

# 2025 - 2026 Cabell Midland Knights



# FRESHMAN

# **Cabell Midland High School Freshman Academy**

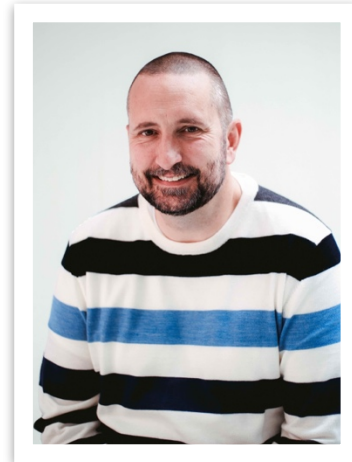
## **Welcome Class of 2029**

Welcome to Cabell Midland High School, where we are honored to be a part of your journey toward achieving your dreams and career aspirations. Our dedicated faculty and staff are committed to providing a supportive, challenging, and engaging learning environment where every student has the opportunity to thrive.

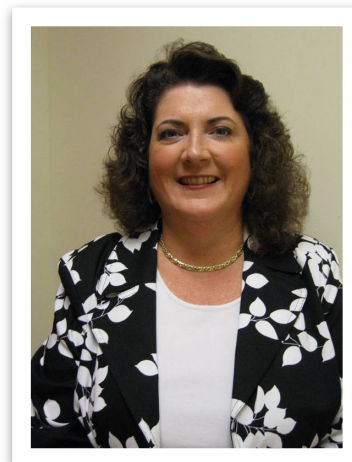
At Cabell Midland, we believe that education is more than just academic achievement—it's about equipping you with the skills, knowledge, and character necessary to navigate life beyond graduation. Our team of teachers, staff, and administrators will work alongside you, offering personalized guidance and resources to ensure your success. Whether your path leads to college, a career, or other endeavors, we are here to help you discover and pursue your passions.

As proud Knights, we embrace a spirit of excellence, resilience, and community. We welcome the next generation of talented students to our school family, and we are excited to see all the amazing things you will accomplish during your time here and beyond. Together, we will prepare for a bright and promising future. Welcome to Cabell Midland—where your future begins!

**Go Knights!**



**Mr. Matthew Adkins**  
*Principal*



**Mrs. Kelly Daniels**  
*Associate Principal  
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## Cabell Midland Counseling Department



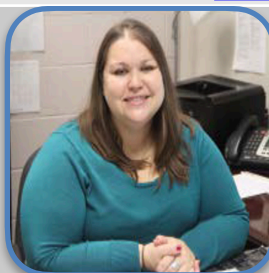
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# FRESHMAN ACADEMY

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Freshman Academy is a transition program from middle to high school designed to help students acclimate to the new school and its requirements. Students are placed on a team with a science, social studies, math, and ELA teacher who have the same group of students. Teachers suspend the curriculum for the first few days of school. During this time, school expectations and procedures are explained and practiced. The team has a common planning period that enables them to meet 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 the freshman academy for those courses.

## Core Requirements for Graduation

The following are the graduation requirements for students in West Virginia public high schools. Cabell County. Students are required to complete 24 credits to graduate. These are subject to change with WVDE Policy 2510.

### Credits Required: 24

- **English Language Arts:** 4 credits
- **Math:** 4 credits
- **Science:** 3 credits (4 credits recommended if planning to attend college)
- **Social Studies:** 4 credits
- **Personal Finance:** 1 credit
- **Physical Education:** 1 credit
- **Health:** 1 credit
- **The Arts:** 1 credit (Music, visual art, dance, or theatre; Some CTE courses may count for this credit. Students should talk to their counselor.)
- **Personalized Education Plan (PEP):** 4 credits (4 credits in a CTE program of study or 4 credits that lead to post-secondary goals)
- **World Languages:** 2 credits of the same language if planning to attend college

<b>9<sup>th</sup> Grade High School Core Subject Education Programming</b>	
<b>English Language Arts</b>	English 9 or English 9 Honors
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry or Geometry Honors (requires successful completion of Algebra I)</li> <li>• Algebra II or Algebra II Honors (requires successful completion of Geometry)</li> </ul>
<b>Science</b>	Earth and Space Science or Earth and Space Science Honors
<b>Social Studies</b>	World Studies or World Studies Honors AP Human Geography AP History: World

### Math Sequence for Transitioning from Grade 8 to 9

<b>8<sup>th</sup> Grade Math</b>	<b>9<sup>th</sup> Grade Math</b>
8 <sup>th</sup> Grade Math	Algebra I
Algebra I	Geometry Honors
Algebra I and Geometry	Algebra II Honors

# Important Information to Learn When Transitioning to High School

## Useful Definitions

- **Credit** – Recognition by a school that a course has been successfully completed and passed. Students earn 0.5 credit for every passed course each semester. Each year, students must earn 6 credits to be promoted to the next grade level.
- **Mod** – One class that is a single class period of the school day, lasting approximately 49 minutes. Year-long courses are one mod long for the entire year, with 0.5 credits earned each semester. CMHS has 7 mods a day.
- **Block** – One class that is two class periods back-to-back in the school day, lasting approximately 98 minutes. Block classes are one semester long. In a block class, the student earns 1 credit in the course in 1 semester.

## 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. Flexibility to make changes later is significantly limited. Therefore, choose courses and alternate courses carefully.

## The Master Schedule

The master schedule of course offerings is 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.

## Course Withdrawals

If a student, with parent permission, requests to be withdrawn from a class after the fifth day of a semester, the student will receive a grade of W/F for that class, dependent upon alternate class availability and administrative approval. A "W/F" will be recorded on the permanent record, and a zero will be factored into the grade point average calculation. In special cases, the principal may award a W for early withdrawal if the student is misplaced in a class.

## Course Availability

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



## **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.

## **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. The courses will not be offered for the purpose of raising a student's GPA or eligibility stance. 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 students' and parents' responsibility to determine adequate progress is maintained during the course. Students failing the virtual course will be allowed to do credit recovery. Virtual school for full-time virtual students is paid for by the county. Students taking one to two classes are responsible for paying for the courses themselves unless the courses are taken due to a conflict with their schedules. For more information, please contact your counselor.

Most WVVS course providers allow a trial period during which students can drop a virtual course without penalty. Any student can withdraw from virtual school within the first ten days at the start of each semester. Any student who does not begin the course within 10 to 14 days is at risk of being dropped from the course without warning.

The virtual course grade will be available to the school co-teacher/facilitator/mentor. The co-teacher/facilitator/mentor ensures that student grades for WV Virtual School courses are entered in the WVEIS data system. No changes can be made to the online course grade by local school personnel. Grades must be recorded by using the percentage grade issued by the online instructor. Letter grades assigned to a student's transcript must follow the WV Uniform Grading Scale.

The county is responsible for providing any textbooks and/or lab materials required by virtual courses. Students may not be enrolled in more than two virtual courses at a time, unless they are full time virtual school. The student can only take up to nine classes brick-and-mortar and virtual combined. This would include virtual courses taken over the summer in order to meet or exceed graduation requirements.



# Advanced Placement and Honors

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.

## 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

## 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: [apstudent.collegeboard.org/apcourse](http://apstudent.collegeboard.org/apcourse)
- AP courses are reviewed and approved by the College Board
- Students are required to take the assigned AP test in May of the school year (a cost covered by the district)
- Students receive a weighted grade upon taking the end-of-course AP exam
- Passing scores allow students to receive college credit (see College Board website)

**Caution:** *The student and parent need to consider the following factors when registering for honors and AP: motivation, attendance, and time management required by these courses. Parents and students need to pay close attention to the section on **Withdrawal from Honors and AP Courses**.*

### **AP and Honors Policies and Practices**

- 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 most challenging and appropriate to their post-secondary plans.
- Students are expected to be prepared for all classes due to the swift pace and collaborative learning inherent in honors and AP courses.
- 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.
- Also, refer to the AP contract for additional information on AP Policies.

### **Withdrawal from Honors and AP Courses**

Please refer to the section regarding the expectations and requirements of “Honors” and “AP” level classes in order to choose these classes carefully. The master schedule is student-driven meaning it is based on the number of students requesting a course. For this reason, students will not be able to withdraw from Honors or AP courses.

