2017-2018 Huntington Highlanders Freshman
The Faculty of Huntington High School welcomes you on the journey for achieving your dreams and career aspirations. Our commitment is providing the knowledge and skills necessary for your success. The Highlander staff will support each individual path in preparation for the world after graduation. Highlanders welcome the next generation of talented students as members of our school family.
On behalf of the staff of Huntington High School, I would like to welcome you to the 2017-2018 school year. We are delighted that you will be joining us this coming fall.

Leaving middle school and starting high school can be one of the most exciting times of your life. The next four years of high school will most likely determine the college you attend and perhaps, the career path you choose. My main goal is to ensure that every student is provided the highest quality of education possible in a safe and supportive learning environment.

I have been an administrator for Cabell County Schools for 11 years and taught Social Studies for 3 years. I graduated from Marshall University with a Master's degree in education. I am married with two beautiful children. When I am not working with the great teachers and staff at Huntington High School, I enjoy coaching my children in youth sports programs.

Again, I welcome you to Huntington High School and wish you the best of luck in successfully pursuing your goals as a Highlander.

Sincerely,

Joedy Cunningham
Mrs. Porter has been involved in education for eleven years. She holds a Bachelor of Arts Degree in English education and Multi-categorical special education (MI/LD/BD/Autism) from West Liberty University. She furthered her education and earned a Masters of Arts Degree in Reading from West Virginia University and a Masters of Arts Degree in Leadership Studies from Marshall University. In 2011 Mrs. Porter became a National Board Certified Teacher. Currently, Mrs. Porter is writing a dissertation to complete her doctoral degree.

Mrs. Porter taught special education at Morgantown High School for one year, English 9 & 11 at Brooke High School for three years, English 7 at Enslow Middle School for three years, and special education at Huntington East Middle School for one year. She has served as an assistant principal at Huntington High School for three years.

In her free time, Mrs. Porter enjoys spending time with her family, working out, and traveling.
Shawna Rocknich  
Freshman Counselor

Born in Ohio and originally from Hancock county, WV. Background in psychology and counseling. Experience working in domestic violence field, mental health/private practice, in-home family services and the court system. WVU fan! Has a little Schnoodle (Jack Andrew) who graduated from Puppy Kindergarten. Involved with College Life Ministry at church and plays guitar in the church band. Enjoys cooking, hiking, kayaking, white water rafting, tennis, and any place hot and sunny. One of my favorite quotes is from Victor Hugo: “He who opens a school door, closes a prison.”

Melanie Pinkerman  
Freshman Counselor

Has nine years as counselor at Huntington High School. Previously, Ms. Pinkerman worked as a mental health therapist for approximately four years at a day treatment center for adolescents, then at a residential treatment facility for students, ages 12 to 18 with various mental health and behavioral issues. She received a Bachelor of Arts degree in Counseling from Marshall University then her Master of Arts degree in Counseling with a school emphasis from the Marshall University Graduate College. During her time at Huntington High, she has worked with students in grades 9-12, but for the 2017-2018 school year will be working with students in the 9th grade. She is looking forward to meeting a new group of students and their families.
Mr. Barnett is in his first year as the Career Center principal. He served as a principal in Fayette, Lincoln and Cabell Counties in all programmatic levels. He holds Masters Degrees from Marshall University in Music and Leadership Studies. He is a licensed home inspector and contractor.

Ms. Poole is the counselor at the Cabell County Career Technology Academy. Currently is in her third year at the Career Center. Previously, she was a counselor at Huntington High School for several years. She grew up in Fayette County, WV and attend Marshall University for my undergraduate and graduate school.
FRESHMAN ACADEMY

Freshman Academy is a transition program for middle to high school designed to help students acclimate to the new school and the requirements as a high school student. Teachers suspend the curriculum for the first few days of school in which school expectations and procedures are explained and practiced. Students are placed on a team in which a science, social studies, math and ELA teacher have the same group of students. The team has a common duty period in which the team meets collaboratively to handle student issues, hold parent conferences, design curriculum integration and plan freshman events. Students who take honors or AP courses may go outside of the freshman teachers for those courses.

Contact your freshman administrator or freshman counselor for any concerns.

Core Requirements for Graduation

Following are the graduation requirements for students in West Virginia public high schools. Students are required to complete 24 credits to graduate.

Credits Required: 24

- Math 4 credits
- Science 3 credits (4 lab science credits if planning attending a year university)
- English Language Arts 4 credits
- Social Studies 4 credits
- Physical Education 1 credit
- Fine Arts 1 credit
- Health 1 credit
- Career Concentration Courses: 4 credits in a CTE strand or 4 credits in a locally approved strand
- Foreign Language 2 credits of the same language. Only for college prep students.
- Electives 4 possible credits based on student interests and career goals.

Fine Arts: One Credit (Theater, Art, Dance, or Music; Some CTE courses may count for this credit. Students should talk to their school counselor.)

Physical Education: One Credit (High School Physical Education)

Health: One Credit

Foreign Language: Students planning to enroll in a four-year college should take two credits of the same foreign language.

Four Required Concentration Courses: Students are required to register for a 4 course Career and Technology pathway or a locally approved pathway based on career interest. This will be decided at end of 9th grade year.

Embedded Credit: In some instances, students may receive credit for one course while completing another.
# High School Education Programming (Grade 9)

## Chart IV: Foundations for High-Quality Adolescent Education Programming (Grades 9-12)

24 credit required: 18 prescribed and 6 personalized

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts*</td>
<td>4</td>
<td>English 9</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>4</td>
<td>Algebra I (required successful completion of 8th Grade math)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geometry (requires successful completion of Algebra I)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra II (requires successful completion of Geometry)</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Earth and Space Science (Grade 9)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>World Studies (Grade 9) or an AP® Social Studies course (World or Human Geography)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>Physical Education 9-12 (WVEIS course 6609)</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td>Health 9-12 (WVEIS course 6909)</td>
</tr>
<tr>
<td>The Arts</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
High School Algebra I Support Credit toward Graduation

Mathematics taught in the ninth grade year is often referred to as “gatekeeper” content to higher level mathematics. Struggling ninth grade students may benefit from an Algebra I Support experience that is responsive to their individual academic needs. Because some of the highest priority content for college and career readiness comes from Grades 6-8, the Algebra I Support experiences should connect to the Algebra I standards while including proficiencies such as applying ratio reasoning in real-world and mathematical problems, computing fluently with positive and negative fractions and decimals, and solving real-world and mathematical problems involving angle measure, area, surface area, and volume.

The Algebra I Support course is intended to be taught in conjunction with Algebra I. Upon successful completion, students enrolled in an Algebra I Support course will receive one mathematics credit toward graduation. Students who have successfully completed Algebra I are not eligible to go back and earn a credit for the support course. Though two courses Algebra I and Algebra I Support may be appropriately counted as two courses towards graduation, they do not cover two distinctly different bodies of knowledge that would be the expectation of college and university admission requirements.

Attention Parents!
Algebra I Support Concerns for College Bound Students

If a student is planning on attending college, it will be important to check with that institution to see if four mathematics credits are required for admission.

It is also important to note that institutions of higher education will not recognize Algebra I Support as a credit in mathematics.

If so, mathematics courses beyond the four required for graduation may be needed to meet the admission requirement. Undergraduate admission to WV four-year colleges and universities includes the completion of four distinct mathematics courses.
Students who did not score proficient on the 8th Grade Summative Assessment and are not planning on attending a 4 year college or university might benefit from this course.

### High School Math Sequence for Grades 9 and 10

<table>
<thead>
<tr>
<th>9th Grade Math</th>
<th>10th Grade Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>Geometry or Honors</td>
</tr>
<tr>
<td>Geometry</td>
<td>Algebra II</td>
</tr>
<tr>
<td>Geometry (Block)/ Algebra II (Block)</td>
<td>Precalculus /Trigonometry</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who took Math II in middle school</td>
<td>AP Statistics</td>
</tr>
<tr>
<td>Math III STEM H (Block)</td>
<td>AP Calculus</td>
</tr>
<tr>
<td>Math IV H (Block)</td>
<td>Dual Credit Math Courses</td>
</tr>
</tbody>
</table>
Highly motivated students are encouraged to take honors and AP courses while in high school. Students who register for these courses should expect an increased amount of work, both in school and after school hours, as well as increased complexity of assignments. It is important for students registering for these courses to understand the fundamental differences between the two.

https://www.youtube.com/watch?v=Kx-zo83Pv2k

How are honors courses different?

