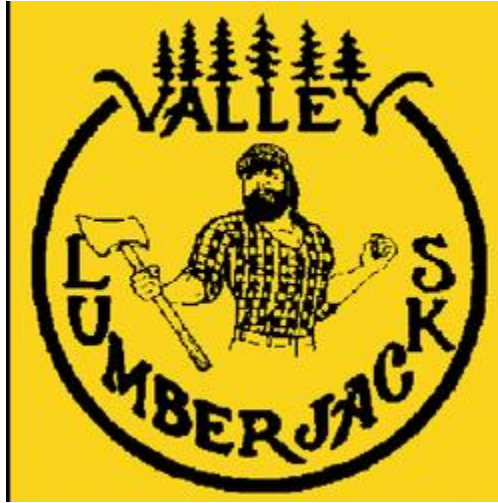


Valley High School



2017-2018

Course Description Manual

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

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

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 Adolescent Education Programming (Grades 9-12) 24 credit required: 18 prescribed and 6 personalized	
Graduation requirements are effective for all students enrolled in school year 2016-17, 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 optional upper-level courses. 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)	
English Language Arts*	4 credits English 9 English 10 English 11 English 12 or English 12 CR or Transition English Language Arts for Seniors* An AP® English course may be substituted for any of the above courses.
Mathematics*	4 credits¹ 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 (Chart V) An AP® Mathematics course may be substituted for an equivalent course or any fourth course option.
Science*	3 credits Earth & Space Science (Grade 9) *Starting with the class of 2020 Biology or AP® Biology (Grade 10) One additional lab science course or AP® science course (Chart V)
Social Studies*	4 credits World Studies (Grade 9) or an AP® Social Studies course (See Chart V) United States Studies (Grade 10) or U.S. Studies Comprehensive or an AP® Social Studies course Contemporary Studies (Grade 11) or an AP® Social Studies course Civics for the Next Generation (Grade 12) or AP® Government & Politics.
Physical Education*	1 credit Physical Education 9-12 (WV Education Information System [hereinafter WVEIS course 6609]). At least 50 percent of class time for physical education should be spent in moderate to vigorous-intensity physical activity.
Health*	1 credit Health 9-12 (WVEIS course 6909)
The Arts*	1 credit

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

Graduation Requirements (6 personalized)	
Personalized Education Plan	<p>4 credits Each student’s PEP will identify course work for the four (4) credits that will lead directly to placement in entry-level, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs. Best practices encourage students to take at least 1 AP® and/or AC course with corresponding examination, a fourth Science credit, and 2 credits in one World Language, and/or four credits cumulating in acquisition of industry and recognized Career and Technical Education (hereinafter CTE) credential focused on career aspirations.</p>
Electives	<p>2 Credits County boards of education have the authority to increase graduation requirements for schools in their counties. 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 and/or one or more course(s) through West Virginia Virtual Schools (Hereinafter WVVS).</p>
Concentrations	<p>Each students’ Personalized Education Plan (PEP) will identify either a state-approved CTE concentration or a locally developed personalized concentration of coursework.</p>
Community Readiness Concentration	<p>Students with disabilities may earn 4 credits in Community Readiness Training recommended through an IEP as a personalized concentration.</p>
Career and Technical Education (CTE)*	<p>A CTE Concentration is aligned with the approved 16 career clusters and consists of four courses identified for WVDE approved career and technical programs of study (Refer to W. Va. 126CSR44M, Policy 2520.13: Next Generation Standards for Career and Technical Education in West Virginia Schools and current WVEIS course code manual.) Each career and technical concentration 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 concentrations in a minimum of six of the 16 approved WV Career Clusters.</p> <p>80 percent of students in grades 9-10 must have access to at least one career and technical foundation course. One foundation course must be offered that teaches parenting skills.</p> <p>30 percent of students in grades 11-12 must have access to four units in a career and technical concentration 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 WVBE Policy 2520.13 and current WVEIS course code manual.</p>

