2018-2019

Tyler Consolidated High School

COURSE DESCRIPTIONS TABLE OF CONTENTS

Dear Students,

This booklet has been prepared to assist you in selecting courses during your years at Tyler Consolidated High School. It contains information about graduation requirements, classifications, and descriptions of courses offered, so that you may fully understand the scope of the academic program.

As you plan your schedule each year, you will also want to refer to the Student Handbook for additional information and advice about procedures and special programs. Your counselor, advisor, and the entire staff are prepared to help you make the most of your opportunities while at Tyler Consolidated High School.

Best Wishes for a successful high school experience!

J. Kent Yoho
Principal

Graduation Requirements

24 credits required: 18 prescribed and 6 personalized

Four Credits in English/ Language Arts

- English 9
- English 10
- English 11
- English 12

Or

On-Line College English

Four Credits in Mathematics

- Algebra Support
- Algebra I
- Geometry
- Algebra II
- Transition Math for seniors
- Trigonometry/Pre-Calculus
- AP- Statistics
- AP- Calculus
- *An AP Mathematics course may be substituted for any fourth course option*
- College Algebra /College Trigonometry- On-line Course

Three Credits in Science

- Earth & Space Science
- Biology
- Chemistry, Physical Science, Human Anatomy, Physics, Biology II, and College Biology (On-line Course)

Four Credits in Social Studies

- World Studies
- United States Studies
- Contemporary Studies
- Civics for the Next Generation

1 credit in Physical Education
1 credit in Health
1 credit in The Arts
4 credits in Concentration selected
2 credits in Electives

* (2 credits in World Languages – Undergraduate admission to WV four-year College and university includes the completion of two units of the same world language).

Total Credits Needed: 24

Definitions

Advanced Placement – Program Information

Advanced Placement (AP) – is a nationally recognized program sponsored by the College Board. It provides high school students an opportunity to take college-level courses and receive college credit before entering college. The West Virginia Center for Professional Development (WVCPD) provides West Virginia teachers with the professional development needed to enhance instruction and effectiveness in the AP classroom. In addition, the Center offers a suite of AP resources, services and support designed to expand equity and access to AP in West Virginia.

Ninety percent of the colleges and universities in the United States, as well as colleges and universities in twenty-four other countries, have an a Policy granting incoming students credit, placement, or both on the basis of their AP exam grades. AP exams are given at the end of the course and students who score a 3 or above may be granted college credit through many of these institutions.

Career Technical Education (CTE)

Career Technical Education has evolved from "voc" education to high tech programs that promote increased academic rigor. These secondary programs motivate students by offering real world learning and job opportunities that help prepare them for the future.

Credit Recovery

Credit Recovery provides student's an opportunity to recoup credit **from failed** courses required for graduation and develop skills and work habits that will contribute to their continued academic success. Courses for credit recovery are not remedial courses; they are not watered down or shortened. These courses offer thorough diagnostics, flexible pacing, extra practice, frequent assessments, and robust monitoring and reporting.

Virtual School

The mission of the Virtual School is to assure consistent, high Quality education for students through courses delivered via technology, promote efficacy and equity in course offerings, and provide options for implementation. Provides access to courses not offered at their home school examples could be (World Languages, Organic Chemistry).

College Credit- On-line Courses

Students taking on-line College Credit Courses must take a College Entrance Test prior to entering these courses. Students should have a B average and good attendance in order to be successful in these classes. The courses offered at TCHS are in some cases taken in place of a required course for graduation (such as, College Early Entrance) if you are unsuccessful you will not graduate. Student expectations are very high in these classes.

ENGLISH DESCRIPTORS

English 9.....1credit

Prerequisites: Required for all freshman.

Description: Students will continue to develop in literacy-rich environments as independent readers and writers who think critically and take responsibility for their learning. They will integrate and apply reading, writing, speaking, listening and the conventions of language across curriculums. Students will actively participate in inquiry based, student driven, engaging endeavors and collaborative learning situations to facilitate motivation and the foundation for lifelong learning. Students will collaborate with peers and adults and analyze a broad array of quality literacy and informational texts of appropriate complexity, with an increased emphasis on informational text. Students will use the writing process and the conventions of language to integrate information into text selectivity to maintain the flow of ideas and avoid plagiarism by using standard citations. With increasing emphasis on informative/explanatory and argumentative writing and speaking, students conduct short as well as more sustained research projects to solve a problem and explore multiple avenues to support research topics, and/or reflections. Ninth grade 21st Century learners will be asked to critique oral and visual information and apply the information to global situations. Students will employ technology best suited to audience, task, purpose and discipline. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology tools.

English 10.....1credit

Prerequisites: Required for all sophomores.

DESCRIPTION: Students will become more adept at making connections and transferring knowledge to new situations through research and writing in literacy-rich environments. They will continue to develop as independent motivated readers and writers who analyze the impact of, and take responsibility for their learning. Students will analyze, defend and support views using reading, writing, speaking, listening and the conventions of language across the curriculums. Students will collaboratively participate in inquiry based, student driven, engaging endeavors that facilitate motivations and the foundation for lifelong learning. Through analysis of a broad array of quality literacy and informational texts of appropriate complexity, with increased emphasis on informational text, they will become more independent and proficient readers and communicators who appropriately initiate and discuss issues with widely divergent cultures. Students will use

technology to strengthen writing and use the writing process and the conventions of language to compose logical arguments and explanations. Students will conduct short as well as more sustained research projects to solve a problem and explore multiple avenues to support a research topic, analysis and/or refection. They avoid plagiarism, assess the authority, and synthesize multiple print and digital sources in terms of task purpose and audience. Tenth grade 21st Century learners critique oral and visual information and apply the information to global situations. The student will employ technology best suited to audience, task, purpose and discipline the West Virginia Standards for 21st Century Learning includes the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.

Honors English 10 .....1credit

Honors English 10: In addition to the expectations outlined under English 10, students in the honors course must maintain or achieve the following:

- maintain a 75% or above average

Entrance to the course also requires a 90 % minimum average in the previous year's English course and a recommendation from the previous year's English teacher. Everyday expectations for enrollment in the honors course are as follows:

- collaborative skills
- recognition of his/her own grades as well as the consequences for low grades
- responsibility for his/her individual education

Honors English 10 will be more student-centered as compared to the regular English 10 course, meaning that students will be given opportunities to learn and perform individually, as well as in a group. For example, honors students will take part in literature circles that require the student to take responsibility for the reading of his/her own text, including selecting the text, planning the reading, discussing selected sections, and completing a thematic-based project.

English 11 .....1credit

Prerequisites: Required for all juniors.

Description: Students become adept at making connections and transferring knowledge to new situations through research and writing in literacy-rich environments. They set deadlines and are independent, motivated readers and writers who analyze impact of and take responsibility for their learning. Students will focus on reading,

writing, speaking, and the conventions of language across the curriculums in educational endeavors and collaborative learning situations including analyzing and defending the representation of the text in different and artistic mediums and how authors draw on and transform source material. They initiate and collaboratively participate in inquiry/based student driven, engaging endeavors that facilitate motivation and the foundation for

lifelong learning. Complex analysis of a broad array of quality literary and informational texts of appropriate complexity, with increasing emphasis on informational text, creates independent and proficient readers and communicators who appropriately analyze and discuss the effects of cultural experiences with diverse audiences. They initiate and participate in collaborative discussions, stimulate thoughtful exchange of ideas and evaluate speaker's reasoning, tone, and emphasis. They qualify or justify their own views and make new connections based on evidence and sound reasoning. Students use technology to strengthen and try new approaches to writing with an increased emphasis on informational/explanatory and argumentative writing. They use the writing process and the conventions of language to compose logical arguments and explanations.They conduct short as well as more sustained research projects to solve a problem, assess the strength and imitations of sources, synthesize, multiple print and digital sources avoiding overreliance on any one source and use standard citation to avoid plagiarism. Students employ technology best suited to audience, task, purpose and discipline. Through academic rigor and relevance, the ability to analyze, speak, and write logically will become the primary focus.