- Honors courses are developed locally by teachers to meet the needs of accelerated and motivated students.
- Honors classes move at a quicker pace than a regular education course.
- Due to the swift pace, students will be expected to complete more reading and writing assignments at home.
- Students receive a weighted grade (i.e. If a student earns a “B” in the course, an “A” is transcribed and factored into his/her GPA.)

How are Advanced Placement (AP) courses different?

- AP courses are instructed at a collegiate level and students are expected to complete collegiate level work.
- Students are encouraged to previously take honors courses in preparation to succeed in an AP course level work. Course descriptions can be found on the College Board website in AP Central. https://apstudent.collegeboard.org/apcourse
- AP courses are reviewed and approved by the College Board.
- Students must take the assigned AP test in May of the school year (a cost covered by the district).
- Students receive a weighted grade (i.e. If a student earns a “B” in the course, an “A” is transcribed and factored into his/her GPA.)
- Passing scores allow students to receive college credit. (see College Board website)

Caution:

If student is not self-motivated, has attendance issues, or doesn’t have the time to dedicate to the level of rigor of required in these courses, the student and parent need to consider these factors when registering for honors or AP. Please see Withdrawal from honors/AP courses.
**Structure and Support**

- Each high school administration may, with input from teachers, students, and parents, select a structure that is appropriate for their school and has proven to be helpful to seeing students succeed at all levels (9th grade through AP Literature). A school may choose to have one teacher teach all sections of the grade level honors course, or they may have multiple teachers teaching multiple sections with the opportunity to collaborate.

- 2nd chances are given to 9th grade students especially during 1st semester. Teachers wean students off of “redos” and retakes by second semester.

- 8th and 9th grade vertical discussions shall occur prior to course registration to educate all stakeholders on “what makes an English honors student.”

- Deadlines need to be consistent. Expectations need to be met in order for the class to function as a learning community.

**Policies and Practices**

- Orientation for incoming freshmen taking honors courses will occur before registration of the 8th grade year and before midterm of the 1st grading period in the 9th grade year. Both prospective students and parents are encouraged to attend to gain a solid understanding of the rigor and dedication expected in the course.

- Students are permitted to enroll in an honors and AP course upon meeting the criteria and completing the *Honors and AP Recommendation Form*. Forms are available with honors and AP teachers, counselors, and on the schools’ webpages.

- Students who have questions about honors and AP courses are encouraged to communicate with their current teacher and the teacher of record for the next course. All students are encouraged to participate in the course that is challenging and more appropriate to their post-secondary plans.

- An open door policy is established for students in regular education courses until midterm of the first grading period. If there are students who have shown their regular education teachers that an honors/advanced course is a more appropriate placement, they should be given the opportunity to enter the course.

- Late work is only accepted at the discretion of the honors teacher. Students are expected to be prepared for all classes due to the swift pace and collaborative learning inherent in honors and AP courses. Classes will function as a learning community.

**Classroom Content and Instruction**

- The most successful students build strong reading and writing habits throughout their middle school years and into high school. While teachers can teach skills, all students must possess the desire to become professionals.
• Students must enter class ready to read and/or write with any prepared materials or discussion pieces. When necessary, nightly preparedness is important to the success of the class as a whole.

• Honors and AP students must understand the need for flexibility when writing. Formulaic writing limits the student’s ability to be creative and thoroughly analyze.

• Students will acquire and show evidence of an extended literary vocabulary.

• Teachers will guide students through literary practices that are important to the whole reading and writing experience (i.e. annotation, revision, editing, close reading, etc.) Students must understand why those processes are necessary rather than simply completing them.

WITHDRAWAL FROM HONORS AND AP COURSES
Please refer to section regarding the expectations and requirements of “Honors” and “AP” level classes in order to choose these classes carefully. The master schedule is based on the number of students requesting a course. For this reason, students will not be able to withdraw from honors level classes after enrollment is completed. Many of the Honors level and AP classes require summer reading assignments. **Students will not be permitted to withdraw from an honors level or Advanced Placement (AP) course.**
Cabell County Schools
HONORS AND ADVANCED PLACEMENT PROGRAM
English Honors Course Requirements

Student Name: _________________________________________________________

Incoming Grade: ______________ High School: _____________________________

Subject of Recommendation (circle one):
English 9  English 10  AP English Lang  AP English Lit

Students who register for an honors course are expected to complete the course in its entirety as well as any prerequisite summer work that may be required.

Data Set - Student must meet both criteria.

________ STAR assessment grade equivalency score
  • GE of at least 8.5 (May of 8th grade for English 9 Honors)
  • GE of at least 9.5 (May of 9th grade for English 10 Honors)
  • GE of at least 9.5 (May of 10th grade for AP English Language)
  • GE of at least 9.5 (May of 11th grade for AP English Literature)

________ At/near proficiency performance on ELA portion of General Summative Assessment (7th grade performance for incoming 9th graders)

Classroom Performance Set - Student must meet at least one.

________ ELA Teacher Recommendation for current school year (form completed based on maturity, motivation, etc.)

________ Grade of A or B in previous grade ELA (overall)

Note to students who fail to meet the criteria: A student may be enrolled in an honors/AP course by permission of the teacher. Students who fail to meet the requirements within the data set may be asked to submit a body of work to the teacher of the course and follow-up with a conference. Students interested in AP may also be asked to sit for a timed writing with the teacher of record.

Note to students in non-honors education courses who plan to register for Honors or AP: Students who have taken non-honors education courses for 9th through 11th grade and are interested in Honors or AP courses must discuss their admission with their current teacher and the teacher of record for the next level. Students may be required to submit writing samples as evidence of their ability and desire to perform at the expected level.

Note to AP students: Students enrolled in an Advanced Placement course are required to take the Advanced Placement exam. This is at no cost to the student as it is paid by the district. Students who do not take the exam will not receive AP credit on their transcript.

Please attach completed form and necessary score reports to schedule request.

These guidelines were created by teachers with the express purpose of preparing students for taking college level courses in high school through the Advanced Placement program.
Cabell County Schools
HONORS AND ADVANCED PLACEMENT PROGRAM
Science and Social Studies Honors Course Requirements
Incoming 9th graders & 10th graders

This form must be completed by any student enrolling in 9th grade World History Honors and/or 10th grade US Studies Honors. This form must be completed by any student enrolling in 9th Grade Earth Science Honors and/or 10th Grade Biology Honors.

Student Name: ___________________________Incoming Grade: _________

Middle School (9th grade only): ___________High School: ______________

Students who register for an honors course are expected to complete the course in its entirety as well as any prerequisite summer work that may be required.

Data Set – Students must meet both criteria.

_______ STAR assessment grade equivalency score

- GE of 8.5 (May of 8th grade for English 9 Honors)

_______ At/near proficiency performance on ELA portion of General Summative Assessment (7th grade performance for incoming 9th graders. 8th grade performance can also be considered after scores are received)

Classroom Performance Set - Student must meet at least one.

_______ ELA Teacher Recommendation for current school year (form completed based on maturity, motivation, etc.)

_______ Grade of A or B in previous grade ELA and Science or Social Studies (overall)

Note to students who fail to meet the criteria: A student may be enrolled in an honors/AP course by permission of the teacher. Students who fail to meet the requirements within the data set may be asked to submit a body of work to the teacher of the course and follow-up with a conference.

Please attach completed form and necessary score reports to schedule request.