**Failure to take the AP exam results in the AP course being removed from the student’s transcript and being replaced with a non-weighted regular course.**

# Sixteen Career Clusters



**Pathway:** Each Cluster is divided into different areas of concentration. Each Cabell County school offers different pathways.

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 four 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. <https://wvde.us/simulated-workplace/>

# Freshman Academy Electives

*Graduation Requirements Include:*

*1 Health Credit, 1 Physical Education Credit, and 1 Fine Arts Credit*

Health/PE	World Languages	History	English
Health Physical Education	Spanish I Russian I ASL I and ASL II	AP Seminar Sociology Geography Economics	Creative Writing Mythology
Fine Arts	Career Interest Electives		
Art I Beginner Band Ceramics I Chorus I Collegium Musicum Concert Band I Dance I Digital Photography Drawing I Floriculture Guitar I Jazz Band Marching Band Orchestra I Painting I Piano I Show Choir Stage Craft Theater	AFJROTC I Companion Animal Care Culinary Food Preparation Foundations of Education (aide certification course) Floriculture Foundations of Health Sciences Introduction to Agriculture, Food and Natural Resources Aquaculture Fish & Wildlife Management Animal Production & Management Greenhouse Production & Management Horticulture Introduction to Engineering Design Journalism I Mass Communications I Medical Terminology Parenting and Strong Families Foundations of Sports Medicine		



## WVBE PEP Requirements

### WV School Counseling Model

A Personalized Education Plan (PEP) is developed for every 8th through 12th grade student collaboratively, involving the student, parent/guardian, school counselor, teacher advisor, and/ or special education case manager (if applicable). The PEP process addresses many of the WVCCRDS that fall under the domains of Academic and Learning Development and Career Development and Life Planning. The PEP identifies the student's career interests and courses needed for graduation and assists with high school and postsecondary goal planning. Although school counselors are not the sole individuals responsible for ensuring a PEP is completed for every student, they are a vital member of the collaborative team and aid in the planning to ensure a process is in place to assist all students with the completion of the PEP. Section 7 of the CSCP provides a space to enter the planned process for assisting students with career exploration and the completion of the PEP.

### WVBE Policy 2510

#### **§126-42-5. Middle School Programming. 5.1. Grades 6 through 8 Standards-focused Curriculum.**

Social and Emotional Advisory System for Student Success: Through a Comprehensive School Counseling Program, middle schools will implement a continuous advisory system that provides students with meaningful supportive relationships and maximizes each student's personalized learning experience. The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student's Personalized Education Plan (PEP), career portfolio, social emotional learning, and the teaching of other skills that enhance school success, and build competent, engaged citizens.

#### **§126-42-6. High School Programming. 6.1. Grades 9 through 12 Standards-focused Curriculum and Graduation Requirements.**

Through a Comprehensive School Counseling System, high schools will implement a continuous advisory system that provides students with meaningful supportive relationships and maximizes each student's personalized learning experience. The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student's Personalized Education Plan (PEP), career portfolio, social emotional learning, and the teaching of other skills that enhance school success, and build competent, engaged citizens.

Each student's PEP will identify a career cluster and either a CTE program of study or course work for the 4 credits that will lead directly to college placement, attainment of an industry-recognized certificate or license, a workforce training program, or job placement (Appendix D).

### **Appendix D: Personalized Education Plan (PEP) Development and Requirements**

#### **Personalized Education Plan Development**

The Personalized Education Plan (PEP) guides students' course selections based on individual career aspirations and post-secondary plans. The PEP is developed for each student in consultation with the student's parent/guardian, school counselor, and advisor. The PEP is used to guide, personalize, and maximize each student's learning experience. Students continue to develop, update, and revise their PEP yearly using a thoughtful process that includes career investigation and self-discovery activities (e.g., interest, work values inventories) that assist students in identifying a career post-secondary education goal. Each student's individual assessment will be reviewed to ensure academic planning maximizes individual strengths, addresses weaknesses, and aligns with interests.

<p><b><u>6<sup>th</sup> - 8<sup>th</sup> Grades</u></b></p> <p>School staff will provide a school-wide, systematic guidance and advisory approach to ensure that PEP planning and career exploration are multi-faceted and individualized, guiding students and their parent/guardian to thoughtfully explore individual interests and aptitudes in relation to academic and career planning. Beginning in 6<sup>th</sup> grade the advisor ensures each student has multiple opportunities to investigate careers in each of the 16 career clusters, explore post-secondary training options related to various careers, and complete a variety of self-discovery inventories.</p>	<p><b><u>8<sup>th</sup> Grade</u></b></p> <p>During the 8<sup>th</sup> grade year, the first phase of the student's PEP is developed to identify a career cluster program of study, and course selections for grades 9 and 10 utilizing information gained from self-discovery and career investigation occurring in grades 6-8. Each student, in consultation with the student's parent/guardian and the school counselor, advisor, and/or Individualized Education Program Team (IEP Team), will have the opportunity to select a state-approved, broad career cluster and a program of the area of interest for future exploration in high school. School counselors and/or student advisors actively engage the parent/guardian and student to discuss and finalize the PEP. Upon agreement to the final PEP, signatures of the student and parent/guardian are secured and the advisory and counselor sign to verify their input. The student and parent/guardian are provided a copy of and/or digital access to the PEP.</p>
<p><b><u>10<sup>th</sup> Grade</u></b></p> <p>During grade 10, the second phase of the PEP is developed. Students identify course selections for grades 11 and 12 and determine post-secondary plans for the first year after high school.</p>	<p><b><u>9<sup>th</sup> - 12<sup>th</sup> Grades</u></b></p> <p>Students review, update, and revise their PEP in collaboration with the school counselor, teachers, advisors, and parent/guardian. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, career inventories, and academic assessments to guide changes to course selections.</p>
<p>Students may review, update, and revise their PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on the availability of on-site and virtual courses, and other alternative means for earning high school credit per this policy.</p> <p>If there is a course substitution, a notation must be made on the student's PEP indicating that the process has been followed and that the parent/guardian and students have clearly understood the impact of the course substitution. The parent/guardian and student each have signed and received a copy of the modified PEP.</p> <p>For students with disabilities, the PEP and the transition section of the IEP should align to ensure that the student is working on a consistent set of goals that will facilitate movement from school to post-school activities in accordance with Policy 2419.</p> <p>The PEP may include co-curricular activities and extracurricular activities.</p> <p>Ensure that students have the opportunity to complete the FAFSA as part of the senior year PEP review.</p> <p>For an eligible gifted student, a four-year education plan is developed during grade 8 by an IEP Team. The PEP can replace the four-year education plan. Also refer to Policy 2419.</p>	

## Embedded Credit Offerings

By implementing embedded credit courses, students in Cabell County will 1) have continued opportunities to complete both a rigorous academic and career technical education courses/ concentrations, and 2) be prepared for college and career by improving their achievement. The intent of embedded credit is not to create a time-shortened high school experience but rather to provide opportunities for students to participate in advanced academic and/or career/technical education courses without having to choose one over the other.