Honors English 11----------1 credit

Prerequisites:

- Earn a 90% or higher cumulative grade point average for English 10 and prior year's English teacher recommendation.

Or

- Earn a 90% or higher cumulative grade point average for English 10, scoring 22 or higher on the English section of the ACT test, and prior year's English teacher recommendation.

Description: Students in Honors English 11 will follow the West Virginia Next Generation Content Standards and Objectives for English 11. Students will be expected to complete all assigned classwork, homework assignments and projects at the above mastery/distinguished level. Honors students must have good attendance in order to successfully participate in class discussions and to complete collaborative assignments. Honors English 11 students must maintain a "C" average each six week grading period. Any student in Honors English 11 who does not maintain a "C" average on his/her report card will be placed in regular English 11.

English 12.....1credit

Prerequisites: Required for all seniors.

Description: English Language Arts twelfth grade students are College and Career Ready. They make connections, transfer knowledge to new situations through research and writing, and understand the value of literacy-rich environments. They set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe reasoning, evidence and divergent and creative thinking. They use research to make informed decisions and solve problems independently. They analyze and articulate the value of and take responsibility for their learning. Students will focus on reading,

writing, speaking, listening and the conventions of language across curriculums in educational endeavors and collaborative learning situations including complex, critical analysis and evaluation of how texts and ideas interact. Students will use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information and recognize the benefit of the sustained writing process. With increased emphasis on informational/explanatory and argumentative writing, they use the writing process and the conventions of language to compose logical arguments and explanations using rhetorical devices, varied syntax and relevant evidence anticipating the audience's values and biases. They effectively evaluate and use multiple sources following standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy. Students will adeptly employ technology best suited to audience, task, purpose and discipline. The Next Generation West Virginia Content Standards and Objectives work in tandem with the College and Career Readiness anchor standards.

College English 101 (3 college credit hours)----------1/2 credit

Prerequisites: English 11- Passing score on College entrance test.

DESCRIPTION: This course is to be taken for college credit. College English 101 is a standard Composition I course offered on-line. This course emphasizes the various types of compositions and numerous modes of development. Skills include assertion of a thesis statement, development of appropriate and sufficient supportive evidence, development of ideas or patterns that a reader can follow from point to point, and clarification of ideas throughout the composition by attention to precise, diction, appropriate use of standard grammar, and sentence structure. Emphasis will also be on coordination, subordination, revision activities, writing for a specific audience, and writing for a specific purpose. A research paper on a student-selected topic is required.

College English 102 (3 college credit hours)----------1/2credit

Prerequisites: College English 101

DESCRIPTION: COLLEGE ENGLISH 102 is an on-line course that provides composition assignments based on various literary genres. Reading assignments will include selections from prose, poetry, and drama. Writing assignments will include four or five essays as well as a research paper.

***Transiton English Language Arts for Seniors*----------1 credit**

Prerequisite: Required for seniors who have not met the college career readiness standard.

DESCRIPTION: Senior Transition English Language Arts is designed for students who have not met the college- and career-readiness benchmark. The purpose of the course is to help students develop the skills necessary for success in credit-bearing postsecondary courses and/or the workplace. This course will solidify their reading, writing, and speaking/listening skills as they interact with texts of varying complexity.

Broadcasting.....1credit

Prerequisites: None

DESCRIPTION: Broadcasting is a media preparation and communication course designed to provide the technical knowledge and skills necessary for television; video and film production. Topics covered in the first semester of the course are writing scripts, camera operations, use of graphic design and other visual, lighting, audio techniques, editing, production principles, and career opportunities. During the second semester, students will begin to appear on the morning announcements, and also learn some of the rudiments of studio management and equipment operation.

Journalism----------1 credit

Prerequisites: None

DESCRIPTION: This is a full year course. Students in journalism will study the history and contemporary role of mass media in the United States. Students will be exposed to advertising, layout and design, and various writing techniques. Journalism expands and enhances Reading and English Language Arts in the areas of reading, writing, speaking, listening and media literacy. Emphasis is on the oral, written, and visual communication skills important for educational, occupational and personal endeavors. A broad spectrum of skills and information is basic to all journalistic pursuits. In addition, specialized skills and information are also required for students pursuing various branches of journalism. By combining these standards and objectives, electives in journalism may include basic journalism, newspaper, yearbook, broadcasting, photojournalism, desktop publishing and public relations.

Creative Writing----------1 credit

Prerequisites: None

DESCRIPTION: This course presents a forum for students to write, present, and receive constructive criticism on short stories and poems. Students will read and analyze poems and short stories for style and technique and then implement similar styles and techniques in their own writing. Students must participate in discussion seminars centering on student work and must enter work for publication consideration including, but not limited to, the school literary magazine.

Newspaper----------1 credit

Prerequisites: None

DESCRIPTION: This course is a study of techniques involved in writing news features, sports, editorials, and columns. Students will actively be involved in the writing, editing, advertising, photography, layout and design of the school newspaper. Leadership, dependability and responsibility are exercised in learning to deal with people in a deadline situation. This course will require some after-school work time and may be taken more than one year for credit.

Yearbook:----------1 credit

Prerequisites: None

DESCRIPTION: This course is designed to teach the skills necessary to produce the school's yearbook, which offers a record of activities for an entire school year. This course provides study of and practice in gathering and analyzing information, interviewing, note taking and photography. Students will learn proofing strategies and work independently with photographers. At times, deadlines require staff members to work after class. Students will learn good work habits and be responsible for all phases of yearbook publication. Projects will involve selling ads, helping with pictures throughout the school year, and the distribution of the final product.

MATHEMATICS DESCRIPTORS

Algebra I----------1 credit

Prerequisites: None

DESCRIPTION: Students in this course will focus on five critical units that deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and student engage in methods for analyzing, solving, and using quadratic functions. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and preserving in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning. Students will continue developing mathematical proficiency in a developmentally-appropriate progressions of standards. Continuing the skill progressions from previous courses, the following chart represents the mathematical understanding that will be developed. Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations, Quadratic Functions and Modeling

Geometry ----------*1 credit*

Prerequisites: Algebra I

DESCRIPTION: Students in this course will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal

mathematical argument. Important difference exists between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others, modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for an expressing regularity in repeated reasoning. Students will continue developing mathematical proficiency in a developmentally appropriate progressions of standards. Continuing skill progressions from previous course. Congruence, Proof, and Construction, Similarity, Proof and Trigonometry, Extended to Three Dimensions, Connecting Algebra and Geometry Though Coordinates, Circles with and without coordinates, Applications of Probability, and Modeling with Geometry.

Algebra II----------1 credit

***Prerequisites*: Geometry**

DESCRIPTION: Students in this course will build on their work with linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational and radical functions. (In this course rational functions are limited to those whose numerators are of degree at most 1 and denominators of degree at most 2; radical functions are limited to square roots or cube roots of at most quadratic polynomials). Students will work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will continue developing mathematical proficiency I a developmentally-appropriate progression of standards. Mathematical habits of mind, which should be integrated in these content areas, include, constructing viable arguments and critiquing the reasoning of others; modeling with mathematics, using appropriate tools strategically, attending to precision looking for a making use of structure, and looking for and expressing regularity in repeated reasoning. Continue the skill progression from previous courses. Polynomial, Rational, and Radical Relationships, Trigonometric Functions, Modeling with Functions, Inferences and Conclusions from Data.