These guidelines were created by teachers with the express purpose of preparing students for taking college level courses in high school through the Advanced Placement program.
Cabell County Schools
HONORS AND ADVANCED PLACEMENT PROGRAM
TEACHER RECOMMENDATION FORM

Student Name: ___________________________________  Incoming Grade: ______

Middle School (9th grade only): ____________________________  High School: ______

This form is to be completed by the student's current teacher of intended honors course. Please rate the performance of the above named student using the scale provided. For responses rated a 1 or 2, please provide comments.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Needs Improvement (1) to Excellent (5)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends school on a regular basis</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Is on time to class</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Completes class assignments on time</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Displays pride in one's work</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Respects and honors school environment &amp; peers</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Shows positive attitude in class</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Gets along well with others</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Demonstrates eagerness and capacity to learn</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Engages in classroom activities</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Shows ability to make and keep commitments</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Receptive to new ideas and the ideas of others</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Accepts responsibility</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Demonstrates initiative</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

In what other areas has the student proven to be an honors student? Check all that apply and add any additional comments:

- [ ] Time management
- [ ] Organizational skills
- [ ] Interpersonal skills
- [ ] Leadership skills
- [ ] Communication skills
- [ ] Job-related skill

Would this student be able to carry out the responsibilities of being an English honors student?

- [ ] Yes
- [ ] No

Teacher
Signature:_________________________________________________________  Date:____________

16
Sixteen Career Clusters

Pathway: Each Cluster is divided into different areas of concentration. Please visit http://careertech.k12.wv.us/ for more information regarding the different pathways. Each Cabell County school offers different pathways in the career academies.

Policy 2510 requires each student to select a Career Cluster which will determine a set of four courses that the student will complete during high school. The student upon selecting a Career Cluster will identify either a CTE pathway or a locally approved pathway which are comprised of 4 specific courses which must be completed during high school. Pathways will be selected at the end of the freshman year.

SIMULATED WORKPLACE FOR CTE CONCENTRATIONS:

Each CTE pathway will participate in Simulated Workplace. Students will participate in activities that workers experience in the real workforce. Students will complete an application process, interview, and random drug testing. These are real world skills required in obtaining a job in today’s workforce. http://wvde.state.wv.us/simulated-workplace/faq.php
More about High School

SCHEDULE CHANGES
The school administration determines the number of sections of each subject to be taught and the number of teachers needed in each discipline based on student requests. In light of teacher cutbacks, classes will be full. Regrettably, the flexibility to make changes later is impaired. Therefore, choose courses and alternate courses carefully.

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

ALTERNATE COURSES must be listed in case of scheduling conflicts. If too few students request a course, it may not be offered and an alternate course will be selected. If students do not select alternates prior to the scheduling process, they will be placed in alternates chosen by their counselor.

WITHDRAWALS AND AUDITS OF COURSES: If a student, with parent permission, requests to be withdrawn from a class after the 5th day of a semester, the student will receive a grade of W/F for that class, dependent upon alternate class availability and administrative approval. The W/F will be recorded on the permanent record card and a zero (0) used in computing the grade point average. In special cases, the principal may award a W for early withdrawal if the student is misplaced in a class. Auditing of classes must be declared within the first five days of the class. Students who audit a course will be required to attend class, be actively engaged in the class, and complete all assignments and tests of the course.

COURSE AVAILABILITY is dependent upon a preferred class size of at least 16 or more students in most courses. Courses with fewer than 16 students may not be offered. Staff availability may necessitate these classes not being offered.

VIRTUAL SCHOOL
West Virginia Virtual School provides online courses for students when those courses are not available in their high school, or if their schedule prevents them from taking a course associated with their college and career goals. Students who choose to take a virtual school course need to be motivated and skilled in time management in order to be successful. Seniors must complete all coursework by the last day for seniors. Courses which are on a semester status must be completed by the end of the semester. Students shall complete year-long course requirements by the last day of school for students during the current school year. It is the student and parents’ responsibility to determine adequate progress is maintained during the course. Students failing the virtual course will be allowed to do credit recovery. As virtual courses are paid for by the State for the initial class, repeating a failing class through virtual school will be at parents’ expense.
SUMMER READING PROGRAM
Students at both high schools participate in a mandatory summer reading program. The book is selected in the spring and information is provided to students and parents prior to the summer break. Students complete summer assignments which are part of the expectations for incoming freshmen.

WORK-BASED LEARNING
Work-based learning experiences were once required for graduation. However, the state of West Virginia has removed that requirement. Cabell County Schools has chosen to continue to assist students who in participating in a work-based (experiential) learning experiences in high school as part of the Career Interest Academies concept.

COMMUNITY SERVICE REQUIREMENT
Students shall complete a minimum of ten (10) hours of approved community service for graduation. Documentation is required to be submitted to the student’s counselor.

EMBEDDED CREDIT
Embedded Credit refers to credit that can be earned for selected core courses by students who successfully complete the requirements indicated below. Students are awarded credit for the coursework and also for another course that correlates with the program. Embedded Credit will allow those students the flexibility of pursuing their academic interests while earning a required graduation credit.

A. Research has shown that learning is increased and retained at a higher level if the content is taught through a relevant and applied experience (Mundy and Eyler, 2002).

B. Students will be required to demonstrate proficiency in the core course prior to awarding embedded credit.

C. Embedded credit courses are recommended to the Director of Assessment and Curriculum by the school administrator.

D. The Director of Assessment and Curriculum meets with teachers from both content areas, curriculum staff, and school administrators to determine the conditions under which Embedded Credit may be offered, if at all.

E. The transcribed grade is the same grade as the course with which the embedded credit is awarded.

F. If a student completes an embedded credit course, the course is entered into their student transcript in the same manner as if the student had taken the course as typically offered.

G. If a student fails a course in which an embedded course credit has been approved as part of the course, the student may recover credit for the
embedded credit course through the school level credit recovery program, summer school credit recovery, or take the regular course during another school year.

H. Cabell County Schools retains prerogative to withdraw embedded credit approval based upon assessment results or other exigent circumstances.

I. Students will receive high quality instruction that will allow them to work toward mastery on 100% of the content standards and objectives for all embedded credit courses approved by the county and submitted for approval to the WVBE.

**EMBEDDED CREDIT LIST**

<table>
<thead>
<tr>
<th>Take this course:</th>
<th>At this school:</th>
<th>Get this credit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show Choir</td>
<td>CMHS; HHS</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Marching Band</td>
<td>CMHS; HHS</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Dance</td>
<td>CMHS; HHS</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Body Structures and Functions</td>
<td>CMHS; HHS</td>
<td>Advanced Human Anatomy and Physiology</td>
</tr>
<tr>
<td>JROTC I/AJROTC I</td>
<td>CMHS; HHS</td>
<td>Physical Education</td>
</tr>
<tr>
<td>JROTC II/AJROTC II</td>
<td>CMHS; HHS</td>
<td>Health</td>
</tr>
<tr>
<td>JROTC III &amp; IV</td>
<td>CMHS; HHS</td>
<td>Civics for Next Generation</td>
</tr>
<tr>
<td>Carpentry (Completion of four-course sequence)</td>
<td>CCCTC</td>
<td>Transitional Math for Seniors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Take this course:</th>
<th>At this school:</th>
<th>Get this credit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP U.S. Government</td>
<td>CMHS; HHS</td>
<td>AP Comparative Government</td>
</tr>
<tr>
<td>Foundations of Health Science and Advanced Principles of Health Science</td>
<td>CMHS; HHS</td>
<td>Health</td>
</tr>
<tr>
<td>HVAC IV</td>
<td>CCCTC</td>
<td>Transitional Math for Seniors</td>
</tr>
<tr>
<td>Electrical Trades IV</td>
<td>CCCTC</td>
<td>Transitional Math for Seniors</td>
</tr>
<tr>
<td>Machine Trades IV</td>
<td>CCCTC</td>
<td>Transitional Math for Seniors</td>
</tr>
</tbody>
</table>
### Huntington High School

#### Freshman Academy Electives

<table>
<thead>
<tr>
<th>Health/Physical Education</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Health</td>
<td>___ Art I, II</td>
</tr>
<tr>
<td>___ Physical Education</td>
<td>___ Beginning Guitar</td>
</tr>
<tr>
<td>___ Physical Education</td>
<td>___ Dance I</td>
</tr>
<tr>
<td>___ Physical Education</td>
<td>___ Intermediate Guitar</td>
</tr>
</tbody>
</table>