Embedded Credit Offerings		
Show Choir & Integrated Physical Education Virtual Course	CMHS & HHS	Physical Education
Marching Band & Integrated Physical Education Virtual Course	CMHS & HHS	Physical Education
Dance & Integrated Physical Education Virtual Course	CMHS & HHS	Physical Education
Weight Training & Integrated Physical Education Virtual Course	CMHS & HHS	Physical Education
JROTC I and II	CMHS & HHS	Physical Education
Body Structures and Functions	CMHS & HHS	Advanced Human Anatomy and Physiology
AJROTC/JROTC IV	CMHS & HHS	Social Studies Elective
Foundations of Health Science and Advanced Principles of Health Science	CMHS & HHS	Health
ProStart (Completion of four-course sequence)	CMHS & HHS	Transition ELA for Seniors
Carpentry (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
HVAC Technician (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
Electrical Trades Technician (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
Machine Trades Tool Technology (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
Automotive Technology (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
Coding, App, and Game Design (Completion of four-course sequence)	CCCTC	Computer Science and Mathematics
Collision Repair Technology (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
Law and Public Safety (Completion of four-course sequence)	CCCTC	Transition ELA for Seniors
Welding (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
Pre-Cosmetology (Completion of four-course sequence)	CCCTC	Transition ELA for Seniors



# English Language Arts

Policy 2510 Graduation Requirements		
Subject	Graduation Requirements	Personalized Course Options
<b>English Language Arts (ELA)</b> <b>4 credits</b>	<b>3 Prescribed Credits</b> English 9 English 10 English 11  <b>1 Additional Personalized Credit from Course Options</b>  Note: An Advanced Placement (AP®), Dual Credit, or International Baccalaureate (IB®) ELA course may be substituted for an equivalent ELA credit.  English Language Arts (Policy 2520.1A)	<b>Courses Required to be Offered</b> One credit from English 12 or Transition English Language Arts for Seniors or Creative Writing and Reading or Technical English Language Arts
		<b>Additional Course Options</b> English Language Arts College Courses County-created and Approved English Language Arts Courses based on student need and interest ensuring state standards for English are met

<b>Advanced Communications</b>	Course Code: 4021	Grades: 9-12	Terms: 2	Credit: 1
Advanced Communications is a comprehensive course designed for high school students to enhance their communication skills across various contexts. This course focuses on advanced techniques in public speaking, interpersonal communication, and media literacy. Students will engage in practical exercises, presentations, and collaborative projects, fostering critical thinking and effective messaging. Emphasis will be placed on understanding audience dynamics and utilizing technology to enhance communication, preparing students for success in both academic and professional environments.				

<b>Creative Writing I</b>	Course Code: 4022	Grades: 9-12	Terms: 2	Credit: 1
Designed for high achieving 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.				

<b>English Language Arts 9</b>	Course Code: 4009	Grades: 9	Terms: 2	Credit: 1
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.				

<b>English Language Arts 9 Honors</b>	Course Code: 4009	Grades: 9	Terms: 2	Credit: 1
This advanced course offers an integrated study of the language arts, encompassing literature, grammar, usage, mechanics, and composition. Designed for high school freshmen who are ready to engage in a challenging academic environment, English 9 Honors emphasizes critical analysis of diverse literary works while honing advanced grammar skills and refining the writing process. Students will explore complex texts, develop their analytical thinking, and produce sophisticated written compositions that reflect a deep understanding of language and style.				

<b>Journalism</b>	Course Code: 4051	Grades: 9-12	Terms: 2	Credit: 1
Introduces the history, ethics, and journalistic writing, with 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				

<b>Mass Communication</b>	Course Code: 4157	Grades: 9-12	Terms: 2	Credit: 1
Dive into the dynamic world of mass communication in this high school course. From print to digital media, students will explore the principles and practices of journalism, broadcasting, advertising, and public relations. Through hands-on projects and real-world simulations, students will develop essential skills in writing, editing, interviewing, and multimedia production. Emphasis will be placed on critical thinking, ethical decision-making, and the role of media in society. Whether you're interested in journalism, broadcasting, or advertising, this course offers a comprehensive foundation for understanding and participating in the ever-evolving field of mass communication.				

<b>Mythology</b>	Course Code: 4138	Grades: 9-12	Terms: 2	Credit: 1
Elective course designed to introduce students of any grade to the basic concepts of Greek, Roman, Norse, and Egyptian mythology.				

<b>School Newspaper</b>	Course Code: 4066	Grades: 9-12	Terms: 2	Credit: 1
Students will study journalistic styles and assume positions of responsibility on the school newspaper's reporting staff, performing duties as outlined in the staff guidelines.				

<b>School Yearbook</b>	Course Code: 4071	Grades: 9-12	Terms: 2	Credit: 1
Students will be members of the yearbook staff. For this class, students will sell yearbook sponsorships, advertise for the sale of the yearbook, take photos, interview students, attend events and activities, help with school picture day and design pages and elements of the yearbook.				

<b>Speech Forensics</b>	Course Code: 4129	Grades: 9-12	Terms: 2	Credit: 1
Speech Forensics is an engaging course that introduces students to the art of public speaking and competitive speech events. Students will develop essential skills in argumentation, persuasion, and effective communication through participation in various formats, including debate, oral interpretation, and extemporaneous speaking. Emphasis will be placed on research, critical thinking, and performance techniques, preparing students for competitions while fostering confidence and eloquence in their speaking abilities.				

# Mathematics

Policy 2510 Graduation Requirements		
Subject	Graduation Requirements	Personalized Course Options
<b>Mathematics 4 credits</b>  Note: Beginning with the 2024-2025 freshman cohort, Math I Lab and Algebra I Support will no longer count toward a Mathematics graduation requirement. Beginning with the 2023-2024 school year counties may offer one credit of Introduction to Mathematical Application (Grades 9-12). Students may take Data Science as a personalized Mathematics credit.	<b>2 Prescribed Credits</b> Algebra I or Math I Geometry or Math II  <b>2 Additional Personalized Credits from Course Options</b>  Note: An AP®, Dual Credit, or IB® Mathematics course may be substituted for an equivalent Mathematics credit.  Mathematics (Policy 2520.2B)	<b>Courses Required to be Offered</b> Algebra II/Math III Trigonometry/Pre-calculus/Math IV, Applied Statistics, Transition Mathematics for Seniors  <b>Additional Course Options</b> Introduction to Mathematical Applications AP® Computer Science A Advanced Mathematical Modeling Calculus Statistics Quantitative Reasoning Mathematics college courses Computer Science and Mathematics County-created and Approved Math Courses higher than Math III or Algebra II Financial Algebra/Mathematics Data Science

<b>Algebra I</b>	Course Code: 3061	Grades: 9	Terms: 2	Credit: 1
Students will focus on four key domains that deepen and extend their understanding of linear and exponential relationships. They will explore the contrasts between these relationships, apply linear models to data with linear trends, and engage in methods for analyzing, solving, and utilizing quadratic functions.				

<b>Geometry</b>	Course Code: 3062	Grades: 9-10	Terms: 2	Credit: 1
Explore complex geometric situations and relationships, moving towards formal mathematical arguments. Transformations are emphasized early in this course.				
Prerequisite: Algebra I				

<b>Geometry Honors</b>	Course Code: 3062	Grades: 9-10	Terms: 2	Credit: 1
Explore complex geometric situations and relationships, moving towards formal mathematical arguments. Transformations are emphasized early in this course.				
Prerequisite: Algebra I with a grade of A or B				

<b>Introduction to Mathematical Applications</b>	Course Code: 3020	Grades: 9-12	Terms: 2	Credit: 1
Students will solidify their quantitative literacy by enhancing numeracy and problem-solving skills as they investigate and use fundamental concepts of algebra, geometry, and statistical analysis to apply to authentic career projects and scenarios.				

# Science

Policy 2510 Graduation Requirements		
Subject	Graduation Requirements	Personalized Course Options
<b>Science</b> <b>3 credits</b>	<b>2 Prescribed Credits</b> Earth and Space Science Biology  <b>1 Additional Personalized Credit from Course Options</b>  Note: An AP®, Dual Credit, or IB® Science course may be substituted for an equivalent science credit.  Science (Policy 2520.3C)	<b>Courses Required to be Offered</b> Chemistry Human Anatomy and Physiology Physics Physical Science
		<b>Additional Course Options</b> Environmental Science Forensics Science college courses Computer Science – GIS County-created and Approved Science Courses <b>CTE Courses:</b> AC Energy and Power (Courses 1-4) Animal and Plant Biotechnology CASE Principles of Agriculture Science-Plant Principles of Engineering Human Body Systems Natural Resources Management Therapeutic Services (Courses I, II, and III) CASE Food Science and Safety

<b>Earth and Space Science</b>	Course Code: 6201	Grades: 9	Terms: 2	Credit: 1
This course explores Earth's structure, processes, and the universe beyond. Students investigate geological formations, natural hazards, and celestial bodies. Through hands-on activities and inquiry-based learning, students develop critical thinking skills and an understanding of real-world applications. Topics include plate tectonics, weathering, celestial motion, and space exploration. By course end, students gain a deeper appreciation for Earth and space science and its relevance to global challenges.				