Trigonometry/Pre-Calculus----------1 credit

Prerequisites: Algebra II

DESCRIPTION: Students in this course will generalize abstract learning accumulated through previous courses as the final springboard to calculus. Students will take an extensive look at the relationships among complex numbers, vectors, and

matrices. They will build on their understanding of functions, analyze rational functions using an intuitive approach to limits and synthesize functions by considering compositions and inverses. Students will expand their work with trigonometric functions and their inverses and complete the study of the conic sections begun in previous courses. They will enhance their understanding of probability by considering probability distributions and have previous experiences with series augmented. Students will continue developing mathematical proficiency in a developmentally-appropriate progression of standards. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and preserving in solving them, reasoning abstractly and quantitatively; constructing viable arguments attending to precision, looking for and making use of structure, and looking for an expressing regularity in repeated reasoning. Building Relationships among Complex Numbers, Vectors, and Matrices, Analysis and Synthesis of Functions, Trigonometric and Inverse Trigonometric Functions of Real Numbers, Derivations in Analytic Geometry, Modeling with Probability and Series and Informal Limits.

Transitional Math----------1 credit

Prerequisites: Required for College Career Ready Identified Seniors

Description: Transitional Math prepares students for their entry-level credit-bearing liberal studies mathematics course at the post secondary level. Students will solidify their quantitative literacy by enhancing numeracy and problem solving skills as they investigate and use the fundamental concepts of algebra, geometry, and introductory trigonometry. Mathematical habits of mind, will include making sense of problems and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for a making use of structure, and looking for and expressing regularity in repeated reasoning. Students will continue developing mathematical proficiency in a developmentally-appropriate progression of standards. Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability

AP Calculus 1credit

Prerequisites: Algebra II

DESCRIPTION: AP Calculus is the study of integral and differential calculus with analytic geometry. Graphing calculators will be used extensively in this course. Students are expected to take the College Board Advanced Placement Exam in Calculus AB in May.

AP Statistics……..1 credit

Prerequisites: Algebra II

DESCRIPTION: The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

*Exploring Data: Describing patterns and departures from patterns
*Sampling and Experimentation: Planning and conducting a study
*Anticipating Patterns: Exploring random phenomena using probability and simulation
*Statistical Inference: Estimating population parameters and testing hypotheses.

Students who successfully complete the course and examination may receive credit and/ or advanced placement for a one semester introductory college statistics course.

College Algebra (3 hours college credit)----------1 credit

Prerequisites: Algebra II or higher completed with a "C" average. Students must met college requirements and pass a placement test to enroll.

DESCRIPTION: The specific goals of the college algebra course – students will be able to:

- Understand and use the concept of a function
- Solve mathematical application problems by connecting mathematical results to contextual meanings
- Solve equations and inequalities in one variable using multiple representations
- Graph equations and functions and relate graphical features to related algebraic and numeric features.
- Use and compare algebraic, graphical, and numerical approaches to solve problems involving, functions (including higher order equations and matrices).
- Use and compare algebraic, graphical, and numerical approaches to solve problems involving, functions (including higher order polynomial, rational, radical, absolute value, exponential and logarithmic).**To accomplish course goals, the class incorporates interactive laboratories which use technology and student activities that emphasize writing and student collaboration. Students will work in pairs or triads on the labs in order to develop mathematical communication skills. The development of communication skills are an integral part of the course.**

College Trigonometry-(3 hours college credit)----------1 credit

Prerequisite: Completed College Algebra with a C or higher.

DESCRIPTION: The specific goals of the trigonometry course are to stress an algebraic, graphic, and numeric approach to:

- The concept of function, especially trigonometric functions arising from the study of circular motion
- Right angle trigonometry and trigonometric functions of general angles
- The application of trigonometric functions in modeling problems
- Trigonometric equations, inequalities, and identities
- Graphing trigonometric functions.
- Applying trigonometric functions to polar coordinates, complex numbers, and vectors.

To accomplish these goals, the class incorporates interactive labs using technology and student activities that emphasize writing and student cooperation as integral parts of the class.

SCIENCE DESCRIPTORS

Earth and Space ----------1 credit

Prerequisites: Required for all freshmen

DESCRIPTION: The ninth grade Earth and Space Science course builds upon science concepts from middle school by revealing the complexity of Earth's interacting systems, evaluating and using current data to explain Earth's place in the universe and enabling students to relate Earth Science to many aspects of human society. Disciplinary core ideas, science and engineering practices, and crosscutting concepts are intertwined to focus on five ESS content topics: Space Systems, History of the Earth, Earth's Systems, Weather and Climate, and Human Sustainability.

Biology I .....1 credit

Required for all sophomores.

DESCRIPTION: Biology I is designed to build upon and extend the biological concepts, skills and knowledge from the science program, using skills for the 21st Century. Students will build and expand their laboratory skills and experiences. Students will engage in active inquiries, investigations and hands-on activities for a minimum of

50% of the instruction time to develop conceptual understanding and research/laboratory skills.

Honors Biology I .....1 credit
Prerequisites: Recommendation from the Science teacher.

DESCRIPTION: This course will follow the same pattern as Biology I, but will present the information in more detail and at an accelerated pace. The course will build upon and extend biological concepts, skills and knowledge from the science program, using skills for the 21st Century. Students will build and expand their laboratory skills and experiences. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instruction time to develop conceptual understanding and research/laboratory skills.

Human Anatomy and Physiology .....1 credit
Prerequisites: Biology 1.

DESCRIPTION: Human Anatomy and Physiology is an advanced course that is an elective designed for those students wanting a thorough understanding of the structure and function of the human body. The body will be studied using anatomical terminology necessary to describe location. Focus will be at both micro and macro levels reviewing cellular functions, biochemical processes, tissues, organ systems, and the interaction of those systems as it relates to the human body. Systems covered include: integumentary, skeletal, muscular, respiratory, circulatory, digestive, excretory, reproductive, immunological, nervous and endocrine. This course will develop 21st Century Skills and be appropriate for college bound students as well as those choosing a health services career cluster. Students will engage in active inquiries, investigations, and hands-on activities for a minimum or 50% of the instructional time to develop conceptual understanding and research/laboratory skills.

Biology II .....1 credit
Prerequisites: Biology I.

DESCRIPTION: Biology II is an advanced course that is an elective designed for students who have completed Biology I and desire an in-depth and rigorous study of the

content found in many biological fields of endeavor. This course is designed to build upon and expand the biological concepts, skills and knowledge from the scientific program using skills for the 21st Century. Students will build and expand their laboratory skills and experiences. Students will engage in active inquiries, investigations, and hands-on activities for a minimum or 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities. A science research project may be required as part of this class.

College Biology-WVU.....1 credit

Prerequisites: Biology II. Chemistry strongly suggested. Human Anatomy and Physiology should also be taken during the same year as College Biology, if possible. WVU requires a 3.0 cumulative GPA.

DESCRIPTION: FROM WVU CATALOG

BIOL 101 General Biology-With BIOL 103 Lab-Introductory course in biology: cellular, organismal, and population genetics, including reproduction, growth and development, and evolution. Four college credits awarded upon successful completion.

BIOL 102 General Biology-With BIOL 104 Lab-Introductory biology: energetics and physiology of cells, organisms, and population, including regulation and control of multicellular organisms. Four college credits awarded upon successful completion.