#### English

| ___ Chorus I |
| ___ Theater I |
| ___ Drawing I |
| ___ Painting I |
| ___ Show |
| ___ Digital Photography I |
| ___ Choir I |
| ___ Stage Craft |
| ___ Marching Band |
| ___ Percussion Ensemble |
| ___ Concert Band |
| ___ Chamber Choir |
| ___ Orchestra I |
| ___ Piano I, II |
| ___ Jazz Band |

#### Family and Consumer Sciences

| ___ Food Preparation |
| ___ Parenting and Strong Families |
| ___ American Sign Language I, II |
| ___ Spanish I, II |
| ___ French I |
| ___ Latin I |

#### Business

| ___ Desktop Publishing |
| ___ Personal Finance |
| ___ AP Human Geography |
| ___ Business and Marketing Essentials |
| ___ AP World |
| ___ Digital Imaging |

#### Social Studies

| Army Reserve Officer Training |
| Intro to Engineering Design |
| Army JROTC I |
Schedule Request Form for Rising 9th Graders

Name: ______________________ WVEIS # __________________ Grade ___

Current School: __ BMS       __ HEMS       __ HMS       __ MMS

Registering for: ___ Career and Technology Academy        ___ CMHS     ____ HHS

<table>
<thead>
<tr>
<th>Select one from each section</th>
<th>ENGLISH</th>
<th>__ ENGLISH 9</th>
<th>___ English 9 HONORS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>MATH</td>
<td>__ Algebra I</td>
<td>___ Geometry (H)*</td>
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<tr>
<td></td>
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<td>___ Geometry (H)* (Must have completed Algebra I)</td>
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<td></td>
<td></td>
<td>___ Algebra II (H) *(Must have completed Geometry)</td>
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<td>___ Math III Stem H**       ___ Math IV H**</td>
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<tr>
<td></td>
<td>SCIENCE</td>
<td>___ Earth Science</td>
<td>___ Earth Science Honors</td>
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<tr>
<td></td>
<td>SOC ST</td>
<td>___ World</td>
<td>___ World Honors</td>
</tr>
</tbody>
</table>

*Check course handbook to see if offered

When choosing electives, please check the course book for the list of embedded credit courses in which you can receive credit for PE and Health. If you will be receiving embedded credit for these, do not register for PE or Health. This allows for other electives to be selected.

<table>
<thead>
<tr>
<th>Elective</th>
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<th>Alternate Elective</th>
</tr>
</thead>
</table>

Choose the Career Interest Cluster:

__ Agriculture, Food & Natural Resources  __ Architecture & Construction

__ Arts, A/V Technology & Communications  __ Business Management & Administration

__ Education & Training  __ Finance

__ Government & Public Administration  __ Health Science

__ Hospitality & Tourism  __ Human Services

__ Information Technology  __ Law, Public Safety, Corrections & Security

__ Manufacturing  __ Marketing

__ Science, Technology, Engineering & Math  __ Transportation, Distribution & Logistics

We acknowledge that we have read the requirements for the courses requested and understand the restrictions and consequences for withdrawing from a course including the possibility of the student receiving a WF for withdrawing before a course is completed.

Student Signature: ____________________________ Date: _______________

Parent Signature**: ____________________________ Date: _______________

**I understand that I am expected to sign the student’s Personalized Education Plan (PEP) each year, including any schedule changes made to the PEP. Copies are to be provided to parent upon request.
WVBE Policy 2315 Policy Requirements for PEP

5.1.a. **Personalized Student Planning** – Personalized student planning includes providing opportunities for students to discover their interest in emerging careers. Ongoing opportunities at all programmatic levels are provided during the school day for career exploration and self-discovery. Personalized planning allows student to develop academic skills, identify interests, maximize strengths, minimize weaknesses, set and reach personal/educational goals and realize their career aspirations. A Personalized Education Plan (hereinafter PEP) is developed collaboratively, involving students, parents/guardians and school staff.

5.1.a.1. During the 8th grade year, each student’s PEP is developed to identify course selections for the 9th and 10th grade based on each student’s identified career aspirations. Prior to development of the PEP, the school shall provide ongoing opportunities during the school day for career exploration and self-discovery involving student needs assessments, career and interest inventories, learning style inventories, self-reflections and career inquiry. When finalizing the PEP, the counselor and/or student advisor will meet with the student and parents/guardians to secure signatures documenting involvement. The student and parents/guardians are provided a copy of the PEP.

5.1.a.2. During the 9th grade and each subsequent year each student reviews and updates his or her PEP in collaboration with the school counselor, teachers, advisors and parents/guardians. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, career and academic assessments (e.g., ACT EXPLORE, interests and learning styles inventories, aptitude tests, multiple intelligence inventories) to guide changes to course selections.

5.1.a.3 During the 10th grade year the second phase of the PEP is developed. Students identify course selections for grades 10-12 and postsecondary plans for the first year after high school. To assist with development of the three-year PEP, the school will provide ongoing opportunities during the school day for career exploration and self-discovery involving completing student needs assessments, career and interest inventories, learning style inventories, self-reflections and multi-faceted opportunities for career inquiry. Each student’s individual assessments will be reviewed to ensure academic planning maximizes individual strengths and interests. Career exploration and planning and the development of the PEP is a shared responsibility between the school counselor, teachers, advisors and parents/guardians.

5.1.a.4 The PEP is reviewed annually in grades 9-12 with the student and his or her parents/guardians and is signed and dated during each annual review conference. Students may amend his or her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on availability of courses.
### 11th Grade

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English</td>
<td>1</td>
</tr>
<tr>
<td>AP Spanish</td>
<td>1</td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
</tr>
<tr>
<td>US History</td>
<td>1</td>
</tr>
</tbody>
</table>

### 12th Grade

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AP Social Science</td>
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</tr>
<tr>
<td>AP English</td>
<td>1</td>
</tr>
<tr>
<td>AP Economics</td>
<td>1</td>
</tr>
</tbody>
</table>

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### Personalized Courses

- AP Research
- AP Statistics
- AP Computer Science
- AP Biology
- AP Chemistry
- AP Physics
- AP Calculus

### Career Cluster

#### Select a Career Cluster

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering, Mathematics</td>
</tr>
<tr>
<td>Humanities</td>
<td>Language Arts, Fine Arts, Performing Arts</td>
</tr>
</tbody>
</table>

### Notes for Students and Parents

- This plan is based on the most current requirements for graduation and is subject to change.
- Please consult the high school's course catalog for the most up-to-date information.
- Any changes in course requirements must be approved by the School Counseling Department.
Appendix A: Course Descriptions
Schedule Request Form for Rising 9th Graders

Name: ______________________ WVEIS # _______________ Grade ___

Current School: ___ BMS       ___ HEMS       ___ HMS       ___ MMS

Registering for: ___ Career and Technology Academy       ___ CMHS       ___ HHS

Select one from each section

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|      | ___ Algebra II (H)* (Must have completed Geometry) |
|      | ___ Math III Stem H**       | ___ Math IV H** |

| SCIENCE | ___ Earth Science    |
|..........| ___ Earth Science Honors |
|..........| Other__________________|

<table>
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<tr>
<th>SOC ST</th>
<th>___ World</th>
<th>___ World Honors</th>
<th>___ AP Human Geography</th>
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When choosing electives, please check the course book for the list of embedded credit courses in which you can receive credit for PE and Health. If you will be receiving embedded credit for these, do not register for PE or Health. This allows for other electives to be selected.

Elective

Elective

Alternate

Elective

Choose the Career Interest Cluster:

___ Agriculture, Food & Natural Resources       ___ Architecture & Construction
___ Arts, A/V Technology & Communications       ___ Business Management & Administration
___ Education & Training                        ___ Finance
___ Government & Public Administration         ___ Health Science
___ Hospitality & Tourism                      ___ Human Services
___ Information Technology                     ___ Law, Public Safety, Corrections & Security
___ Manufacturing                              ___ Marketing
___ Science, Technology, Engineering & Math    ___ Transportation, Distribution & Logistics

We acknowledge that we have read the requirements for the courses requested and understand the restrictions and consequences for withdrawing from a course including the possibility of the student receiving a WF for withdrawing before a course is completed.