<b>Earth and Space Science Honors</b>	Course Code: 6201	Grades: 9	Terms: 2	Credit: 1
This course explores Earth's structure, processes, and the universe beyond. Students investigate geological formations, natural hazards, and celestial bodies. Through hands-on activities and inquiry-based learning, students develop critical thinking skills and an understanding of real-world applications. Topics include plate tectonics, weathering, celestial motion, and space exploration. By course end, students gain a deeper appreciation for Earth and space science and its relevance to global challenges.				

# Social Studies

Policy 2510 Graduation Requirements		
Subject	Graduation Requirements	Personalized Course Options
<b>Social Studies</b> <b>4 credits</b>	<b>3 Prescribed Credits</b> World Studies or an AP® Social Studies Course United States (US) Studies* or US Studies Comprehensive, or AP® US History Civics (includes personal finance) or AP® Government and Politics**  <b>1 Additional Personalized Credit from Course Options</b>  Note: Students who take US Studies must utilize Contemporary Studies as their Personalized Credit unless they are utilizing JROTC Courses I-IV. **Students who utilize AP® Government and Politics or Dual Credit Civics must be provided instruction in the personal finance standards found in Civics. Beginning with the 2024-2025 freshman cohort Personal Finance will be removed from Civics to become a separate graduation requirement.  Social Studies (Policy 2520.4)	<b>Courses Required to be Offered</b> Contemporary Studies Economics Geography World Studies
		<b>Additional Course Options</b> AP® Social Studies Courses IB® Social Studies Courses Financial Literacy Psychology Social Studies college courses Dual Credit Courses Sociology JROTC (Courses I-IV) County-created and Approved Social Studies Courses

<b>AP History: World</b>	Course Code: 7048	Grades: 9-12	Terms: 2	Credit: 1
Designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in World History. AP exam is required.				
Can replace World Studies.				

<b>AP Human Geography</b>	Course Code: 7042	Grades: 9-12	Terms: 2	Credit: 1
Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. AP exam is required.				
Can replace World Studies.				

<b>Business Law</b>	Course Code: 7101	Grades: 9-12	Terms: 2	Credit: 1
Explore the intersection of law and business in this course. Covering contracts, business organizations, employment law, consumer protection, and more, students gain practical knowledge for navigating legal issues. Through case studies and interactive activities, students develop critical thinking skills and ethical decision-making abilities.				

<b>Economics</b>	Course Code: 7032	Grades: 9-12	Terms: 2	Credit: 1
Designed to give students a thorough understanding of the principle of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system.				

<b>Geography</b>	Course Code: 7033	Grades: 9-12	Terms: 2	Credit: 1
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.				

<b>Psychology</b>	Course Code: 7321	Grades: 9-12	Terms: 2	Credit: 1
Includes the study of human behavior in learning principles, memory and thought, altered states of consciousness, personality theories, human development, testing, disturbance and breakdown. Outside research is required.				

<b>Sociology</b>	Course Code: 7341	Grades: 9-12	Terms: 2	Credit: 1
Examines the organization of society and the development of culture. Topics for study include the family, religious and economic institutions, minority groups, populations and social structure.				

<b>World Studies</b>	Course Code: 7010	Grades: 9	Terms: 2	Credit: 1
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.				

<b>World Studies Honors</b>	Course Code: 7010	Grades: 9	Terms: 2	Credit: 1
A World History course taught as part of the Honors program to provide an integrated study of history and literature of the period. 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.				

## Art

<b>Art I</b>	Course Code: 3211	Grades: 9-12	Terms: 2	Credit: 1
Basic introduction to the visual arts with multiple mediums including, but not limited to drawing, painting, print making, scratch boards, and more.				

<b>Ceramics/Pottery</b>	Course Code: 3307	Grades: 9-12	Terms: 2	Credit: 1
Includes basic methods of hand building and wheel-thrown pottery, and glazing techniques.				

<b>Digital Photography</b>	Course Code: 1515	Grades: 9-12	Terms: 2	Credit: 1
This course explores basic camera techniques and printing methods, emphasizing creativity and experimentation. Adobe Photoshop is a key tool used in the course to help students enhance their photography skills.				

<b>Drawing I</b>	Course Code: 3331	Grades: 9-12	Terms: 2	Credit: 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.				

<b>Painting I</b>	Course Code: 3245	Grades: 9-12	Terms: 2	Credit: 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.				

## Dance

<b>Dance I</b>	Course Code: 3401	Grades: 9-12	Terms: 2	Credit: 1
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. This course satisfies the Fine Arts requirement for graduation. Physical education credit available upon successful completion of the class and the integrated PE online course.				

## Health Education

<b>High School Health</b>	Course Code: 6909	Grades: 9-12	Terms: 2	Credit: 1
Develops knowledge, attitudes, values, and skills concerning issues of particular concern during adolescence which impact on personal health and wellness.				



# Music

<b>Band I</b>	Course Code: 3611	Grades: 9-12	Terms: 2	Credit: 1
<b>Marching Band:</b> 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 throughout the year. This course satisfies the Fine Arts requirement for graduation. Physical education credit available upon successful completion of the class and the integrated PE online course.				
FALL SEMESTER Prerequisite: Permission from teacher				

<b>Band - 1</b>	Course Code: 3716	Grades: 9-12	Terms: 2	Credit: 1
<b>Concert Band 1:</b> 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. This course satisfies the Fine Arts requirement for graduation.				
Prerequisite: Permission of teacher				

<b>Chorus I - Beginning</b>	Course Code: 3621	Grades: 9-12	Terms: 2	Credit: 1
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. This course satisfies the Fine Arts requirement for graduation.				

<b>Dual Credit:</b> <b>Music Appreciation/History</b>	Course Code: 3671	Grades: 9-12	Terms: 1 or 2	Credit: 1
<b>Marshall University Course: MUS 142 - Music in Society</b> <i>This is an engaging and enlightening course designed for students to discover the profound impact of music across cultures, time periods, and genres, while learning about simple notation, rhythm, and instrumentation. This course introduces students to the world of music from classical symphonies to modern pop, jazz, rock, and world music. Students will develop a deeper understanding of how music has shaped societies and how it continues to influence the world today. Through listening sessions, analysis, and discussions, students will explore key musical works, uncovering the stories behind the composers and artists who created them. Students will also explore how music interacts with other art forms, such as film, literature, and dance, and how technology has transformed the way we create and experience music. With the opportunity to earn dual credit through Marshall University, this course not only satisfies high school graduation requirements but also provides college-level academic rigor, preparing students for future study in the arts and humanities.</i>				
<i>Prerequisite: To receive dual credit for this course as a ninth grader, students must score in the 90th percentile on a national assessment from either the ACT or SAT suite of assessments.</i>				

<b>Guitar I</b>	Course Code: 3726	Grades: 9-12	Terms: 2	Credit: 1
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. This course satisfies the Fine Arts requirement for graduation.				

<b>Instrumental Ensembles</b>	Course Code: 3743	Grades: 9-12	Terms: 2	Credit: 1
<b>Jazz Ensemble/Stage Band:</b> 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. This course satisfies the Fine Arts requirement for graduation.				
Prerequisite: Successful audition and permission from teacher				

<b>Music in Movies</b>	Course Code: 3750	Grades: 9-12	Terms: 2	Credit: 1
<b>Music in Movies: The Art of Film Scoring:</b> This is an immersive course that explores the vital role music plays in shaping the emotional and narrative depth of films. Students will analyze iconic movie scores, learn about the history of film music, and discover how soundtracks enhance storytelling and character development. Through guided listening and film analysis, students will gain and understanding of how composers use melody, harmony, rhythm, and instrumentation to influence audience perception and mood. In addition to studying famous composers like John Williams, Hans Zimmer, and Ennio Morricone, students will explore different genres and how music interacts with sound effects and dialogue. The course also offers a creative component, allowing students to compose their own film music using digital audio workstations such as GarageBand, or instruments. This course is ideal for students with an interest in film, music, or sound design, providing insight into one of the most powerful tools in cinematic storytelling.				

<b>Orchestra I</b>	Course Code: 3764	Grades: 9-12	Terms: 2	Credit: 1
A string ensemble designated for students with a minimum proficiency on a string instrument to learn pedagogy and prepare for Orchestra II class. Designed to offer any student with no prior experience the opportunity to learn to play a stringed instrument. This group may perform in concerts as determined by the director. This course satisfies the Fine Arts requirement for graduation.				

