to starting class.	.5
AP Language & Composition	404100	Students must be able to work independently and expect a rigorous academic curriculum. All course work is collected and graded by the Valley High School teacher. This course is the equivalent to an introductory college composition course. Students will become more skilled readers of prose written in a variety of disciplines and rhetorical contexts and become more skilled writers who compose for a variety of purposes, aware of the interactions among a writer's purposes, audience, expectation, and subjects. An integral part of the course should be the development of research skills that enable	Students must have an A or B in their previous English course(s). Students' test scores will also be an indicator of acceptance.	.5

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		students to evaluate, use, and cite source material. Students will be required to write several essays in various forms (expository, narrative, descriptive, and argumentative) about a variety of subjects. Nonfiction readings will be required.		
Creative Writing I and II	402200 402300	This optional elective course requires students to work both collaboratively and independently as needed. Students will study various forms of literature from popular culture (dystopian, fantasy, horror, etc.), and produce their own original written works. Basic elements of literature will be stressed: plot, character, setting, conflict, and theme.	None	.5

NOTE: Courses listed in this guide may not be taught every year, depending upon requests.

## Fine Arts/Performing Arts

Course Title	Course Code	Course Description	Prerequisite	Credit per Semester
Art I	321100	This is a general survey class of several different mediums, including drawing, painting, ceramics, ink, fibers, and others. The four major components of art, production, history, aesthetics, and criticism will be studied.	none	.5
Art II	321200	Students have an opportunity to develop in-depth works in two and three dimensions and to begin preparation of an art portfolio. Major objectives are to develop a sketch journal and begin a portfolio containing at least 10 works.	Art I	.5
Art III	321300	Students have an opportunity to develop in-depth works in two and three dimensions and to expand their professional art portfolio. Major objectives are to maintain a sketch journal and increase variety and proficiency within a portfolio of at least 10 works of art. Students will begin to work more independently and progress towards their own personal artistic style.	Art II	.5
Art IV	321400	Students will continue to develop skills including work in two and three dimensional areas, using the critical process (description, analysis, interpretation and evaluation) in discussing works of art. They will select, title, and prepare their art works for display. Students will work for the most part independently and develop their own personal artistic style and consider their preferred medium.	Art III	.5
Ceramics/Pottery	330700	This semester long course dives deeper into the ceramic arts.	Art I	.5

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		Students will build their knowledge of hand building with clay and also begin working on the potter's wheel. Students will also learn advanced glazing and decorating techniques. Students will begin to investigate functional and nonfunctional ceramics.		
Studio Art	324100	Studio Art electives provide in-depth study in selected media, techniques, and processes. Foundation classes such as Art I are strongly recommended but not required. Expectations encompass proficiency of craftsmanship; participation in field experiences; incorporation of modern technology; study of 21st century art careers and related professions; an understanding of contemporary or related vocabulary literacy; understanding the properties of the media; and the safe and responsible use and care of equipment, tools and materials reflecting life skills.	Art I	.5
Creative Arts	333700	This semester long course dives deeper into the many different forms of painting. Investigation of various styles and mediums will occur, along with the development of advanced techniques. Style and expression will be developed.	Art 1	.5

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## Math

Course Title	Course Code	Course Description	Prerequisite	Credit per Semester
Algebra I	306100	Algebra 1 is a course that provides the gateway to all higher mathematics courses. This course uses a conceptual approach to mathematics and does not focus on algorithmic methods. Algebraic representations are used to generalize; and the algebraic method is viewed as a problem solving tool. In planning for instruction, consideration is given to the student's readiness for abstract concepts. Manipulatives, such as algebra tiles, are used to bridge the gap from the concrete to the abstract. Available technology such as calculators, computers, and graphing utilities are used as tools to enhance learning.	Math 8	.5
Algebra Support	306000	This course is designed to be a remediation of math skills not retained from previous math courses, as well as extra practice with those math practices that are harder to grasp. It allows the teacher to revisit a particular concept and reteach to those who need that extra time.  *This course does not count toward the 4 math credits needed for graduation. It is an elective credit.	Math 8	.5
Geometry	306200	This course focuses on concepts such as the study of triangles and triangle relationships, quadrilaterals, circles, proof, parallel lines cut by a transversal, and probability. It also continues work with linear and quadratic functions, especially in relationship to the coordinate plane. A basic	Algebra I	.5

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		introduction to trigonometry is also part of this course.		
Geometry Support	765300	This course is designed as a support class to be taken concurrently with a general education Geometry class. The core content aligns with the geometry course and provides additional direct instruction and guided practice with math concepts. Study skills relevant to math will be taught.	Algebra I	.5
Algebra II	306300	It is an underlying assumption that a mastery of Algebra 1 has been achieved since Algebra 2 continues the study of concepts introduced in Algebra 1. Graphing calculators are an integral part of instruction in the Algebra 2 objectives. Students have the opportunity to make conjectures and test them by using any graphing utility. Manipulatives and other available technology are used as appropriate.	Algebra I Geometry	.5
College Transition Math	305200	This course prepares students for the entry-level credit bearing mathematics course at college. The course will enhance numeracy and problem solving skills and will investigate and use the fundamental concepts of algebra, geometry and introductory trigonometry. This course will be very good for help with ACT math preparation and/or for anyone who needs help improving ACT math scores. *Can be taken along with any other Senior level math course.	Algebra I, Geometry, Algebra II	.5
Pre-Calc/Trig	30640H	This is a college level course in which the following are studied: limits, derivatives and their applications, methods of differentiation, properties and applications of definite	A or B in Algebra I, Geometry, and Algebra II	.5

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		<p>integrals. The course uses a multi-representational approach with concepts represented graphically, numerically, and analytically.</p> <p>Any student planning on a medical, engineering, science, technology, or mathematics based career should take this course in preparation for the rigor of the other college level mathematics courses they will encounter.</p>		
ACT Prep (Test strategies)	7661	<p>This course is designed to prepare students for the ACT college entrance exam, as well as to provide information on college planning and high stakes testing. Students will complete three practice exams, receive individual feedback, and will also learn strategies to help improve test scores. The college planning module includes online lessons on areas such as financial aid and applications. The high stakes testing module covers areas such as multiple intelligences, note taking, mapping, and test strategies. This is only a 1 semester course.</p>	None	.5

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