Student Signature: _______________________________________________ Date: _______________

Parent Signature**: _______________________________________________ Date: _______________

**I understand that I am expected to sign the student’s Personalized Education Plan (PEP) each year, including any schedule changes made to the PEP. Copies are to be provided to parent upon request.
Huntington High School
Freshman Academy
Course List
Army Junior Reserve OFFICERS TRAINING

AJROTC - Leadership Education and Training I

Teaches drill and ceremonies, leadership, first aid, basic map reading, oral
communication, marksmanship, physical fitness and other self-developing subjects.

AJROTC Junior Summer Leadership School

The JROTC “Junior” Summer School program is conducted at an available military
installation by the Senior ROTC instructors.

Prerequisite: LET I and Leadership Education I

Art

Art I

Basic introduction to the visual arts. HHS- 1 Semester.

Prerequisite: Art

Art II

This course is a continuation of Art I, with exploration and an in-depth study of additional
media. Students will develop creative thinking and problem solving skills. HHS - 1
Semester.

Prerequisite: Art

Digital Photography I (Art I)

Basic camera and printing techniques will be explored with an emphasis on
experimentation to achieve creative images. Adobe photo shop will be emphasized in
this class.

Drawing I (Art 1)

Includes basic drawing instruction involving perspective, shading, composition, etc.
Media may include, but will not be limited to: pencil, ink, wash, pastel, scratch board, and
transfer.

Painting I (Art 1)

Learning various techniques and styles in the use of tempera, watercolor, ink wash,
acrylics, etc. A good drawing background is beneficial. Many individual works will be
completed. Students may need to furnish canvas for painting (HHS).
Business/Marketing

Business and Marketing Essentials 1439E1 1439E2

Students acquire knowledge of fundamental business activities and factors affecting business, develop verbal and written communication skills, and verbal information literacy skills.

Desktop Publishing 1429E1 1429E2

Introduces students to a variety of ways that people use tools and resources to communicate.

Digital Imaging and Multimedia I 1431E1 1431E2

Introduces students to the basics of producing digital images for multimedia purposes.

Personal Finance 1451E5

Multidisciplinary approach to personal financial management for high school students.

Dance

Dance I 340111 340121

Designed for students who have an interest in learning different dance styles. Basic dance skills, including ballet, jazz, and choreography will be included, as well as dance history.

Engineering

Introduction to Engineering Design 246111 246121

Teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer software.
English/Language Arts

Creative Writing 402211 402221

Designed for upper-level students who like to write original fiction, nonfiction, and/or poetry. Instruction focuses on the study and utilization of models of writing as a basis for students’ original writing. Elective course

Debate I (Honors)/Forensics 41301H 41302H

Learn the fundamentals of argumentation by research and discussion. Students will learn to create briefs and debate resolutions in team style.

English 9 400911 400921

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

Family and Consumer Sciences

Culinary Food Preparation - Block 095100

The student will focus on various food preparation and management skills that promote health and wellness of individuals and families

English 9 Honors 40091H 40092H

First phase of a program for those who plan to take Advanced Placement English classes. The course will encourage the learner to respond to literature with fluent written expression, while emphasizing vocabulary building, independent reading, critical thinking, literature analysis, research, and presentation.

Prerequisite: A/B average 8th grade/ STAR READING GLE 8.5

Journalism I 405111 405121

Introduces the history, ethics, and journalistic writing, with a major focus upon print media including yearbook and newspaper. Knowledge of news writing style, page design, reporting and interviewing techniques are critical skills developed in this course.

Prerequisite: "C" or better in English
Mythology

Elective course designed to introduce students of any grade to the basic concepts from Greek and Roman myths. Emphasis is placed upon the major myths of classical Greece and Rome.

Parenting & Strong Families - Block

Designed to help students evaluate readiness for parenting while examining appropriate Parent and Strong Families practices.

Health

High School Health

Develops knowledge, attitudes, values, and skills concerning issues of particular concern during adolescence which impact on personal health and wellness.

High School Health

Develops knowledge, attitudes, values, and skills concerning issues of particular concern during adolescence which impact on personal health and wellness.

Health Sciences

Foundations of Health Science

Designed to allow instructional content to focus on basic medical terminology, growth and development, nutrition, health maintenance practices and healthcare delivery systems.

Prerequisite: 9th grade or higher reading level

Foundations of Health Science - Block

Designed to allow instructional content to focus on basic medical terminology, growth and development, nutrition, health maintenance practices and healthcare delivery systems.

Prerequisite: 9th grade or higher reading level
Mathematics

Algebra I CCR 306111 306121

Focuses on five critical units including contrasting linear and exponential relationships, applying linear models to data that exhibit a linear trend, and engaging in methods for analyzing, solving, and using quadratic functions.

Algebra I Support CCR 306011 306021

Students who score a level 1 on the GSA and need support for targeting math skill. Review of the basic of College and Career Readiness standards for math in grades 6-8. Will count as a math credit for graduation but is not recognized as a fourth math by most universities.

Algebra II CCR - Block 306300

Work with linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational, radical functions and solving exponential equations using the properties of logarithms.

Algebra II CCR Honors - Block 30630

Work with linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational, radical functions and solving exponential equations using the properties of logarithms.

Prerequisite: Open to students who have Honors block for Geometry.

Geometry CCR 306211 306221

Explore complex geometric situations and geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized early in this course. Disclaimer: Differences exist between this Geometry course and the historical approach taken in Geometry classes of previous generations.

Geometry CCR Honors - Block 30620

Explore complex geometric situations and geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized early in this course. Disclaimer: Differences exist between this Geometry course and the historical approach taken in Geometry classes of previous generations.
Math III STEM HONORS 30161 30162

For students planning on entering STEM careers following 2-4 year program. (Science, Technology, Engineering and Math fields) Expands the learning of Math I and Math II.

Prerequisite: Successful completion of Math II (B or higher) or Math II Honors.

Math III STEM HONORS - Block 30160

For students planning on entering STEM careers following 2-4 year program. (Science, Technology, Engineering and Math fields) Expands the learning of Math I and Math II.

Prerequisite: Successful completion of Math II (B or higher) or Math II Honors

Math IV Honors Pre Calculus/ Trig 30181 30182

Extensive look at the relationships among complex numbers, vectors, and matrices. 4th math credit option.

Prerequisite: Math III Stem H

Math IV Honors Pre Calculus/ Trig - Block 30180

Extensive look at the relationships among complex numbers, vectors, and matrices. 4th math credit option.

Prerequisite: Math III Stem H

Music

Beginning Guitar 372850

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

Chamber Choir 376711 376721

Students will study and perform choral literature of various musical eras in English and other original languages. Admission to the course is by audition/ invitation only. Fees

Prerequisite: Successful audition and permission of the teacher
Chorus I 362111 362121

Introductory level class. Developing basic music reading skills, the development of good vocal tone production, ensemble singing and to introduce students to major styles of music from the Renaissance to the present day. Performances, “during and outside of class”, are a required part of this course. No previous experience necessary. This is a non-auditioned ensemble.

Concert Band I 361150

Open to any student who has had prior band instrument experience or who can demonstrate a ninth grade level of knowledge and proficiency on a band instrument.  
*Prerequisite:* permission of teacher

Intermediate Guitar 372950

Continuation of Beginning Guitar and will introduce Barre chords using common progressions. Acoustic guitar must be supplied by the student

*Prerequisite:* Beginning Guitar or Permission of the teacher.

Jazz Ensemble/Stage Band 371711 371721

Different styles of jazz music will be studied in preparation for performance throughout the school year. The stage band plays for various civic and school activities as well as jazz festivals.  
*Prerequisite:* Successful audition and permission from teacher

Marching Band 371611

Open to all students who play a band instrument and are interested in performing at games, parades, and marching contests. Any auxiliary groups such as flag corps or dance team must take this class. Participants must be available for band rehearsals during the summer and after-school rehearsals through the year. FALL SEMESTER.  
*Prerequisite:* Permission from teacher.

Orchestra I 376411 376421

A string ensemble designated for students with a minimum proficiency on a string instrument to learn pedagogy and prepare for Orchestra II class. This group may perform in concerts as determined by the director.
Percussion Ensemble

Learn to perform on all types of percussion instruments with the focus on performance of concert percussion music of all styles. Prior to taking this course, a student should have some background in at least one major percussion instrument. The group will perform in public concerts and ensemble festivals.