<b>Piano I</b>	Course Code: 3681	Grades: 9-12	Terms: 2	Credit: 1
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. This course satisfies the Fine Arts requirement for graduation.				

<b>Show Choir I</b>	Course Code: 3770	Grades: 9-12	Terms: 2	Credit: 1
Choral performance ensemble is open to all students with instructor permission. Outside of class time rehearsals and performances are part of the course requirements. Physical education credit available upon successful completion of the class and the integrated PE online course.				
Prerequisite: Audition				

<b>Vocal Ensembles: Collegium Musicum I</b>	Course Code: 3766	Grades: 9-12	Terms: 2	Credit: 1
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 are required. This course satisfies the Fine Arts requirement for graduation.				
Prerequisite: Successful audition and permission of the teacher				

<b>Vocal Ensembles: Glee Club Choir</b>		Grades: 9-12	Terms: 2	Credit: 1
<p>This course is designed for enthusiastic singers who want to explore a variety of musical styles, including pop, musical theater, and contemporary choral works. Students will:</p> <ul style="list-style-type: none"> <li>• <b>Diverse Repertoire:</b> Sing a wide range of songs from various genres, with an emphasis on vocal harmony and arrangement.</li> <li>• <b>Vocal Technique:</b> Develop essential vocal skills, including breath control, pitch accuracy, and expressive singing.</li> <li>• <b>Teamwork and Collaboration:</b> Work together to create a cohesive sound, focusing on blending voices and enhancing ensemble dynamics.</li> <li>• <b>Performance Experience:</b> Participate in regular performances, including concerts and community events, building confidence and stage presence.</li> </ul> <p>Through engaging rehearsals and collaborative projects, students will cultivate their musicality, enhance their performance skills, and create lasting memories in a supportive and fun environment. Join us for an exciting musical journey with the Glee Club!</p>				

<b>Vocal Ensembles: Musical Theater</b>		Grades: 9-12	Terms: 2	Credit: 1
<p>This course is designed for singers of all levels who are passionate about developing their vocal skills while exploring iconic and contemporary musical theater repertoire. Students will:</p> <ul style="list-style-type: none"> <li>• <b>Vocal Techniques:</b> Enhance vocal techniques specific to musical theater, including breath control, diction, and resonance.</li> <li>• <b>Repertoire:</b> Learn and perform a diverse selection of songs from classic and modern musicals, emphasizing character interpretation and emotional expression.</li> <li>• <b>Ensemble Skills:</b> Collaborate with fellow singers to develop harmonization and blend, focusing on the importance of teamwork in ensemble performance.</li> <li>• <b>Performance Preparation:</b> Gain experience in rehearsal techniques, stage presence, and performance etiquette, culminating in a final showcase for peers and the community.</li> </ul> <p>Through a combination of individual coaching, group rehearsals, and creative projects, students will gain confidence and artistry as they explore the rich tapestry of musical theater. Join us for a fun and inspiring journey into song and storytelling!</p>				

## Physical Education

<b>Physical Education 9-12</b>	Course Code: 6609	Grades: 9-12	Terms: 2	Credit: 1
<p>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 &amp; Weight Training, Leisure &amp; Recreation, and Fitness &amp; Conditioning.</p>				

<b>Weight Training Introduction</b>	Course Code: 6765	Grades: 9-12	Terms: 2	Credit: 1
<p>This introductory course focuses on developing the foundational skills of strength training. Students will learn proper form and technique for basic lifts, including the squat, deadlift, bench press, and overhead press. Emphasis will be placed on safety, injury prevention, and the use of barbells, dumbbells, and bodyweight exercises. Students will also learn about muscle groups, basic anatomy, and the role of strength training in overall fitness. No prior experience is required, and all levels of ability are welcome.</p>				

## Technology and Computer Science

<b>AP Computer Science Principles</b>	Course Code: 2806	Grades: 9-12	Terms: 2	Credit: 1
This course is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. Students are required to complete the AP projects and take the AP CSP exam at the end of this course.				
Prerequisite: Algebra I recommended				

## Theatre

<b>Theatre I</b>	Course Code: 3801	Grades: 9-12	Terms: 2	Credit: 1
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.				

<b>Theatre/Stagecraft</b>	Course Code: 3859	Grades: 9-12	Terms: 2	Credit: 1
<p><b>Introduction to Stagecraft:</b> In “Introduction to Stagecraft,” students will explore the behind-the-scenes magic that brings theatrical productions to life. This hands-on course is capped at 20 students per class and covers the fundamentals of technical theater, including set design and construction, lighting, sound, props, costumes, and stage management. Students will work collaboratively to support school productions while learning the essential tools and techniques of stagecraft. Students may also use real world experiences to work events hosted at CMHS but not associated with Cabell County Schools while receiving financial compensation (taxed \$15.00/hr) and community service hours. Through problem-solving, creativity, and teamwork, students will develop practical skills in carpentry, painting, electrical work, and design. By the end of the course, students will have the opportunity to create and implement their designs, gaining valuable experience that can be applied to real-world scenarios in theater, live events, and entertainment production. Whether you aspire to work behind the scenes or want to learn more about what happens backstage, this course offers a comprehensive introduction to the technical side of theater.</p> <p><i>Co-requisite: Students must be available for after-school practices and evening and/or weekend performances for CMHS and/or outside entities.</i></p>				

## World Languages

<b>Dual Credit: American Sign Language I</b>	Course Code: 5691	Grades: 9-12	Terms: 2	Credit: 1
<p><b>Mountwest Community and Technical College Courses: ASL 101, 101L, 102, and 102L</b></p> <p>American Sign Language I introduces students to the fundamentals of ASL, including basic vocabulary, grammar, and conversational skills. Through interactive activities and cultural exploration, students will develop a foundational understanding of deaf culture and effective communication in sign language.</p>				

<b>Russian I</b>	Course Code: 5651	Grades: 9-12	Terms: 2	Credit: 1
Russian I introduces students to the basics of the Russian language, including essential vocabulary, grammar, and pronunciation. Through interactive activities and cultural exploration, students will develop foundational communication skills and gain insight into Russian culture and traditions.				

<b>Spanish I</b>	Course Code: 5661	Grades: 9-12	Terms: 2	Credit: 1
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.				

## CMHS CTE Pathways and Courses

### Agribusiness Systems Pathway

<b>Intro to Agriculture, Food and Natural Resources</b>	Course Code: 0101	Grades: 9-12	Terms: 2	Credit: 1
This introductory course is a core course for the Agriculture, Food and Natural Resources Career Cluster and is built to serve as a mandatory pre-requisite for all other agricultural education courses. This course 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. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.				

<b>Agricultural Experience Program</b>	Course Code: 0134	Grades: 9-12	Terms: 2	Credit: 0.5
Students shall receive 0.5 credit per academic year based on the completion of an approved Supervised Agricultural Experience (SAE) and submission documentation. This course is <b>required</b> for ALL students enrolled in an Agriculture Courses. This course <b>does not</b> meet in person. Information for completion of this course will be given in person during the students enrolled Agriculture Course. SAE is a student-led, instructor-supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed-upon set of Agriculture, Food, and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to your career plan of study. If a student touches, prepares, sells, or communicates about anything related to AFNR, the experience will count as a legitimate SAE. SAEs are expected to relate to the concentration area in which the student seeks occupational completion status. An SAE shall fall into one of four categories: Exploratory/Foundational: Students will learn about the 'big picture' of agriculture and its many related careers. Research/Experimentation and Analysis: Students will conduct research or analyze information to discover new knowledge. Ownership/Entrepreneurship: Students will plan and operate an agriculture-related business. Placement: Students will work for someone else either for pay or for experience. Students conducting all types of SAEs will track hours (both paid and unpaid), progress, income, expenses, events, etc., in the Classroom-2-Career tracking system and the Agriculture Experience Tracker (AET).				