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

<p>CTE Accommodations for Students with Disabilities</p>	<p>Approved WV Career Clusters Agriculture, Food and Natural Resources Architecture and Construction Arts, A/V Technology and Communication Business Management and Administration Education and Training Finance Government and Public Administration Health Sciences Hospitality and Tourism Human Services Information Technology Law, Public Safety, Correction and Security Manufacturing Marketing Science, Technology, Engineering and Mathematics Transportation, Distribution and Logistics</p> <p>Two options exist for students with IEPs to complete a CTE concentration:</p> <ol style="list-style-type: none"> 1. The typical completion of a CTE concentration with/without accommodations and supports if a student is capable of passing 100% of the safety exam for the respective concentration. 2. Individual Work Readiness Certificate.
<p>World Languages</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 West Virginia four-year colleges and universities include the completion of two units of the same world language. Students need to consult with their postsecondary educational programs concerning world language requirements.</p>
<p>Developmentally Appropriate Practices for Student Success and Career Readiness</p>	
<p>Career Development</p>	<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 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 & gas, technology, 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 exploration activities will be documented in each student's personalized career portfolio that is transportable throughout the student's middle and high school career.</p>

<p>Comprehensive School Counseling Program</p>	<p>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 WVBE Policy 2315 to ensure alignment with policy requirements.</p>
<p>Support for Personalized Learning (SPL)</p>	<p>The WV SPL framework is a state-wide initiative that suggests flexible use of resources to provide relevant academic, social/emotional and/or behavioral support to enhances learning for all students. SPL is characterized by a seamless system of high quality instructional practices allowing all students to sustain significant progress, whether they are considered at-risk, exceeding grade-level expectations or at any point along the continuum.</p>
<p>Simulated Workplace</p>	<p>All state-approved CTE concentrations require a classroom shift to a workplace environment for students enrolled in the 3rd & 4th required concentration courses. All Simulated Workplace protocols must be implemented:</p> <ul style="list-style-type: none"> • Student led companies • Application/interview structure • Formal attendance system • Drug Free Work Zone • 5S environments • Safe work areas • Work place teams • Project-based learning/student engagement • Company Name & Handbook • Company meetings • Onsite business reviews • Accountability (data review, report, & technical assessments)
<p>Student Advocate/Advisor/Mentor</p>	<p>High schools will implement an advisory system that provides students with meaningful supportive relationships and maximizes each student’s personalized learning experience. An adult advocate, advisor, or mentor will take an interest in each student’s successful learning, goal setting, career planning and personal growth.</p>
<p>Physical Activity</p>	<p>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.</p>

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

Technology	Students in grades 9-12 will be provided regular opportunities within the context of normal course work to master the standards set forth in WVBE Policy 2520.14. The infrastructure of classrooms should infuse technology and pedagogy to transform instruction, thus leading to improved student engagement. It is recommended that all students complete an online learning experience during grades 9-12. Students must be provided opportunities for advanced technology applications.
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Program Electives

Chart V: Adolescent Education Programming (9-12) Electives		
	Electives Required To Be Offered	Optional Electives
English Language Arts*	Transition English Language Arts for Seniors A minimum of one AP® English courses	English 12 CR Additional AP® English Courses English Language Arts College Courses Other English Language Courses based on student need and interest IB Program Courses
Mathematics*	Math I Lab Algebra I Support Transition Mathematics for Seniors A minimum of one AP® math course	Additional AP® Mathematics Courses inclusive of AP® Computer Science A Advanced Mathematical Modeling STEM Readiness Mathematics Calculus Mathematics college courses IB Program Courses
Science*	Chemistry Human Anatomy and Physiology Physics Physical Science A minimum of one AP® science course	Additional AP® Science courses Environmental Science Forensics Science college courses IB Program Courses
Social Studies*	Contemporary Studies Economics Geography A minimum of one AP® social studies course	AP® Comparative Government & Politics AP® European History AP® Human Geography AP® Macroeconomics AP® Microeconomics AP® Psychology AP® World History IB Program Courses Psychology Social Studies college courses Sociology

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

World Language	Three levels of one world language	Other world languages based on student need and interest AP® World Language World Language college courses
Health*	Any courses required to satisfy a Personalized Education Plan	Other health courses based on student need and interest Health college courses
Physical Education*	Any courses required to satisfy a Personalized Education Plan and one lifetime physical education course	Other physical education courses based on student need and interest Physical education college courses
The Arts*	Four sequential courses in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre	Other courses in the arts based on student need and interest as identified in guidance AP® Arts Courses Arts college courses
Career and Technical Education*	Schools must provide students access to concentrations in a minimum of four (4) of the 16 approved WV Career Clusters	AC courses Other CTE courses based on student need and interest
Driver Education	One course	
Technology		Information Technology Information Management Web Development Other courses based on student need and interest