Prerequisite: Percussion Experience

Piano I

Lessons are given in the electronic keyboard laboratory. Study may also include assignments on acoustic piano. Practice time is allotted during the classroom instructional time.

Piano II

Continuation of Piano I. Piano II is open to intermediate and advanced students.

Prerequisite: Piano I

Show Choir

Upper level advanced choral performance ensemble open to all students with instructor permission.

Prerequisite: Audition

Physical Education

High School Physical Education

Required for graduation, recommended for 9th and 10th grade students, and must be completed before enrollment in any physical education elective. Plan of physical activity which introduces the following: Life Fitness, Conditioning and Weight Training, Leisure and Recreation, and Fitness and Conditioning.
High School Physical Education - Block

Required for graduation, recommended for 9th and 10th grade students, and must be completed before enrollment in any physical education elective. Plan of physical activity which introduces the following: Life Fitness, Conditioning and Weight Training, Leisure and Recreation, and Fitness and Conditioning.

Science

Earth and Space Science

Required 9th grade Science course for graduation.

Earth and Space Science Honors

Honors 9th grade Science course for graduation. This is a more rigorous course in depth reading and writing of content.

Prerequisite: STAR reading on grade level

Social Studies

Advanced Placement Human Geography

Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. AP is required.

Prerequisite: WVGSA 3/4 proficiency in ELA or grade level equivalent is on grade level in STAR Reading.

Advanced Placement World History

Designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in World History. ADVANCED PLACEMENT EXAMINATION IS REQUIRED, PAID FOR BY THE DISTRICT. THIS COURSE MAY BE SUBSTITUTED FOR 9TH GRADE WORLD STUDIES. Can replace World Studies.

Prerequisite: WVGSA 3/4 proficiency in ELA or grade level equivalent is on grade level STAR Reading
Geography

Helps students understand the values and roles of groups and individuals in a “Global Village” where economies, cultures, and environmental concerns are connected. The study of geography will contribute to the development of workplace skills and career choices.

World Studies

Engages students in the study of development and evolution of the historic, economic, geographic, political and social structure of the cultural regions of the world from the dawn of civilization to the Twentieth Century.

Prerequisite: WVGSA 3/4 proficiency or grade level equivalent is on grade level.

World Studies Honors

A World History course taught as part of the Honors program to provide an integrated study of history and literature of the period. This class may be substituted for the regular 9th grade Social Studies class.

Prerequisite: WVGSA 3/4 proficiency or grade level equivalent is on grade level.

Theater

Stagecraft I

Designed to promote students’ experience and skill development in one or more aspects of theatrical production (such as lighting, set construction, and stage management). Students will be involved in school plays, concerts, and miscellaneous presentations.

Prerequisite: Permission of the teacher.

Theater I

Designed to provide the student with further exploration of the art of acting and the production of a play. Participants are expected to perform for a variety of audiences.
World Languages

American Sign Language I 56911X

Designed to give students foundation and to acquaint them with basic issues of concern to the Deaf Community. Dual Enrollment Course offered by Mountwest Community and Technical College. Students will be responsible for the $100 per course tuition fee or talk to bookkeeper. Spring Semester, use with 56922X.

American Sign Language II

Designed to give students foundation and to acquaint them with basic issues of concern to the Deaf Community. Dual Enrollment Course offered by Mountwest Community and Technical College. Students will be responsible for the $100 per course tuition fee or talk to bookkeeper. Spring Semester, use with 56922X.

French I 562111 562121

Beginning study of the French language and culture, with emphasis on the development of pronunciation, listening, reading, writing, and conversation skills.

Japanese I 567111 567121

Skills of reading, speaking, listening, and writing in Japanese. Understanding cultural differences and similarities is an inherent part of the course.

Latin I 564111 564121

Student will pronounce, read, and write beginning Latin with a strong focus on grammar and vocabulary. This course will introduce the customs, civilization, and mythology of ancient Rome.

Spanish I 566111 566121

Introduction to the Spanish language and culture will focus on the skills of reading, speaking, listening, grammar, and writing in Spanish. The understanding of cultural differences and similarities is an inherent part of the course.
Cabell County
Career Technology Center
Academy
Course List
Automotive Technology

Automotive Technology MLR-1 - Block 1631E0

Areas of study include career opportunities and practices, basic safety, tool and equipment, measuring tools and equipment, automotive specifications, electrical system basics, battery service, wheel and tire service, cooling and lubrication systems.

*Prerequisite:* Ninth grade reading and math skills; good eye-hand coordination; willing to work in a garage-type area

Automotive Technology MLR-2 - Block 1623E0

Build student skill sets in areas such as general engines, diagnosis of cylinder head and valve train, diagnosis and repair of engine block, and repair of lubrication and cooling systems.

*Prerequisite:* Ninth grade reading and math skills; good eye-hand coordination; willing to work in a garage-type area

Automotive Technology MLR-3 - Block 1625E0

Build student skill sets in areas such as diagnosis and repair of hydraulic systems, drum brakes, disc brakes, power assist systems, and antilock brake systems. Personal and environmental safety practices associated with proper ventilation, handling, storage, and disposal of brake components.

*Prerequisite:* Ninth grade reading and math skills; good eye-hand coordination; willing to work in a garage-type area

Automotive Technology MLR-4 - Block 1637E0

Build student skill sets in areas such as diagnosis and repair of steering systems, front and rear suspension systems, wheel alignment.

*Prerequisite:* Ninth grade reading and math skills; good eye-hand coordination; willing to work in a garage-type area

Electronics (Auto Tech AST-1) 1627E0

Elective Course for Automotive Technology

Engine Performance (Auto Tech AST-1) 1629E0

Elective Course for Automotive Technology

Manual/Auto Transmissions (Auto Tech AST-1) 1635E0

Elective Course for Automotive Technology
Building Maintenance & Operations

Building Maintenance and Operations I - Block 1774E0

Begins with the NCCER Core curriculum. Complete modules in Basic Safety; Construction Math; Hand Tools and Power Tools; Construction Drawings; Rigging; Communication and Employability Skills; Materials Handling. Other skill areas include Site Layout, Distance Measurement and Leveling; Introduction to Concrete, Reinforcing Materials and Form.

Building Maintenance and Operations II - Block 1775E0

Build student skill sets in areas such as Handling and Placing Concrete; Introduction to Masonry; and Masonry Units and installation Techniques.

Building Maintenance and Operations III - Block 1776E0

Build student skill sets in areas of Floor Systems; Wall and Ceiling Framing; Roof Framing; and Roofing Applications.

Building Maintenance and Operations IV - Block 1777E0

Build student skill sets in areas of Exterior Finishing; Basic Stair Layout; Electrical Safety; and Residential Electrical Services.

Building Technologies Academy

Blueprint Reading for Construction - Block 1882E0

Areas of study include identifying blueprints, terms, symbols, components, dimensions, classifications and construction task objectives.

Building Construction Foundations 1825E0

Elective Course for Building Technologies Academy.

Career Exploration - Block 7627E0

Build student skill sets and understanding in safety. Areas of study include introductions to carpentry, electricity, and hvac.

Fundamentals of Facilities Maintenance 1805E0

Elective Course for Building Technologies Academy.
Carpentry

Carpentry I - Block  
1842E0

Carpentry I begins with the NCCER Core curriculum. The students will complete modules in Basic Safety; Construction Math; Hand Tools; Power Tools; Construction Drawings; Rigging; Communication; and Employability Skills.  
**Prerequisite:** Ninth grade reading and math levels

Carpentry II - Block  

Continue to build student skill sets in areas such as Reading Plans and Elevations; Floor Systems, Wall and Ceiling Framing; Roof Framing; Reinforcing Materials; Windows and Exterior Doors, Basic Stair Layout.  
**Prerequisite:** Ninth grade reading and math levels

Carpentry III - Block  
1844E0

Carpentry III will continue to build student skill sets in areas of Commercial Drawings; Roofing Applications; Thermal and Moisture Protection; and Exterior Finishing.  
**Prerequisite:** Carpentry II  

Carpentry IV - Block  
1845E0

Carpentry IV will continue to build student skill sets in areas of Cold-Formed Steel Framing; Drywall Installation; Drywall Finishing; Doors and Door Hardware; Suspended Ceilings; Window, Door, Floor, and Ceiling Trim; Cabinet Installation; and Cabinet Fabrication.  
**Prerequisite:** Carpentry III

Construction Safety  
2142E0

Elective Course for Carpentry

Exterior Finishing Carpentry  
1826E0

Elective Course for Carpentry.