Chemistry I.....1 credit

Prerequisites: Algebra I and II, Earth Science and Biology.

DESCRIPTION: Chemistry I is an advanced level course designed for students who desire a broader, in-depth study of the content found in the science field of chemistry. Chemistry is the study of matter, its composition and its changes. This course is designed to build upon and extend the chemistry concepts, skills and knowledge from the science program using skills for the 21st Century. This course is designed to prepare a student for college chemistry requiring a strong mathematical base. The relationship between chemistry concepts and mathematics will be emphasized. Students will engage in active inquiries, investigations, and hands-on activities for a minimum or 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities.

Physical Science----------1 credit

Prerequisite: Will count as a 3rd Lab Science

Description: The Physical Science course develops understandings of the core concepts form chemistry and physics. Structures and Properties of Matter; Chemical Reactions; Forces and Interactions; Energy, and Waves and Electromagnetic Radiation. The objectives in Physical Science allow high school students to explain more in-depth phenomena central not only to physical sciences, but to life and earth and space sciences, as well. These objectives blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines.

Advanced Placement Chemistry.....1 credit

Prerequisites: Chemistry I.

DESCRIPTION: AP Chemistry allows the serious science student to master the principles involved in Chemistry I. For example, stoichiometry, chemical bonding, kinetics, thermodynamics, chemical equilibrium, and organic chemistry are topics that will be studied in detail. This is a college level course which will prepare students for the AP Chemistry exam that will be given in May.

Physics.....1 credit

Prerequisites: Algebra II and Biology I recommended.

DESCRIPTION: Physics offers students the opportunity to explore energy and the relationships between matter and energy. Topics covered will include mechanics, gravity, heat/thermal energy, electricity, wave phenomena, and introduction to modern physics. Students will be solving problems related to these areas, as well as participating in laboratory activities.

Forensic Science----------1 credit

Prerequisites:

Description: Forensic Science is an advanced level course that is an elective designed to provide students with hands-on experience in various aspects of a criminal investigation. Utilizing 21st Century skills students will demonstrate proficiency in evidence collection, interpretation and analysis of collected data, maintenance of data integrity, formulation of a conclusion summary, and succinct communication of findings. Students will engage in active inquires, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills as they evaluate the academic requirements and prepare for occupational opportunities in science, technology, engineering, and math.

Environmental Science----------1 credit

Prerequisites:

Description: Environmental Science is an elective, advanced level lab course which builds on foundational knowledge of the chemical, physical, biological, geological processes and focuses on the natural world. Through an inquiry-based program of study, all students will demonstrate environmental literacy as they explore the economic, social, political, and ecological interdependence in urban and rural area. Students will synthesize information and experiences across disciplines as they acquire knowledge, values, and skills needed to protect and improve the environment. Students will engage in active inquiries, investigations and hands-on activities for a minimum of 505 of the instructional time to develop conceptual understanding and research/laboratory skills.

SOCIAL STUDIES DESCRIPTORS

World Studies .....1 credit

Prerequisites: Required for all freshmen.

Description: Students will engage in the study of development and evolution of the historic, economic, geographic, political and social structure of the cultural regions of the world from the dawn of civilization to the Twentieth Century. Special attention is given to the formation and evolution of societies into complex political and economic system. Students will be engaged in critical thinking and problem solving skills, using maps, spreadsheets, charts, graphs, text and other data form a variety of credible sources. Students synthesize the information to predict events and anticipate outcomes as history evolves through the ages. The West Virginia Next Generation Standards include the Next

Generation Content Standards and Objectives and 21St Century Learning Skills and Technology Tools.

U.S. Studies.....1 credit

Prerequisites: Required for all sophomores.

Description: Tenth Grade United States Studies examines the evolution of the constitution as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to its transformation as a dominant political economic influence in the world at the beginning of the twentieth century. Special emphasis is placed on how the challenges of settling expanse and diverse physical environments were met by a culturally diverse population. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century learning skills and Technology Tools.

Contemporary Studies.....1 credit

Prerequisites: Required for all juniors.

Description: Eleventh Grade Contemporary Studies examines the interactions between the United States and the world since 1914 to present day. The teacher will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics and other social studies concepts. Maps, spreadsheets, charts, photographs, the arts, music, graphs, primary source documents, textbooks and data from a variety of credible electronic and non-electronic sources will be used to synthesize, analyze, interpret and predict outcomes. Careful analysis of the interactions of the United States and other nation states will help students recognize the interdependencies of the United States and other countries as the concept of globalization is explored and evaluated. The teacher will provide a venue for students to examine factors that influence changing political and economic relationships

and foreign policies between the United States and its world neighbors. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen's actions, in the democratic process, on world events will be emphasized. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century learning Skills and Technology Tools.

Civics for the Next Generation .....1 credit

Prerequisites: U.S. and 20th/21st Century. This is a required course for seniors.

Description: Civics is designed as a culminating history class that fosters informed citizens essential to the perpetuation of the American Republic. Students will learn to utilize knowledge and skills for responsible, participatory citizenship based on a firm understanding of the principles and practices of our government coupled with civil rights and responsibilities, sound financial literacy, and global awareness. Students will investigate what has happened explore what is happening, and predict what will happen with the social, political, and economics problems that beset America and the world using the skills and resources of the past centuries and the present. Students will develop their critical thinking and problem-solving skills collaboratively and independently to become informed citizens and consumers, who practice economically sound decision-making, are geographically aware of physical and human landscapes of the world, and protect, preserve and defend their system of government. New and refined knowledge gained in Civics is communicated and shared throughout the community as students engage in community service and service-learning that makes classrooms span continents and serve as the heart of the community. Classroom instruction in this course will integrate learning skills, technology tools and content standards and objectives.

Sociology .....½ credit

Prerequisites: Sophomore status or above.

DESCRIPTION: Sociology is the consideration of the mechanics of groups in a culture or society. It concentrates on the manner in which groups and individuals within these groups relate to each other. Areas of study include group structure, major institutions within our society (family, religion, etc.) and social problems such as crime, pollution, racism, population, and the like.

Psychology .....½ credit

Prerequisites: Sophomore status or above.

DESCRIPTION: Psychology is the study of individual behavior and the factors that determine it. The course deals with theories of thinking and learning, concepts of creativity, several schools of behavioral science, and abnormal psychology. Students will participate in a number of models of psychological investigation as well as several evaluations and measurements of behavior.

Economics Elective Only ----------1 credit

Prerequisites: junior/senior students

DESCRIPTION: Understanding economics is essential for all students to enable them to reason logically about key economic issues that affect their lives as workers, consumers, and citizens. A better understanding of economics enables students to understand the forces that affect them every day and helps them identify and evaluate the consequences of personal decisions. As resources become scarce, as the economic environment changes, and as the economic impact of decisions becomes more immediate, students must make sense of the array of economic concepts, facts, event, observations and issues in everyday life and the ability to make effective decisions about economic issues. The Next Generation Content Standards and Objectives in West Virginia include the following components; Next Generation Content Standards and Objectives and 21st Century Learning Skills and Technology tools.

College Psychology-(3 college credits)----------1 credit

DESCRIPTION: This course has both an applied and academic field that studies the human mind and behavior. Research in psychology seeks to understand and explain thought, emotions and behavior. Students will demonstrate thinking critically and logically about research findings that explain human behaviors.
This is a college level course which requires work associated with a college level course.

College Sociology (3 College credit hours)----------1 credit

DESCRIPTION: This course is the study of our society and our relationship to it. This course offers a distinctive look at the social world and our place in it. Students will study human interaction and development with emphasis place on the social institutions as well as culture, ethnic, racial, and minority groups.