## Allied Health Science Pathway

<b>Foundations of Health Science</b>	Course Code: 0711	Grades: 9-12	Terms: 2	Credit: 1
This course covers medical terminology, safety, CPR, infection control, and communication skills. It is available as a block or yearlong course, with a prerequisite of a 9th-grade reading level. Students engage in hands-on activities to apply their learning in real-world contexts.				

## Animal Systems Pathway

<b>Intro to Agriculture, Food and Natural Resources</b>	Course Code: 0101	Grades: 9-12	Terms: 2	Credit: 1
This introductory course is a core course for the Agriculture, Food and Natural Resources Career Cluster and is built to serve as a mandatory pre-requisite for all other agricultural education courses. This course 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. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.				

<b>Agricultural Experience Program</b>	Course Code: 0134	Grades: 9-12	Terms: 2	Credit: 0.5
Students shall receive 0.5 credit per academic year based on the completion of an approved Supervised Agricultural Experience (SAE) and submission documentation. This course is <b>required</b> for ALL students enrolled in an Agriculture Courses. This course <b>does not</b> meet in person. Information for completion of this course will be given in person during the students enrolled Agriculture Course. SAE is a student-led, instructor-supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed-upon set of Agriculture, Food, and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to your career plan of study. If a student touches, prepares, sells, or communicates about anything related to AFNR, the experience will count as a legitimate SAE. SAEs are expected to relate to the concentration area in which the student seeks occupational completer status. An SAE shall fall into one of four categories: Exploratory/Foundational: Students will learn about the 'big picture' of agriculture and its many related careers. Research/Experimentation and Analysis: Students will conduct research or analyze information to discover new knowledge. Ownership/Entrepreneurship: Students will plan and operate an agriculture-related business. Placement: Students will work for someone else either for pay or for experience. Students conducting all types of SAEs will track hours (both paid and unpaid), progress, income, expenses, events, etc., in the Classroom-2-Career tracking system and the Agriculture Experience Tracker (AET).				

<b>Companion Animal Care</b>	Course Code: 0149	Grades: 9-12	Terms: 2	Credit: 1
This is a specialization course designed for students interested in entering the companion animal industry as a pet groomer, animal care giver and/or companion animal entrepreneur. The course will cover topics on grooming, animal restraint, developing feed rations, business planning, developing marketing plans and animal facilities as they apply to various companion animals such as dogs, cats, rodents, birds, reptiles, amphibians, and fish. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.				

## Baking and Pastry Pathway

<b>Baking and Pastry Foundations</b>	Course Code: 1980	Grades: 9-12	Terms: 2	Credit: 1
This course covers safe food preparation, industry safety standards, and essential kitchen skills. Students engage in hands-on activities to develop their understanding of baking concepts and are encouraged to join SkillsUSA.				

<b>Baking and Pastry I</b>	Course Code: 1024	Grades: 9-12	Terms: 2	Credit: 1
This comprehensive course explores the intricate world of baking by focusing on the identification, classification, and properties of ingredients, as well as baking preparation (Mise en Place), basic baking techniques, and recipe comprehension. Students will learn to identify, compare, and contrast various ingredients and their sources, such as flours, sweeteners, and fats, while understanding the importance of factors like gluten and ingredient sustainability. They will explore the strengthening or weakening effects of ingredients in doughs and batters, selecting appropriate ingredients for desired outcomes, and considering substitutions when necessary. Additionally, the course covers the identification and description of physical, chemical, and biological leaveners, as well as herbs, spices, and flavor extracts. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.				

## JROTC Pathway

<b>JROTC I</b>	Course Code: 1065	Grades: 9-12	Terms: 2	Credit: 1
Covers the role of the military and the evolution and importance of air power in the history of the United States as well as the general defense structure of the United States, including the organization and mission of the US Air Force. In addition, this course prepares students for future leadership roles. Students learn and apply the following blocks of instruction in a hands-on learning environment: citizenship, aviation, personal appearance, American Military Traditions and Customs, physical fitness etc.				



# Plant Systems Pathway

<b>Intro to Agriculture, Food and Natural Resources</b>	Course Code: 0101	Grades: 9-12	Terms: 2	Credit: 1
This introductory course is a core course for the Agriculture, Food and Natural Resources Career Cluster and is built to serve as a mandatory pre-requisite for all other agricultural education courses. This course 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. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.				

<b>Agricultural Experience Program</b>	Course Code: 0134	Grades: 9-12	Terms: 2	Credit: 0.5
Students shall receive 0.5 credit per academic year based on the completion of an approved Supervised Agricultural Experience (SAE) and submission documentation. This course is <b>required</b> for ALL students enrolled in an Agriculture Courses. This course <b>does not</b> meet in person. Information for completion of this course will be given in person during the students enrolled Agriculture Course. SAE is a student-led, instructor-supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed-upon set of Agriculture, Food, and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to your career plan of study. If a student touches, prepares, sells, or communicates about anything related to AFNR, the experience will count as a legitimate SAE. SAEs are expected to relate to the concentration area in which the student seeks occupational completion status. An SAE shall fall into one of four categories: Exploratory/Foundational: Students will learn about the 'big picture' of agriculture and its many related careers. Research/Experimentation and Analysis: Students will conduct research or analyze information to discover new knowledge. Ownership/Entrepreneurship: Students will plan and operate an agriculture-related business. Placement: Students will work for someone else either for pay or for experience. Students conducting all types of SAEs will track hours (both paid and unpaid), progress, income, expenses, events, etc., in the Classroom-2-Career tracking system and the Agriculture Experience Tracker (AET).				

<b>Floriculture</b>	Course Code: 0213	Grades: 9-12	Terms: 2	Credit: 1
This specialization course covers topics on floral design, business planning, market plan development, and entrepreneurship. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.				
Satisfies the Graduation Requirement of a Fine Arts Credit				

## Power, Structural, & Technical Systems Pathway

<b>Intro to Agriculture, Food and Natural Resources</b>	Course Code: 0101	Grades: 9-12	Terms: 2	Credit: 1
This introductory course is a core course for the Agriculture, Food and Natural Resources Career Cluster and is built to serve as a mandatory pre-requisite for all other agricultural education courses. This course 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. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.				

<b>Agricultural Experience Program</b>	Course Code: 0134	Grades: 9-12	Terms: 2	Credit: 0.5
Students shall receive 0.5 credit per academic year based on the completion of an approved Supervised Agricultural Experience (SAE) and submission documentation. This course is <b>required</b> for ALL students enrolled in an Agriculture Courses. This course <b>does not</b> meet in person. Information for completion of this course will be given in person during the students enrolled Agriculture Course. SAE is a student-led, instructor-supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed-upon set of Agriculture, Food, and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to your career plan of study. If a student touches, prepares, sells, or communicates about anything related to AFNR, the experience will count as a legitimate SAE. SAEs are expected to relate to the concentration area in which the student seeks occupational completion status. An SAE shall fall into one of four categories: Exploratory/Foundational: Students will learn about the 'big picture' of agriculture and its many related careers. Research/Experimentation and Analysis: Students will conduct research or analyze information to discover new knowledge. Ownership/Entrepreneurship: Students will plan and operate an agriculture-related business. Placement: Students will work for someone else either for pay or for experience. Students conducting all types of SAEs will track hours (both paid and unpaid), progress, income, expenses, events, etc., in the Classroom-2-Career tracking system and the Agriculture Experience Tracker (AET).				

## Pre-Engineering Pathway (CMHS)

<b>Introduction to Engineering Design</b>	Course Code: 2461	Grades: 9-12	Terms: 2	Credit: 1
This course teaches problem-solving skills through a design development process, using solid modeling software.				

## ProStart Restaurant Management Pathway

<b>Restaurant and Culinary Foundations</b>	Course Code: 1013	Grades: 9-12	Terms: 2	Credit: 1
This course focuses on safe food preparation and service, introducing industry safety standards and restaurant equipment. Students engage in hands-on activities to develop essential employability skills in the restaurant industry. Real-world learning opportunities are emphasized, and participation in DECA, FCCLA, or SkillsUSA is encouraged.				