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

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 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

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

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

Food Science Track:

Food Science track requirements:

Food Preparation (Foods 1)

Nutrition (Foods 2)

Food Science (Foods 3)

Advanced Foods (Foods 4)

(continued on the next page)

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

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

Information Management track requirements:

Business computer applications I

Digital Imaging/Multimedia I

Webpage Publishing

Desktop Publishing

STEM/Engineering Completer Tracks:

STEM track requirements:

Communications Systems

Construction Systems

Manufacturing Systems

Transportation Systems

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

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

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	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. <ul style="list-style-type: none"> • Must be in an ag. class to be an FFA member • Must be in an ag. class if participating in the Ham, Bacon, & Egg show 	none	.5
Science of Agriculture (AG 2)	0102 All Year	This course builds upon AG 1 & focuses on the basic scientific principles and processes related to the production of plants and animals for the food and fiber systems. Topics include: <ul style="list-style-type: none"> • basic understanding of the livestock/poultry industry and its various components • career opportunities • soil science • crop science/agronomy • weed science • basic agricultural mechanics and related industry careers • environmental stewardship, entrepreneurship, and leadership/personal development. • Must be in an ag. class to be an FFA member • Must be in an ag. class if participating in the Ham, Bacon, & Egg show 	AG 1	.5
Advanced Principles of Agriculture (AG 3)	0136 All Year	Builds on topics learned in AG 1 & AG 2: <ul style="list-style-type: none"> • livestock/poultry industry • career opportunities in ag. • soil science • crop science/agronomy • weed science • agricultural machinery • environmental stewardship, entrepreneurship 	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"> • leadership/personal development. • Must be in an ag. class to be an FFA member • Must be in an ag. class if participating in the Ham, Bacon, & Egg show 		
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"> • how to process beef, pork, lamb, & chicken • carcass grading • primal and retail cuts • workplace safety • entrepreneurship • meat lab equipment operation & maintenance • Must be in an ag. class to be an FFA member • Must be in an ag. class if participating in the Ham, Bacon, & Egg show 	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"> • plant growth and development • plant nutrition, • soil selection, • basic plant identification, • pest management, • customer relations, • career opportunities • leadership development • entrepreneurship skills • Must be in an ag. class to be an FFA member • Must be in an ag. class if participating in the Ham, Bacon, & Egg show 	AG 1	.5
Animal Production	0140-spring	<p>The course will cover topics on:</p> <ul style="list-style-type: none"> • animal restraint • animal management techniques • animal health and welfare • balancing rations • pedigree analysis • entrepreneurship 	AG 1	.5

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

		<ul style="list-style-type: none"> • Must be in an ag. class to be an FFA member • Must be in an ag. class if participating in the Ham, Bacon, & Egg show 		
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"> • greenhouse plant production and management • Bedding plant production • Watering systems light effects • Career planning, leadership development and entrepreneurial skills • Must be in an ag. class to be an FFA member • Must be in an ag. class if participating in the Ham, Bacon, & Egg show 	AG 1	.5
Forestry	0183-fall	<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"> • best management practices • timber felling basics • dendrology • tree measurement basics • water quality • forest fire • read topography maps • basic log road layout • forest hazards ID • basic forestry concepts • forest business and economics • forest insects • forest disease • entrepreneurship • Must be in an ag. class to be an FFA member • Must be in an ag. class if participating in the Ham, Bacon, & Egg show 	AG 1	.5
Natural Resource Management	0200-spring	<p>This specialization courses covers topics on:</p>	AG 1	.5

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

		<ul style="list-style-type: none"> • soil and water conservation • basic wildlife management • environmental law and regulations, • basic forestry • land management • Must be in an ag. class to be an FFA member • Must be in an ag. class if participating in the Ham, Bacon, & Egg show 		
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

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

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

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

		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

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

Family and Consumer Science – Home Economics

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Food Preparation (Foods 1)	095100	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	.5
Nutrition & Foods Foundation (Foods 2)	095000	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	.5
Food Science (Foods 3)	095200	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	.5
Advanced Foods (Foods 4)	095300	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.		.5

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

Science, Technology, Engineering, and Mathematics (S.T.E.M.)