College U.S. History (6 College credit hours).....1 credit

DESCRIPTION: U.S. History is a challenging course that is meant to be the equivalent of two freshman college courses and can earn students college credit.

This U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university history courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows the teacher flexibility across nine different periods of U.S. history to teach certain topics in depth. Solid reading and writing skills, along with a willingness to devote many hours to homework and study are necessary to succeed. Emphasis is placed on critical, evaluative, historical thinking skills, essay writing, and interpretation of original documents. A college textbook is used in this course and an average assignment consists of 4-6 pages of a review guide and 25-30 pages of reading and information. We usually cover 2 of these assignments per week as we must complete 42 chapters by the end of April. Students will be required to read and take notes on each chapter. Together in class, we will work toward a level of understanding in analyzing information, making connections, comparisons and judgments.

GEOGRAPHY----------1 credit

Prerequisites: None

DESCRIPTION: The power and beauty of geography allows all students to see, understand and appreciate the web of relationships between people, places, and environments. Geography provides knowledge of Earth's physical and human systems and of the interdependency of living things and physical environments. This geography course is based on the six essential elements of geography and stresses the contemporary world and the role of the U.S. in the global community. Students will use geographic perspectives and technology to interpret culture, environment and the connection between them. Students will use the geographic skills of asking geographic question, acquiring geographic information, organizing geographic information, analyzing geographic information and answering geographic questions. The Next generation Content Standards and Objectives in West Virginia include the following components: The Next Generation Content Standards and Objective and 21st Century Learning Skills and Technology Tools.

PE and Health Descriptors

Physical Education 9 .....½ credit

Prerequisites: Required

Description: This one semester class is a requirement for graduation. Students will cover various lifetime sport activities, complete the Physical Fitness test, and work on improving their overall personal fitness level. Although it is recommended to be completed the freshman year, it can be taken at anytime if scheduling problems should occur or temporary physical problems impede participation.

Physical Education 10 .....½ credit

Prerequisites: Required

Description: This one semester class is a requirement for graduation. Students will cover various lifetime sport activities, complete the Physical Fitness test, and work on improving their personal fitness level. Although it is recommended to be completed the sophomore year, it can be taken at anytime if scheduling problems occur or temporary physical limitations impede participation.

Health 9 .....½ credit

Prerequisites: Required

DESCRIPTION: This program of study builds on the foundation established in the K-8 health education curriculum and prepares students to become wise health care consumers and responsible, productive citizens. The relationships among personal, community and world health and economic, cultural, sociological, biological, and environmental factors are examined in interdisciplinary discussions, debates, and class projects. Students examine personal health choices and the connections to the world of work and assumption of adult roles. In-depth analysis of current health issues and concepts coupled with school-wide opportunities that promote and reinforce the importance of good health and positive choices need to be coordinated to have the greatest impact on adolescent behavior. Instruction will continue to focus on prevention of all risk behaviors however instruction must also emphasize limiting the negative consequences of high-risk behavior and promote values and norms that are age-appropriate and realistic. Students should have a personal perception of risk, this ability to recognize and resist social pressures and the skills to build positive social relationships.

Students will have an opportunity to complete a CPR/First Aid training and earn a CPR/ First Aid Certificate.

Health 10 .....½ credit

Prerequisites: Required

DESCRIPTION: This program of study builds on the foundation established in the K-8 health education curriculum and prepares students to become wise health care consumers and responsible, productive citizens. The relationships among personal, community and world health and economic, cultural, sociological, biological, and environmental factors are examined in interdisciplinary discussions, debates, and class projects. Students examine personal health choices and the connections to the world of work and assumption of adult roles. In-depth analysis of current health issues and concepts coupled with school-wide opportunities that promote and reinforce the importance of good health and positive choices need to be coordinated to have the greatest impact on adolescent behavior. Instruction will continue to focus on prevention of all risk behaviors however instruction must also emphasize limiting the negative consequences of high-risk behavior and promote values and norms that are age-appropriate and realistic. Students should have a personal perception of risk, this ability to recognize and resist social pressures and the skills to build positive social relationships.

Weight Training .....1 credit

Prerequisites: PE 9 and 10 or permission of instructor.

DESCRIPTION: Students will learn proper techniques and safety issues involved with Weight Lifting and develop an awareness of the various purposes of weight training (strength, power, speed, endurance, and/or injury prevention). Students will create specific workouts for established individual goals. Cardiovascular conditioning and nutrition will be discussed, researched and incorporated throughout the course.

Health Fitness----------1/2credit

Prerequisites: None

Description: This is an elective course designed for students who want to keep and/or improve their physical fitness. The class allows all participants to improve their overall fitness with less stress while having fun. Students will participate in sports activities, walk inside and outside on the track, compete in planned physical activities and socialize with peers.

Art Descriptors

Art I (2-D Design)---------- 1/2 credit

Prerequisites: None

DESCRIPTION: This course will focus primarily on the application and interpretation of the elements and principles of design through the use of 2-dimensional media. Drawing, painting, computer design, collage, etc. will be explored. The student will critique works of art both in written form and verbally using the 4 stages of art criticism: Description, Analysis, Interpretation, and Evaluation. Students will learn to recognize spatial relationships and explore the use of complex ideas in visual forms. Students will also initiate the process for digital portfolio development as a required component of this class. Finally, students will relate their own artistic ideas and work with personal meaning and external content through Experiential Learning and Arts Integration.

Art II (3-D).....1/2 credit

Prerequisites: Art I

DESCRIPTION: This course will focus primarily on the application of the elements and principles of design through the use of 3-dimensional media. Students will experience the four sculpture processes to create their own artistic ideas: Additive, Subtractive, Formative, and Casting. A variety of materials will be explored including: foam-board, wood, metals, plaster, and ceramics. In addition, he/she will critique works of art both in written form and verbally using the 4 stages of art criticism: Description, Analysis, Interpretation, and Evaluation. Students will learn to recognize spatial relationships and explore the use of complex ideas in 3-Dimensional space. Students will also continue the process for digital portfolio development as a required component of this class. Finally, students will relate their own artistic ideas and work with personal meaning and external content through Experiential Learning and Arts Integration.

Art III (Drawing and Painting) .....1 credit

Prerequisites: Art I & II

DESCRIPTION: The main emphasis of this course will be to introduce the students to a variety of 2- Dimensional drawing techniques and media. Pencil, pen and ink, charcoal, acrylic paint, watercolor, markers, etc. will be explored. This course requires students to investigate a vast range of color theory in design. Personal approaches to problem solving in drawing are encouraged. One must have the understanding of the elements and principles of design in order to be successful. Art history and art appreciation are also incorporated into this course. The student will critique works of art both in written form and verbally using the 4 stages of art criticism: Description, Analysis, Interpretation, and Evaluation. Students will learn to recognize spatial relationships and explore the use of complex ideas in visual forms. Students will continue digital portfolio development as a required component of this class. Finally, students will relate their own artistic ideas and work with personal meaning and external content through Experiential Learning and Arts Integration.

Ceramics .....1 credit

Prerequisites: Art I & II or instructor's permission.

DESCRIPTION: Functional and non-functional 3-dimensional works will be created in this course. The visual tactile and expressive qualities of clay will be explored in-depth through a variety of hand-built techniques including: extruded forms, and coils, pinch forms, slab forms, and casting with a strong emphasis placed on wheel thrown forms. Knowledge of the elements and principles of design as related to 3-D works is required. Decorating, glazing, and firing techniques applied to ceramic forms will be utilized. All four of the sculpture processes will be employed: Additive, Subtractive, Formative, and Casting. In addition, students will critique works of art both in written form and verbally using the 4 stages of art criticism: Description, Analysis, Interpretation, and Evaluation. Students will learn to recognize spatial relationships and explore the use of complex ideas in 3-Dimensional space. Students will maintain a digital portfolio as a required component of this class. Finally, students will relate their own artistic ideas and work with personal meaning and external content through Experiential Learning and Arts Integration.