Exterior Finishing Carpentry  
1826E0

Elective Course for Carpentry.

Finishing Carpentry  
1823E0

Elective Course for Carpentry.
Fundamentals of Building Construction 1827E0
Elective Course for Carpentry

Collision Repair Technology

Custom Finishing Processes 1676E0
Elective Course for Collision Repair Technology.

Detailing and Interior Parts 1672E0
Elective Course for Collision Repair Technology

Fundamentals of Collision Repair - Block 1671E0
Introduces the student to the knowledge of tools and equipment, panel straightening techniques, and introduction to vehicle preparation. Students in this course will utilize the ICAR curriculum. Safety instruction is integrated into all activities.
Prerequisite: Student must have ability to read and comprehend warning labels, textbooks, service bulletins and technical manuals

Nonstructural Analysis and Damage Repair - Block 1675E0
Nonstructural Analysis and Damage Repair will continue to build student skill sets in nonstructural analysis and repair of metal and composite parts.
Prerequisite: Fundamentals of Collision Repair

Refinishing Techniques 1674E0
Elective Course for Collision Repair Technology

Structural Analysis and Damage Repair - Block 1677E0
Structural Analysis and Damage Repair will continue to build student skill sets in frame and unibody type vehicles using welding techniques, measuring equipment, and frame machines.

Surface Preparation and Refinishing - Block 1679E0
Surface Preparation and Refinishing will continue to build student skill sets in preparing a surface for refinishing; inspect, clean and operate spraying equipment; detail a vehicle; and diagnose finish defects.
Prerequisite: Nonstructural and Damage Repair
Work-Based Integration and Transition

Elective Course for Collision Repair Technology.

Electrical Technology

Electrical Trades I - Block

Includes the NCCER Core curriculum. The students will complete modules in Basic Safety; Construction Math; Hand Tools; Power Tools; Construction Drawings; Rigging; Communication; Employability Skills; and Materials Handling.

Prerequisite: Algebra I

Electrical Trades II - Block

Continues to build student skill sets in areas such as Electrical Circuits; Electrical Theory; National Electrical Code ®; Device Boxes; Hand Bending; Conductors and Cables; Electrical Construction Drawings; Residential Electrical Services; and Electrical Test Equipment.

Prerequisite: Electrical Trades I

Electrical Trades III - Block

Continues to build student skill sets in areas of Alternating Current; Motors: Theory and Application; Electric Lighting; and Conduit Bending.

Prerequisite: Electrical Trades II

Electrical Trades IV - Block

Continues to build student skill sets in areas of Pull and Junction Boxes; Conductor Installations; Cable Tray; Conductor Terminations and Splices; Grounding and Bonding; Circuit Breakers and Fuses; and Control Systems and Fundamental Concepts.

Prerequisite: Electrical Trades III

Industrial and Commercial Wiring

Elective Course for Electrical Technician Program

Integrated Electrical Lab

Elective Course for Electrical Technician Program.

National Electric Code

Elective Course for Electrical Technician Program.
Residential Wiring 1769E0
Elective Course for Electrical Technician Program.

English/Language Arts

English 9 - Block 40090V
Integrated study of the language arts, including literature, grammar, usage, mechanics, and composition designed for high school freshmen with an emphasis on grammar and the writing process.

English 10 - Block 40100V
Integrated study of language arts, including literature, grammar, usage, mechanics, and composition designed for high school sophomores with an emphasis on the forms of literature. Students will complete a research project.
Prerequisite: English 9

English 11 - Block 40110V
Integrated study of language arts, including literature, grammar, usage, mechanics, composition, research writing and oral communication designed for high school juniors. An emphasis will be placed upon American Literature.
Prerequisite: English 10

English 12 - Block 40120V
Integrated study of language arts, including literature, grammar, usage, mechanics, composition, and oral communication designed for high school seniors.
Prerequisite: English 11

Transition English Language Arts for Seniors - Block 40130V
Designed for students who have not met the COMPASS Writing Skills benchmark which determines college- and career-readiness. Develop mastery of the skills necessary to meet or exceed the benchmark score of 71. Students will take the COMPASS assessment to determine if they have attained score.
Graphic Design

**Computer Graphics**
1854E0
Elective Course for Graphic Design.

**Fundamentals of Computer Graphics**
1853E0
Elective Course for Graphic Design.

**Fundamentals of Desktop Publishing**
1855E0
Elective Course for Graphic Design.

**Fundamentals of Graphic Design - Block**
1857E0
Introduces the student to the knowledge base and technical skills for all courses in the Graphic Design program. Areas of study include equipment and materials, computer skills, copyright, design principles and customer specifications.

*Prerequisite:* None. It is recommended that the Graphic Design Program be taken in sequence: 1851, 1857, 1861, and 1859.

**Fundamentals of Illustration - Block**
1851E0
Areas of study include media applications, perspective, drawing and painting. Adult/High School

*Prerequisite:* Fundamentals of Illustration and Fundamentals of Graphic Design and Production.

**Graphic Design Applications - Block**
1859E0
Introduces the student to basic advertising concepts and advanced layout procedures. Areas of study include demographics, mechanical preparation, vector and raster graphics.

*Prerequisite:* Fundamentals of Illustration

**Illustration - Block**
1861E0
Introduces the student to advanced topics in illustration. Areas of study include color theory, proportion, and portfolios.

*Prerequisite:* Fundamentals of Graphic Design and Production, Advanced Illustration, Fundamentals of Illustration
Work-Based Integration and Transition 0520E0
Elective Course for Graphic Design.

Health

High School Health 69090V
Develop knowledge, attitudes, values, and skills concerning issues of particular concern during adolescence which impact on personal health and wellness.

Health Sciences

Nutrition and Wellness - Block 0739E0
Students will examine nutrition in relationship to the maintenance and/or restoration of wellness.
Prerequisite: 9th grade or higher reading level

HVAC Technician

Air Conditioning Applications 1602E0
Elective Course for HVAC Technician Program.

Basic Control Circuits 1601E0
Elective Course for HVAC Technician Program.

Domestic Refrigeration 1603E0
Elective Course for HVAC Technician Program.

HVAC I - Block 1752E0
Begins with the NCCER Core curriculum. The students will complete modules in Basic Safety; Construction Math; Hand Tools; Power Tools; Construction Drawings; Rigging; Communication and Employability Skills; and Materials Handling.
Prerequisite: 8th grade math level
HVAC II - Block
Continues to build student skill sets in areas such as Copper and Plastic Piping Practices; Soldering and Brazing; Ferrous Metal Piping Practices; Basic Electricity; Cooling; Heating; and Air Distribution Systems.
Prerequisite: HVAC I

HVAC III - Block
Continues to build student skill sets in areas of Commercial Airside Systems; Chimneys, Vents, and Flues; Hydronic Systems; Air Quality Equipment; Leak Detection, Evacuation, Recovery, and Charging; Alternating Current; Basic Electronics; and Control Circuit Troubleshooting.
Prerequisite: HVAC II

HVAC IV - Block
Continues to build student skill sets in areas of Troubleshooting Gas Heating; Troubleshooting Cooling; Heat Pumps; Installation and Maintenance Practices; Sheet Metal Duct Systems; and Fiberglass and Flexible Duct Systems.
Prerequisite: HVAC III

IT1450 Information Systems

Business Computer Applications I Microsoft IT Word and Excel - 1411E0
This area of study is designed to provide the learner with the opportunity to understand and apply integrated software to intermediate business applications.