## Sports Medicine Pathway

<b>Foundations of Sports Medicine</b>	Course Code: 0840	Grades: 9-12	Terms: 2	Credit: 1
This course is designed to provide the student with knowledge on health care laws and ethics, medical terminology, basic anatomy, injury recognition, and infections control related to Sports Medicine. It is also designed to allow instructional content to focus on Sports Medicine related professions and teamwork. Students utilize problem-solving techniques and participate in hands on activities to develop an understanding of course concepts. Prerequisite: High School Health				

## Therapeutic Services Pathway

<b>Foundations of Health Science</b>	Course Code: 0711	Grades: 9-12	Terms: 2	Credit: 1
This course covers medical terminology, safety, CPR, infection control, and communication skills. It is available as a block or yearlong course, with a prerequisite of a 9th-grade reading level. Students engage in hands-on activities to apply their learning in real-world contexts.				

## CTE Enrichment Courses

<b>Digital Photography</b>	Course Code: 1515	Grades: 9-12	Terms: 2	Credit: 1
This course explores basic camera techniques and printing methods, emphasizing creativity and experimentation. Adobe Photoshop is a key tool used in the course to help students enhance their photography skills.				

<b>Dual Credit: Medical Terminology</b>	Course Code: 0721	Grades: 9-12	Terms: 2	Credit: 1
<b>Mountwest Community &amp; Technical College Course: AH 151</b> Students learn the language of medicine, including building and analyzing medical terms related to the human body. The course includes hands-on activities and real-world learning opportunities, encouraging participation in HOSA. Students develop problem-solving techniques to enhance their understanding of medical terminology.				

<b>Foundational Food Preparation</b>	Course Code: 0954	Grades: 9-12	Terms: 2	Credit: 1
Students gain foundational skills for healthy food preparation, focusing on nutrition, sustainability, and meal management. The course includes hands-on activities and encourages participation in student organizations.				

<b>Parenting and Strong Families</b>	Course Code: 0903	Grades: 9-12	Terms: 1	Credit: 1
This course helps students evaluate their readiness for parenting while exploring appropriate practices. It is offered as a Block only.				



Cabell County  
Career Technology Center  
1035 Norway Ave, Huntington, WV 25705

# Welcome to CCCTC!



## **Principal/Director**

Mrs. Melissa D. Ash

304-528-5106

[mash@k12.wv.us](mailto:mash@k12.wv.us)



## **Associate Principal**

Mr. Travis Baker

304-528-5106

[travis.baker@k12.wv.us](mailto:travis.baker@k12.wv.us)

At Cabell County Career Technology Center, we are dedicated to providing students with the tools and knowledge they need to succeed in their future careers through a diverse range of hands-on, technical training programs. Our Career Technical Education (CTE) programs empower students to explore potential careers while equipping them with real-world knowledge and skills. These programs also offer opportunities for industry-recognized credentials and meaningful work-based learning experiences.

Please note that all of the pathways listed on the following pages require the completion of all four courses within the sequence for students to be considered official completers.

We invite you to explore our course offerings and take the first step toward a rewarding career!

# Cabell County Career Technology Center Pathway Offerings

## Automotive Technology Pathway

<b>Automotive Tech Maintenance &amp; Light Repair (MLR) 1</b>	Course Code: 1631	Grades: 9-12	Terms: 2	Credit: 1
This introductory course covers automotive service practices, safety, tools, and electrical systems. Students engage in hands-on activities and problem-solving techniques, with encouragement to join SkillsUSA for real-world learning opportunities.				

<b>Automotive Tech Maintenance &amp; Light Repair (MLR) 2</b>	Course Code: 1623	Grades: 9-12	Terms: 2	Credit: 1
This course builds skills in diagnosing and repairing steering, suspension, and brake systems. Students participate in hands-on activities and problem-solving techniques, with encouragement to join WV SkillsUSA for real-world learning opportunities.				

## Building Maintenance & Operations Pathway

<b>Building Maintenance and Operations I</b>	Course Code: 1774	Grades: 9-12	Terms: 2	Credit: 1
This course introduces students to building maintenance fundamentals, including safety and basic construction skills. Students engage in hands-on activities and are encouraged to join WV SkillsUSA for real-world learning opportunities.				

<b>Building Maintenance and Operations II</b>	Course Code: 1775	Grades: 9-12	Terms: 2	Credit: 1
Students build skills in handling concrete and masonry techniques. The course emphasizes hands-on learning and problem-solving, with encouragement to participate in WV SkillsUSA for practical experience.				

## Carpentry Pathway

<b>Carpentry I</b>	Course Code: 1842	Grades: 9-12	Terms: 2	Credit: 1
This introductory course covers safety, construction math, and basic carpentry skills. Students engage in hands-on activities and are encouraged to join WV SkillsUSA for real-world learning opportunities.				

<b>Carpentry II</b>	Course Code: 1843	Grades: 9-12	Terms: 2	Credit: 1
Students continue to build skills in reading plans, framing, and concrete techniques. The course emphasizes hands-on learning and problem-solving, with encouragement to participate in WV SkillsUSA for practical experience.				

## Coding, App, & Game Design Pathway

<b>Digital Imaging/Multimedia I</b>	Course Code: 1431	Grades: 9-12	Terms: 2	Credit: 1
This course develops students' understanding and skills in digital imaging and multimedia, focusing on business and marketing career readiness. It is recommended as an elective in the Microsoft Computer Applications (MCAS) and Certified Internet Webmaster (CI) Programs of Study. Students engage in hands-on problem-solving activities and real-world learning experiences. Membership in FBLA is encouraged. Classroom instruction integrates learning skills and technology tools.				

<b>Coding, App, and Game Design I</b>	Course Code: 1456	Grades: 9-12	Terms: 2	Credit: 1
Students in this course learn the fundamentals of programming, game, and app design. Topics include paper prototyping, planning techniques, and the use of various design platforms, programming languages, drawing, and animation to create interactive game and app demonstrations.				

## Collision Repair Technology Pathway

<b>Fundamentals of Collision Repair Technology</b>	Course Code: 1671	Grades: 9-12	Terms: 2	Credit: 1
Students learn the basics of collision repair, including tools, panel straightening, and vehicle preparation. The course emphasizes safety and hands-on activities, encouraging participation in WV SkillsUSA for real-world learning opportunities.				

<b>Non-structural Analysis and Damage Repair</b>	Course Code: 1675	Grades: 9-12	Terms: 2	Credit: 1
This course focuses on non-structural analysis and repair of metal and composite parts. Students engage in hands-on activities and problem-solving techniques, with safety instruction integrated throughout the course.				

## Electrical Technician Pathway

<b>Electrical Trades I</b>	Course Code: 1756	Grades: 9-12	Terms: 2	Credit: 1
This introductory course covers safety, construction math, and basic electrical skills. Students develop foundational knowledge through hands-on activities and are encouraged to participate in WV SkillsUSA.				

<b>Electrical Trades II</b>	Course Code: 1757	Grades: 9-12	Terms: 2	Credit: 1
Students continue to build skills in electrical circuits, theory, and the National Electrical Code. The course emphasizes hands-on learning and problem-solving techniques, with encouragement to join WV SkillsUSA.				

## Entrepreneurship & Innovation Pathway

<b>Entrepreneurship I</b>	Course Code: 1474	Grades: 9-12	Terms: 2	Credit: 1
This introductory course explores entrepreneurship, focusing on mindsets, problem framing, and the design thinking process. Students learn to identify entrepreneurial opportunities within their local community.				

<b>Entrepreneurship II</b>	Course Code: 1475	Grades: 9-12	Terms: 2	Credit: 1
Students learn to create desirable business ventures by identifying customer needs and using the Business Model Canvas (BMC). The course covers marketing strategies and value propositions to attract customers.				

## Graphic Design & Illustration Pathway

<b>Fundamentals of Illustration</b>	Course Code: 1851	Grades: 9-12	Terms: 2	Credit: 1
This course introduces students to the essential knowledge and skills in illustration, including media applications, perspective, drawing, and painting. The course prepares students for more advanced study in graphic design, and students participate in real-world learning experiences. Skills USA membership is encouraged for leadership and experiential learning opportunities.				

<b>Illustration</b>	Course Code: 1861	Grades: 9-12	Terms: 2	Credit: 1
This course delves into advanced topics in illustration, such as color theory, proportions, and portfolio development. Students gain technical expertise in advanced illustration techniques and explore career opportunities. Skills USA membership is encouraged to support leadership development and experiential learning.				