Ceramics II----------1 credit

Prerequisites: Art I & II, and Ceramics I

Description: Students will continue to build on each of the skills learned in ceramics

In addition, students will:

Learn how to manage the firing processes.
Research new hand-built and wheel techniques.
Experience production pottery.
Initiate a sustained investigation from a central idea, technique, or theme.

Advanced Placement Studio Art .....1 credit

Prerequisites: Instructors permission only.

DESCRIPTION: Three distinctly different portfolio options are available for the AP Art student each with different requirements. These include: 2-D Design, Drawing, and 3-D Design portfolios. There are similarities and differences contained within the AP Art Syllabi for each option. A detailed explanation of each of the three different portfolio requirements can be found on the AP Central Website:
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html
The three sections of each portfolio are the same. They are: Breadth, Concentration, and Quality. The students entering this course know that this is an intense investigation into the aspects of each section, (breadth, concentration, and quality). Potential AP Studio Art candidates must be able to demonstrate mastery in concept, development of composition, (proper use of the elements and principles of design), and craftsmanship in the execution of their work. Students will use a variety of concepts in their chosen area in keeping with a holistic approach to art. A wide range of media, technique, and problem solving with emphasis on higher level thinking skills and conceptual variety is required. Development of the student as a young artist making critical decisions about their personal direction, technique, and ideation is an integral part of our AP Studio Art program

The AP art class is an independent study course. Students will select a special area of interest and will pursue this area in depth. Students must demonstrate skills in the areas documentation, presentations and evaluation of work for their portfolio. The portfolio will be sent to Salt Lake City, Utah in May for evaluation. Each student entering this course must be willing to put forth extra effort, including summer production assignments and additional studio time.

Photography I .....1 credit

Prerequisites: Art I.

DESCRIPTION: Students will experience instruction in the technical aspects of photography, including operating digital single lens reflex camera and editing images in Photoshop. Emphasis is placed on the creation of designs using photography as the medium. Photographing a variety of subject matter such as landscape, still life, portraits, etc. is required. Students will also be required to experiment with the visual expressive

and communicable aspects of the digital photography medium. A foundation in the aspects of 2-D design is strongly recommended.

Taking photos that can be used for publication in the yearbook or other source is required each 6 weeks. Students will also create an extensive digital portfolio of their work that will include examples of each assignment. At the completion of each project students are required to present and explain their work to the class and prepare works for display in the school.

Art Appreciation.....1/2 credit

Prerequisites: None.

DESCRIPTION: Students will be introduced to a vast array of artists, styles, and media in a comprehensive overview of fine arts throughout history from prehistoric times to present. Focus on the reasons why people create art and the foundations for its very existence are points of emphasis. Students will learn through a variety of experiences including: lecture, slides, CD-ROM, video disc, critique, and some hands-on projects. In order to receive a full Fine Arts credit the student must complete the requirements outlined in music appreciation for the second semester.

Art IV (Independent Study)…..……..……..1/2 credit

Prerequisites: Art-I and Art II.

Description: Students will focus on a special area of interest and pursue that area in depth. Students entering this course must be willing to put forth extra effort and be willing to spend time in the studio outside of the regular class if necessary. Media explored will be determined on an individual basis. Digital portfolio development, display, and presentation of quality work are essential components of this class. Working in a series through a sustained investigation of a central idea, theme, or media is required.

Craft…… 1 credit

Description: Students will be completing hands-on craft based (functional, decorative) projects while learning various creative techniques and improving problem solving skills. Example projects, Weaving, wood-burning, glass etching, clay molds, assemblage and collage based projects.

Music Appreciation……...½ credit

Prerequisites: None.

DESCRIPTION: Students will develop skills in listening to music. Students will acquire an appreciation and understanding of classical music. Students will be exposed to music

of the great composers though a historical view of the Renaissance, Baroque, Classical, Impressionistic and Modern Style periods of music.

Instrumental Music I-IV----------1 credit

Prerequisites: Middle school band or private lessons.

DESCRIPTION: This course is designed for students studying a wind instrument. Marching Band is first semester. Concert Band is second semester. The class will meet daily during regular school hours and additionally as the director views necessary.
Requirements Include:

1. Must be in grades 9-12 or approved by director.
2. Audition and demonstrate the ability to perform proficiently on an instrument.
3. Mandatory attendance at band camp.
4. Attend all scheduled rehearsals and performances. All musicians in the band program must be enrolled for both semesters of the school year.

An exemption from marching band is available for students who:

1. Participate in a fall sport.
2. Have health problems, not allowing them to march.

Students qualifying for an exemption must be enrolled in band class.

Percussion I-IV .....1 credit

Prerequisites: Middle school band or private lessons.

DESCRIPTION:

This course is designed for students studying a percussion instrument. Marching Band Percussion is first semester. Concert Band Percussion is second semester. This class will meet daily during regular school hours and additionally as the director views necessary. This course is designed to separate the percussion section from the wind instruments so time can be spent more efficiently with both sections of the band.
Requirements Include:

1. Must be in grades 9-12 or approved by the director.
2. Audition and demonstrate the ability to perform proficiently on a percussion instrument.
3. Attend all scheduled rehearsals and performances.
4. Attend summer band rehearsals.
5. Mandatory attendance at band camp.

All musicians in the percussion class must be enrolled for both semesters of the school year.
An exemption from marching band is available for students who:

1. Participate in a fall sport.
2. Have health problems, not allowing them to march.

Students who qualify for an exemption must be enrolled in the percussion class.

CHOIR.....1 credit

Prerequisites: None.

DESCRIPTION: CHAMBER CHOIR (9-12) is offered to all students and is designed to continue the study of vocal music in regard to correct tone production and healthy use of the human voice. Emphasis is placed on performance and a polished final product; however, the study of ear training, sight singing, diction, enunciation, phrase, dynamics, music reading, interpretation, and a balanced ensemble effect will be integral components. The study of various styles of music, its historical significance and identifying characteristics of various styles will also be studied. Opportunity will be provided for solo work and specialized vocal activities. **Participation in all performances and functions is required.**

Piano I-IV .....1 credit

Prerequisites: None.

DESCRIPTION: Piano class is open to all students in grades 9-12. Students learn basic music reading and interpretation of musical notation. Students can advance at their own pace and move as far as time/talent/hard work will allow. Self-discipline is a must!

Guitar.....1 credit

Prerequisites: None.

DESCRIPTION: This folk/acoustic guitar class will be limited to ten students. Upper classmen will be given first priority. This class is designed for students to work independently while learning to perform songs on the acoustic guitar.

Theater I .....1 credit

Prerequisites: None.

DESCRIPTION: An introduction to theater. Activities include improvisation, pantomime, mime, voice and diction, oral interpretation, Readers Theater, theater terminology, costuming and make-up. Plays will be performed strictly within the classroom.

Theater II.....1 credit

Prerequisites: Theater 1.

DESCRIPTION: Theater II students write, perform, and evaluate theater productions, identify and demonstrate selected historical style of theater, draw and perform contemporary and classical character style, and perform contemporary and classical

characters' parts. Students explain basic properties of theatrical theater and apply that knowledge and skill. They develop multiple interpretations for production choices and explain how other art forms enhance a theater production. Analysis and critique of dramatic performances is required.