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Fundamentals of Drafting	172900	This is a first year drafting course which introduces students to Drafting/Design and AutoCAD computer systems.	None	.5
Drafting Techniques	172700	This is a second year drafting course which, upon completion may count as a fine arts credit.	Fundamental of Drafting	.5
Fundamentals of Broadcasting Technology/TSA		This course will primarily work to complete the daily video announcements and also allow TSA students an opportunity to work on TSA related events throughout the school year.	None	.5
Communication Systems	242100	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. Hands on activities such as building circuits, making movies and working with audio broadcasting are used throughout this course.	None	.5
Manufacturing Systems	244200	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. Major activities include: tool safety,	None	.5

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

		pen/pencil making, fishing chair manufacturing and VEX robotics.		
Transportation Systems	244800	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. Major activities include: Dragster Design, model airplane design, flight simulation, tool safety, Transportation Modelling and Rocketry.	None	.5
Construction Systems	242400	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. Major activities include: NCCER Blue Card testing, Truss design, and model home construction.	None	.5
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

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

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

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

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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

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 th	.25

Music

Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Band I-IV	370600 370700 370800 370900	This class is for 9 th -12 th 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
Guitar	372800	Guitar courses present fundamentals of music and guitar playing techniques, such as strumming and chords; the courses may include more advanced guitar playing techniques.	Ability to read music	.5

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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 th -12 th 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.

9th Grade Year: Earth & Space Science

10th Grade Year: Biology I

11th Grade Year: Environmental Earth Science (If good at math)

12th Grade Year No Science unless you did not take a science your 11th grade year.

Professional (Non-science Career):

Four Science Credits total.

9th Grade Year: Earth & Space Science

10th Grade Year Biology I

11th Grade Year Chemistry I, and possibly one other science

12th 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.

9th Grade Year: Earth & Space Science

10th Grade Year: Biology I & Chemistry I

11th Grade Year: Human Anatomy, Physical Science or Environmental Science

12th Grade Year: Human Anatomy, AP Biology, or Environmental Science

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Course Title	Course Code	Course Description	Prerequisite	Credit per semester
Earth & Space Science	620100	The 9 th 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			
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

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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 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.	A or B in Biology & A or B in Chemistry	.5 Weighted
Human Anatomy & Physiology Human Anatomy & Physiology	610300 61030X	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

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Environmental Earth Science	631200	This is a full-year lab & project-based course that provides students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, to examine alternative solutions for resolving and/or preventing them and to develop and focus their own perspective on environmental issues that future generations will face. All assignments are projects to be completed using class time and independent time. This class also cares for the Trout-In-The-Classroom Project	A or B in Biology, & an A or B in 9 th & 10 th Grade Mathematics	.5
Physics	630400	Physics class will cover topics including dimensional analysis, vectors, friction, laws of motion, torque, sound, light, metric system, and other classical physic 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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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 th or 11 th 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 th 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.		
Transition English Language Arts for Seniors/ English 12 CR	401300	This course may be required for those not meeting benchmark on testing. The course is intended to assist those students who score within a reasonable range to advance to the college and career readiness benchmark on act, act plan, or act work keys, as well as students whose teachers have identified targeted areas for skill improvement and knowledge acquisition through observed student classroom performance and/or performance on other standardized assessments. This course serves as an English 12 credit and deems students eligible for graduation and the promise scholarship.	This class is intended for those students who did not meet the benchmark scores in English.	.5
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	Students must have	.5

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		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 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.	an A or B in their previous English course(s). Students' test scores will also be an indicator of acceptance.	
Creative Writing	402200	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