## HVAC Technician Pathway

<b>HVAC I</b>	Course Code: 1752	Grades: 9-12	Terms: 2	Credit: 1
This introductory course covers the basics of the HVAC industry, including safety, construction math, and fundamental HVAC skills. Students engage in hands-on activities and are encouraged to join WV SkillsUSA.				

<b>HVAC II</b>	Course Code: 1753	Grades: 9-12	Terms: 2	Credit: 1
Building on HVAC I, this course focuses on piping practices, basic electricity, and air distribution systems. Students continue to develop their skills through hands-on activities and real-world learning opportunities.				



## Law and Public Safety Pathway

<b>Fundamentals of Public Safety Leadership</b>	Course Code: 1225	Grades: 9-12	Terms: 2	Credit: 1
This course introduces foundational principles of public safety leadership, focusing on the protection of democratic society and public policy issues related to crime and justice. Students engage in hands-on activities to understand the organization and functions of public safety components and the challenges faced in a culturally diverse society. Participation in SkillsUSA is encouraged.				

<b>Ethical Issues in Public Safety</b>	Course Code: 1226	Grades: 9-12	Terms: 2	Credit: 1
This course examines ethical dilemmas in public safety leadership, including accountability and criminal investigation. Students analyze serious offenses and apply concepts of profiling and threat assessment within an ethical framework. Hands-on activities and problem-solving techniques are utilized to deepen understanding, with SkillsUSA participation encouraged.				

## Machine Tool Technology Pathway

<b>Fundamentals of Machine Tool Technology</b>	Course Code: 1903	Grades: 9-12	Terms: 2	Credit: 1
This course introduces students to hydraulic and pneumatic principles and their applications in the Machine Tool Technology industry. Students engage in hands-on activities and problem-solving to develop technical skills. Real-world learning opportunities are emphasized, and participation in WV SkillsUSA is encouraged.				

<b>Fundamentals of Machine Processes</b>	Course Code: 1905	Grades: 9-12	Terms: 2	Credit: 1
Students develop skills in intermediate hand tools, power tools, and machine operations. The course emphasizes hands-on activities and problem-solving to enhance understanding of machine processes. Real-world learning opportunities are provided, and students are encouraged to participate in WV SkillsUSA.				

## Welding Pathway

<b>Welding I</b>	Course Code: 1862	Grades: 9-12	Terms: 2	Credit: 1
Students are introduced to basic welding techniques and safety practices. This course covers welding safety, oxyfuel cutting, and plasma arc cutting, along with basic construction tools and communication skills. Hands-on activities provide practical experience.				

<b>Welding II</b>	Course Code: 1863	Grades: 9-12	Terms: 2	Credit: 1
This course builds upon Welding I, with focus areas including air carbon arc cutting, SMAW equipment, and fillet welds. Students enhance their welding skills through practical activities, guided by real-world applications.				

# CCCTC Application



Automotive Technology



Building Maintenance



Carpentry



Coding, Application and Game Design



Collision Repair



Electrical



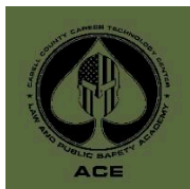
Entrepreneurship



Graphic Design



HVAC



Law and Public Safety



Machine Trades



Pre-Cosmetology



Welding



Scan the QR code or [click here](#) to apply to programs at the Cabell County Career Technology Center!

# Promise Scholarship

## Graduating high school with a 3.0 GPA or better? You may be eligible.

Cash in on all your hard work with the Promise Scholarship – and get thousands of dollars every year to pursue your college dream in West Virginia!

The Promise Scholarship is a merit-based financial aid program for West Virginia high school graduates planning to attend one of the state's public or independent two- or four-year institutions.

Students who achieve certain academic requirements can receive up to \$5,500 in annual awards to cover tuition and mandatory fees. Awards are contingent upon annual funding of the program by the WV State Legislature.

### Academic Requirements

Must achieve a cumulative grade point average of **at least a 3.0** on a 4.0 scale or whatever is considered a "B" average, based on county board grading policies, in both core courses AND overall coursework required for graduation by the West Virginia Department of Education.

### Test Score Requirements

#### SAT Score

- Total Score: 1080
- Math: 510
- EBRW: 510

#### ACT Score

- 21 Composite
- 19 in English
- 19 in Math
- 19 in Science
- 19 in Reading



### Timeline for the Class of 2025

#### October 1, 2024

Promise Scholarship Available  
FAFSA Available

#### March 1, 2025

Promise Application Deadline  
FAFSA Filing Deadline

#### June 2025

Last SAT Date to Qualify for  
Promise Scholarship

#### July 2025

Last ACT Date to Qualify for  
Promise Scholarship



For more information on the Promise Scholarship, visit [collegeforwv.com](https://collegeforwv.com).

# Financial Aid Opportunities

Below you'll find key financial aid information for several post-secondary institutions. This resource provides an overview of available aid options, but be sure to check with your school for the most up-to-date details, as financial aid offerings can change frequently.

## MARSHALL UNIVERSITY

### 2025-26 Merit-based Scholarships for Incoming Freshmen - Resident

SCHOLARSHIP	CRITERIA	AMOUNT
JOHN MARSHALL	HS GPA>=3.9 & ACT>=30 or SAT>=1360	\$5,500
JOHN LAIDLEY	HS GPA>=3.7 & ACT>=28 or SAT>=1300	\$4,500
BOARD OF GOVERNORS	HS GPA>=3.5 & ACT>=26 or SAT>=1230	\$4,000
PRESIDENTIAL	HS GPA>=3.25 & ACT>=24 or SAT>=1160	\$3,000
A. MICHAEL PERRY	HS GPA>=3.0 & ACT>=22 or SAT>=1100	\$2,500
OPPORTUNITY GRANT	HS GPA>=3.0 & ACT>=20 or SAT>=1030-1090	\$2,000

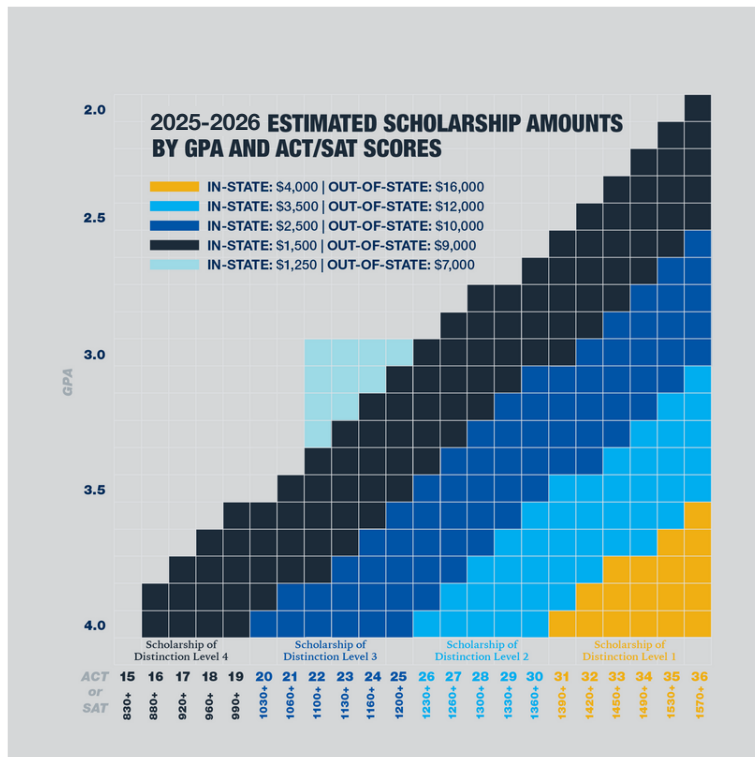
For more information contact the Office of Student Financial Aid  
sfa@marshall.edu or 304-696-3162



### Scholarship of Distinction



The Scholarship of Distinction is for score senders.



West Virginia Invests is a "last-dollar-in" financial aid program designed to cover the cost of basic tuition and fees for certificate or associate degree programs in specific high-demand fields.

Visit <http://wvinvests.org/find-a-program/> to see a list of available programs at Mountwest.