FOREIGN LANGUAGE DESCRIPTORS

Spanish I .....1 credit

Prerequisites: Students must have a strong foundation in English grammar.

DESCRIPTION: This is an introductory course to the Spanish language. Students will learn Spanish vocabulary, grammar, and culture. Emphasis is on the development of listening, speaking, reading, and writing skills. Since there is quite a bit of work with grammar and spelling, a very good foundation in English grammar is essential for success. Some topics in Spanish 1 include: regular verb conjugations, irregular verb conjugations, the present tense, definite and indefinite articles, noun/adjective agreement, possessive adjectives, and proper sentence formation. Spanish 1 students also learn about Spanish speaking countries, cultures and history.

Spanish II .....1 credit

Prerequisites: Spanish I.

DESCRIPTION: This course is a continuation of the vocabulary, grammar, and culture from Spanish 1. This course will build upon grammar and vocabulary from introductory Spanish. Emphasis is on four skills: listening, speaking, reading, and writing. The work is much more advanced and intense than in Spanish 1. In addition to acquiring more vocabulary, students will learn advanced tenses and grammatical concepts like the preterit tense and the imperfect tense and direct and indirect object pronouns,

reflexive verbs, demonstrative adjectives and superlatives. Students will also learn more about the culture and geography of Spanish speaking countries.

Spanish III .....1 credit

Prerequisites: Spanish I & II.

DESCRIPTION: This advanced course is for students who desire further knowledge of Spanish, more practice with the language and would like to explore both the literature and history of Latin America and Spain. Emphasis continues to be on the four basic skills: listening, speaking, reading and writing. Students in Spanish III will read Spanish literature, learn advanced grammatical concepts, focus on Spanish pronunciation and phonetics and increase their fluency in the Spanish language. There is also an emphasis second semester on learning and using the subjunctive mood. Students will have more individual practice in speaking Spanish.

Spanish IV .....1 credit

Prerequisites: Spanish I, II, & III.

DESCRIPTION: In Spanish 4, more intense work with listening, speaking, reading, and writing is stressed. Students read and work with well-known literature from the Spanish speaking countries. Expanded vocabulary study is included. Original written compositions and the expression orally of original thoughts are expected.

BUSINESS EDUCATION CURRICULUM

Business Computer Applications I ----------1 credit
Prerequisites: None.

DESCRIPTION: This area of study is designed to provide the learner with the opportunity to understand and apply integrated software to basic business applications. The students will be introduced to databases, word processing, graphics, communications, and spreadsheet software packages.

Accounting I .....1 credit
Prerequisites: None.

DESCRIPTION: Accounting I is open to all sophomores, juniors, and seniors. This class is for students that have a variety of career objectives: vocational, business, or collegiate. The accounting system is studied for a proprietorship service business, a partnership merchandising business, and a corporate merchandising business. Automated accounting is introduced to students.

Desktop Publishing 1credit
Prerequisites: None.

DESCRIPTION: 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 that may include brochures, pamphlets, newsletters, letterheads, tables, graphs, charts, memo forms, advertisements, banners, business cards, web pages, etc. This class is for students that have a variety of career objectives: vocational, business, or collegiate.

Digital Imaging /Multi-Media I .....1 credit
Prerequisites: Desktop Publishing or an art course. Recommended for juniors and seniors-sophomores and freshman by teacher recommendation.

DESCRIPTION: 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 and a scanner, using imaging software to improve photos or to create special effects, creating simple annotations, manipulating video images, and producing multimedia images.

Web Page Publishing.....1 credit

Prerequisites: Keyboarding skills and knowledge of Windows.

DESCRIPTION: This course will introduce students to 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 and experiences which may include: using Web page development software, creating page layouts, editing images, (software used will be Dream weaver, Firework, and Flash) creating hyperlinks, organizing tasks and using HTML. Students should be able to work independently and follow directions from a workbook.

Business Computer Applications II Excel and Access---1 credit

Prerequisites: Business Computer Applications I

DESCRIPTION: This course is designed to develop student understanding and skills in such areas as Microsoft, Excel and Microsoft Access. This course prepares students for the Microsoft Office Excel 2013, Microsoft Office Specialist Exam and for the Microsoft Office Access 2013 Office Specialist Exam. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers will provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, DECA or FBLA.

Business Math ----------1 credit

DESCRIPTION: This course is designed to develop student understanding and skills in such areas as the elements of introductory business math knowledge and skills necessary for a career in the business and marketing field. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.

CAREER TECHNICAL DESCRIPTORS

Intro to Agriculture 1 .....1 credit

Prerequisites: None.

DESCRIPTION: Students will study units in the areas of leadership, plant science, animal science, soil science, record keeping and FFA. A portion of the class will be spent in the agricultural mechanics shop with emphasis on basic skills. Students will have hands on experience and the opportunity to take part in educational, career oriented field trips. Students will be expected to have a supervised agricultural experience program and be an FFA member.

The Science of Agriculture.....1 credit

Prerequisites: Ag and Natural Resources 1

DESCRIPTION: This course is designed to build upon the competencies achieved in Ag and Natural Resources I animal nutrition, animal health, forestry, wildlife, leadership, record keeping and FFA. A portion of the class will be spent in the agricultural mechanics shop with emphasis on basic skills. Students will have hands-on experience in the agricultural mechanics shop and laboratory. Students will be expected to have a supervised agricultural experience program and be an FFA member.

Advanced Principles of Agriculture.....1 credit

Prerequisites: The Science of Agriculture

DESCRIPTION: This course is designed to build upon the competencies achieved in Agricultural Science II. In this course, students will study animal parasites and diseases, animal reproduction genetics, entomology, aquaculture, meat processing, agricultural issues, soil fertility, and

pesticides. Students will have hands on experience in the agricultural mechanics shop and the meat laboratory. Students will be expected to have a supervised agricultural experience program and be an FFA member.

Ag Mechanics I .....1 credit
Fundamentals of Agriculture Mechanics
Prerequisites: Ag. and Natural Resources 1

DESCRIPTION: This class will focus primarily on student construction project work. Skills will be enhanced in the areas of arc welding, oxy-acetylene cutting and brazing, metal fabrication and basic carpentry. Students will also study electrical wiring, small engine maintenance and overhauling, painting and masonry work and career exploration. Students will be expected to have a supervised agricultural experience program and be an FFA member.

Agriculture Equipment and Repair/Ag Mechanics III----1credit
Prerequisites: Ag Mechanics I & II

Description: This course provides in depth knowledge and skills as they relate to energy sources, lubricants, service and maintenance of machinery and equipment, and equipment operation. Students will apply principles of service and repair by troubleshooting problems and evaluating engine performance, follow guidelines to service and repair power transmission systems, hydraulic systems, and entrepreneurship. Tools used with these procedures will allow students to demonstrate proper skills and safety. Students will utilize problem-solving techniques and participate in hands-on-activities to develop an understanding of course concepts. Students are encouraged to become active members of the student organization, FFA.

Forestry..... 1 Credit

Description: This is the foundational course in the Forest Industry Program of Study. Learners will be exposed to a broad range of forestry topics including: dendrology, wildlife, forest fire and basic forest measurements. 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.

Fundamentals of Animal Processing I & II.....2 credit

Prerequisites: Agricultural Science I & II.