Desktop Publishing - Block 1429E0
This course will introduce students to a variety of ways that people use tools and resources to communicate. Students will explore various applications in desktop publishing through hands-on activities and experiences.
Prerequisite: Business Computer Applications I

Digital Imaging and Multimedia I - Block 1431E0
This course will introduce students to the basics of producing digital images for multimedia purposes. Students will explore various methods of producing images through hands-on activities and experiences which will include operating a digital camera, using imaging software to improve photos or to create special effects, creating simple animations, manipulating video images, and producing multimedia images.
Prerequisite: Business Computer Applications I
Web Page Publishing - Block 1455E0

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

Prerequisite: Business Computer Applications I

Law and Public Safety

Ethical Practices of Public Safety Leadership - Block 1226E0

Designed to examine the philosophical issues/concerning: Constitutional limitations; accountability; civil liability; criminal investigation; criminal procedure; and forensics.

Prerequisite: Fundamentals of Public Safety Leadership

Fundamentals of Public Safety Leadership - Block 1225E0

Designed to present foundational principles of Public Safety Leadership including: how public safety leaders protect a democratic society; public policy issues; history, organization and functions; and the issues and challenges relating to the administration of justice.

Industrial Incident Command - Block 2250E0

Designed to provide the foundations of a successful response to an industrial emergency.

Life Connections 0900E0

Elective Course for Law and Public Safety.

Practical Applications of Public Safety - Block 1039E0

Designed to give students the opportunity to connect theory and practice by interacting with Public Safety professionals. Students will study various requirements for employability in the Public Safety field including ethics, teamwork, and professionalism.

Prerequisite: Ethical Practices of Public Safety Leadership

Principles of Investigation 1032E0

Elective Course for Law and Public Safety.
Seminar in Law Enforcement - Block 1035E0

Designed to provide students with fundamental principles of the history of policing in the US, the characteristics of law enforcement agencies and types of police activities. Aspects of criminal investigation such as evidence collection, fingerprinting, latent dusting, interviewing and report writing will be presented.

Prerequisite: Practical Applications of Public Safety

Strategic Security and Protection - Block 1037E0

Designed to provide students with the knowledge and skills needed for the development and implementation of protective security operations.

Telecommunication - Block 2207E0

The Skill Sets in this course focus on knowledge and skills needed in the public safety telecommunication and emergency dispatch field.

Work-Based Integration 0520E0

Elective Course for Law and Public Safety

Machine Tool Technology

Applications in Machine Tool Tech. 1902E0

Elective Course for Machine Tool Technology

CNC Machining 1908E0

Elective Course for Machine Tool Technology

Fundamentals of Machine Processes - Block 1905E0

Fundamentals of Machine Processes will continue to build student skills in areas such as intermediate hand tools, power tools, measuring tools, vertical band saw, surface grinding, metal lathe operations, and milling machine operations.

Prerequisite: Fundamentals of Machine Tool Technology
Fundamentals of Machine Tool Technology - Block 1903E0

Introduces the student to the knowledge base and technical skills of the Machine Tool Technology industry. In the Fundamentals of Machine Tool Technology class areas of study include hydraulic principles, practical application of hydraulic systems, pneumatic principles, and practical application of pneumatic systems.

Integrated Machine Processes 1904E0

Elective Course for Machine Tool Technology

Machine Tool Operations - Block 1907E0

Areas of study include grinding techniques, lathe operations, milling operations, and CNC machining. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities.

Prerequisite: Fundamentals of Machine Processes

Machining Processes and Applications 1906E0

Elective Course for Machine Tool Technology

Metal Trades Processes and Applications - Block 1909E0

Build student skills in areas of power saw operations, metal lathe operations, milling machine operations, and CNC machining operations. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.

Prerequisite: Machine Tool Operations

Mathematics

Algebra I CCR - Block 30610V

Focuses on five critical units including contrasting linear and exponential relationships, applying linear models to data that exhibit a linear trend, and engaging in methods for analyzing, solving, and using quadratic functions.

Algebra I Support CCR - Block 30600V

Students who score a level 1 on the GSA and need support for targeting math skill. Review of the basic of College and Career Readiness standards for math in grades 6-8. Will count as a math credit for graduation but is not recognized as a fourth math by most universities.
Algebra II CCR - Block  30630V

Work with linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational, radical functions and solving exponential equations using the properties of logarithms.

Prerequisite: Open to students who have Honors block for Geometry.

Geometry CCR - Block  30620V

Explore complex geometric situations and geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized early in this course. Disclaimer: Differences exist between this Geometry course and the historical approach taken in Geometry classes of previous generations.

Math III Technical Readiness - Block  30170V

This spreads mathematic content for Math III College and Career Readiness over two years of coursework. This course may not meet the requirements of NCAA. Please see your school counselor for more information.

Math IV Technical Readiness Block  30190V

Year 2 of Math III TR mathematic content for College and Career Readiness. Does not meet NCAA requirements.

Prerequisite: Math II Technical Readiness

Physical Education

Fitness and Conditioning - Block  67090V

Designed to teach students basic fitness and conditioning skills. Students will be introduced to a variety of fitness options that will assist in a career field where physical fitness is a necessity.

High School Physical Education - Block  66090V

Required for graduation, recommended for 9th and 10th grade students, and must be completed before enrollment in any physical education elective. Plan of physical activity which introduces the following: Life Fitness, Conditioning and Weight Training, Leisure and Recreation, and Fitness and Conditioning.
Science

Biology- Block  60210V

Honors level of the biology course for 10th grade students. Recognized by 4-year colleges as a laboratory course for college entrance.

Earth and Space Science - Block  62010V

Required 9th grade Science course for graduation.

Environmental Science - Block  63120V

An elective, advanced level lab course which builds on foundational knowledge of the chemical, physical, biological, geological processes and focuses on the natural world and man’s impact on it.

Prerequisite: Biology

Forensic Science- Block  60620V

Utilize skills that investigators use to solve crimes. Using physics, chemistry, biology and earth science students will engage in evidence collection to interpret and analyze data to propose a case supported by evidence.

Prerequisite: 9th and 10th grade science

Social Studies

Civics for Next Generation - Block  70310V

Designed as a culminating history class that fosters informed citizens essential to the perpetuation of the American Republic.

Contemporary Studies- Block  70110V

Eleventh Grade Contemporary Studies examines the interactions between the United States and the world since 1914 to present day.

Psychology - Block  73210V

Includes the study of human behavior in learning principles, memory and thought, altered states of consciousness, personality theories, human development, testing, disturbance and breakdown. Students involved with the Law and Public Safety Academy are encouraged to take this course.
US Studies - Comprehensive Block

Examines the evolution of the *U.S. Constitution* as a living document and the role of participatory democracy in the development of a rapidly changing technological society. Meets the requirement for US History and Contemporary Studies allowing for other social studies courses to be taken as 4th required course.

US Studies - Block

Tenth Grade 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.

World Studies - Block

Engages students in the study of development and evolution of the historic, economic, geographic, political and social structure of the cultural regions of the world from the dawn of civilization to the Twentieth Century.

**Welding Technology**

**Blueprint Reading and Metallurgy**

Elective Course for Welding Technology

**Fundamentals of Welding**

Elective Course for Welding Technology

**Gas Metal Arc Welding**

Elective Course for Welding Technology

**Welding I - Block**

Begins with the NCCER Core curriculum. Modules in Safety; Construction Math; Hand Tools; Power Tools; Construction Drawings; Rigging; Communication and Employability Skills; and Materials Handling. Students will then begin developing skill sets in Oxyfuel Cutting and Plasma Arc Cutting.

**Welding II - Block**

Continue to build in areas of Air Carbon Arc Cutting and Gouging; Base Metal Preparation; Weld Quality; SMAW-Equipment and Setup; Shielded Metal Arc Electrodes; SMAW-Beads and Fillet Welds; Joint Fit Up and Alignment; SMAW-Groove Welds with Backing; and SMAW-Open V-Groove Welds.

*Prerequisite:* Welding I
Welding III - Block  
Continue to build in areas of Welding Symbols; Reading Welding Detail Drawings; Physical Characteristics and Mechanical Properties of Metals; Preheating and Postheating of Metals; GMAW and FCAW-Equipment and Filler Metals; and GMAW and FCAW-Plate.  
Prerequisite: Welding II

Welding IV - Block  
Continue to build in areas of GTAW-Equipment and Filler Metals; and GTAW-Plate.  
Prerequisite: Welding III

Work-Based Integration and Transition  
Elective Course for Welding Technology