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.		
Advanced Ceramics/Pottery	330800	This semester long course is designed to fine tune hand building and wheel throwing techniques. Students will also be introduced to non-traditional and advanced forms of ceramic art and production, from mold making, glaze mixing and alterations, glass fusing, and others.	Ceramics and Pottery	.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
Theatre I	380100	This course is designed to develop an awareness and appreciation of drama by studying the various elements of the theater such as acting, make-up, set design, costuming, lighting, etc.. Participation in activities both in and out of the classroom is required.	None	.5
Theatre II Theatre III Theatre IV	380200 380300 380400	These courses are designed to develop build upon the material learned in Theatre I. Students will develop an awareness and appreciation of drama by studying the various elements of the theater such as acting, make-up, set design, costuming, lighting, etc.. Participation in activities both in and out of the classroom is required.	Must have the preceding course, i.e. Student has to have theatre I before theatre II	.5

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Math

Course Title	Course Code	Course Description	Prerequisite	Credit per Semester
Math I	301200	This course is a continuation of 8 th grade Algebra I skills and the study of linear functions, factoring, simplification, exponent laws, formulas, real-world application skills, and comparison of other types of functions. This course also introduces the basic geometry concepts of number properties, the parts, tools, and language of geometry, and the relationship and importance of the coordinate axis system.	Math 8	.5
Math I Lab	301300	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
Math II	301400	This course focuses on Geometry 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 introduction to trigonometry is also part of this course.	Math I	.5
Math III- TR	301700	This course was developed for students who wish to enter the work force or attend a technical school after high school. Students will work with real-world applications of linear/quadratic functions and	Math II **Math 11-TR and Math 12-TR must be taken consecutively	.5

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		statistics/probability as well as build upon algebra and geometry skills.		
Math III- LA	301500	The main focus of this course is the conceptual understanding of polynomial, radical, exponential, linear, and quadratic function relationships. Students will also apply concepts in statics and probability to make conclusions about data. The course will also expand knowledge of right triangle trig to include general triangles.	Math II	.5
Math III-STEM	30160H	This course will focus on the in-depth study of absolute value equations and inequalities, systems, and functions and function relationships and transformations. There is also a large concentration of the work devoted to real-world application of this information. Introduction of interval notation in relationship to domain and range and further work with intercepts will also be part of this course.	Math II ** A or B in Math I &II	.5
Math IV- TR	301900	This course was developed for students who wish to enter the work force or attend a technical school after high school. It is the second half of the Technical Readiness/ Workforce Readiness course that begins during the junior year. The concentration of real-world application of linear/quadratic functions and statistics/probability and algebra/geometry skills continues.	Math III- TR **Math III-TR and Math IV-TR must be taken consecutively	.5
STEM Readiness Mathematics	302600	This course is designed for students who have completed the Math 11-LA course and have decided that they are interested in pursuing a STEM career (a science, technology, engineering, mathematics, or	Math III-LA, A or B in Math I, II, & III	.5

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		medical based career). It includes those concepts from Math 11-STEM that were not taught in Math11-LA, and also includes selected topics from the Math 12-STEM course. It will also draw from standards covered in Math 9 & 10 as needed for coherence.		
Advanced Math Modeling	302500	This course focuses on problem solving and real world applications of previously learned mathematics topics. The units in this course include: Probability and Statistics of Games, Mathematics of Finance, Permutations and Combinations, Sequences and Series, and Cryptology.	Math III-LA / STEM Senior Course	.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.	Math III-LA/STEM Senior Course	.5
Computer Science	314400	Advanced Placement Computer Science A is a fast-paced course equivalent to a college introductory programming class. Students will learn about the exciting kinds of problems tackled by computer science while exploring the field's most important tool – programming. The course will explore systematic problem-solving strategies that can be applied to real world problems. The focus will be on writing full classes and the logic and structures	Math III-LA/Math III-STEM, A or B in Math I, II, & III	.5

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		<p>around building them. Throughout the course, the students will study common, reusable algorithms and learn to analyze them for correctness and speed.</p> <p>The course will cover fundamentals of programming syntax and methodology using the Java programming language. Java is a modern, object-oriented programming language used to create professional software. In addition to gaining fluency in Java, students will develop general computer skills and consider the social and ethical implications of computing.</p> <p>Weighted Grade</p>		
AP Calculus AB	303100	<p>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 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>	A or B in Math I, II, & III	.5
Calculus	314400	<p>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 integrals. The course uses a multi-representational approach with concepts represented graphically, numerically, and analytically.</p>	A or B in Math I, II, & III	.5

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		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. Not a weighted grade, and does not provide college credit		
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