DESCRIPTION: This class will be an introduction to applied agricultural science of processing meat. The course is designed to introduce the student to the many opportunities in the Food Science Industry. Skills will be developed in the following areas: meat fabrication, slaughtering, packaging, identification of retail and wholesalcuts of meat, meat quality and yield grading, USDA laws and regulation in the meat industry, the process of curing and smoking processed meats and career options in the Food Science Industry

Equine Science----------1 credit

Prerequisites: None

DESCRIPTION: This course is designed to provide experiential knowledge, skills and entrepreneurial competencies needed to enter various occupations associated with equine science. Students will be provided with real world learning opportunities and instruction related to selection, development, and maintenance of individual (SAEP) Supervised Agricultural Experience programs. Students are encouraged to become active members of FFA, FFA is an integral component of the program and provides curriculuar opportunities that enhance student achievement.

Production and Management (GH I).....1 credit

Prerequisites: None.

DESCRIPTION: This area of study is designed to provide both college bound students and work bound students with the basic skills and knowledge needed in the greenhouse management industry. Major instructional concepts provide students with individual goals and objectives including: plant environments, classification, plan processes, growing media, plant nutrients, propagation, growth, pests and management procedures, nursery and landscape techniques, structures operation and maintenance and advanced greenhouse practice and technologies. Students will be expected to have a supervised agricultural experience program.

Horticulture (GH2).....1 credit

Prerequisites: Production and Management.

DESCRIPTION: This field of study explains concepts of plant growth and how plants are used in our environment for aesthetics, ecosystem and as plant products for human consumption. Students will gain skills for entry-level employment or entrance into an advanced training degree program. All students will be encouraged to grow a vegetable crop(s) for profit or for home use. Students will be expected to have a supervised agricultural experience program.

Floriculture:----------1 credit

Prerequisites: None

Description: Floriculture introduces students to careers in the floral industry and provides basic instruction in the techniques of floral design and merchandising. Floriculture includes art, science, and technology. Students will gain skills for entry-level employment or entrance into an advanced training/degree program. Safety instruction is integrated into all activities. Students are provided with real world learning opportunities and instruction related to selection, development and maintenance of individual Supervised Agricultural Experience (SAE) programs. Students are encouraged to become active members of FFA. FFA is an integral components of the program and provides curricular opportunities that enhance student achievement.

Turf ..... 1 credit

Description: This specialization course covers topics on lawn care and turf production, golf course management, irrigation systems, turf equipment and maintenance, landscape design, landscape plants, landscape maintenance, plant pruning, marketing, 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

Agricultural Experience Program----------1 credit

Description: The Supervised Agricultural Experience program is a hands-on, student planned way to apply skills learned in the classroom to real world agricultural experiences. With help from your agricultural teacher, you will develop an SAE project based on one or more SAE categories.

Life Connections .....1 credit

Prerequisites: Must be a sophomore, junior, or senior.

DESCRIPTION: This course is a non-laboratory Home Economics Course for sophomore, juniors, and seniors. It addresses the critical concerns of daily living, meets the needs of students, and helps them prepare for adulthood. This course study includes nutrition, housing, management, consumer education, childcare, teen problems, careers, and family relations.

Parenting----------1 credit

Prerequisites: Must be a sophomore, junior, or senior.

DESCRIPTION: Parenting is an introduction to Child Development and Parenting. This course will attempt to strengthen an understanding of the enormous responsibilities that becoming a parent represents. This course includes instruction in development, teaching, goal setting, nutrition, and family relations.

Human Services, Development, and Relations .....1 credit

Prerequisites: None.

DESCRIPTION: This course provides student opportunities to study human growth and development across the life span. Emphasis is placed on developing skills to foster respectful and responsible relationships in the family, workplace, and community. Career opportunities in human services will also be researched.

Foods I - Preparation .....1 credit

Prerequisites: None.

DESCRIPTION: This course is designed to emphasize skill development in the selection, preparation, storing, and serving of food, management of resources to meet individual and family nutritional needs and optimal use of food resources, the principles of nutrition, and the relationship of nutrition to health and well-being. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students will be provided with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization FCCLA. Classroom instruction will integrate learning skills, technology tools and skill sets.

Nutrition and Food Science----------1 credit

DESCRIPTION: This course is designed to apply scientific principles to the production, processing, preparation, evaluation, and utilization of food. Students will use reasoning processes, individually and collaboratively, to take responsible action in

families, workplaces, and communities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students will be provided with real world learning opportunities and instruction. Students will be encouraged to become active members of the student organization FCCLS. Classroom instruction will integrate learning skills, technology tools, and content standards and objectives.

Nutrition and Foods Advanced----------1 credit

DESCRIPTION: This course is designed to examine nutrition and wellness practices on long-term health; planning for wellness and fitness; selection and preparation of nutritious food based on USDA Dietary Guidelines; processes and issues associated with nutrition and wellness; the impact of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Students will use reasoning processes, individually and collaboratively to take responsible action in families, workplaces, and communities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students will be provided with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FCCLA. Classrooms will provide instruction that integrates learning skills, technology tools, and content standards and objectives.

Baking and Pastry..... 1 credit

Description: Class is designed to teach professional culinary students core baking principles and the skills necessary to produce a wide variety of baked goods and confections. Students will review over 775 recipes for a wide variety of baking in lab experiences weekly. We will review the techniques presented throughout the course. Basic understanding of the function of ingredients will serve you well throughout your baking career. This course is a 90-minute class which covers two class periods. Students that are in grades 9 - 12. This class will be involved in simulated workplace activities and do some catering events for the school and the community.

General Technology.....1 credit

Prerequisites: None.

DESCRIPTION: This is a comprehensive course that explores the five areas of technology education. The course will introduce students to the technology associated with communication, manufacturing, construction, transportation, and bio-related fields. Students will experience various applications in all areas through hands on activities.

Fundamentals of Drafting.....1 credit

Prerequisites: None.

DESCRIPTION: This course includes instruction and experience using basic drafting equipment, drafting machines, and various duplication equipment. Areas to be covered include: multi-views, geometric, dimensions, sectional, work drawings, auxiliary view, pictorial drawings, die design, belts and gear design, electrical drafting, structural design, and architectural.

Foundations of Engineering.....1 credit

Prerequisites: None.

DESCRIPTION: This course will introduce students to the principles of materials, mechanisms, structures, electricity, electronic control, fluids, computer control, graphic communications, and how they can be used to solve a variety of complex technical challenges. Students will work in teams to develop work skills such as researching, organizing, modeling, calculating, and communication.

Transportation Systems .....1 credit

Prerequisites: None.

DESCRIPTION: This course will introduce students to the use of tools and resources to relocate people and goods. Topics range from subsystems of transportation to the sources of energy used in the industry. Students will explore various applications in transportation technology through hands-on activities.

Construction Systems.....1 credit

Prerequisites: None.

DESCRIPTION: This will introduce students to the principles of the construction industry. Topics range from how construction meets the needs of society to basic construction techniques. Students will explore various applications in the construction technology through hands-on activities.

Communication Systems.....1 credit

Prerequisites: None.

DESCRIPTION: This course will introduce students to the variety of ways that people use tools and resources to communicate. Topics include the processes of communication, the sources of energy used to communicate, and the technological advancements which are rapidly affecting the world. Students will explore various applications in communication technology through hands-on activities.

Manufacturing Systems .....1 credit

Prerequisites: None.

DESCRIPTION: This course will introduce students to the basic elements of the manufacturing industry. Students will explore a variety of materials and processing techniques common to manufacturing, and apply this knowledge to the development and operation of a student manufacturing enterprise.

Driver Education .....1 credit

Prerequisites: Student must be at least 15 years old and reach their 16th birthday before the last day of the course.

DESCRIPTION: This course will develop the proper techniques of steering, braking, and search patterns handling hazardous and critical road situations through practice of basic maneuvers to develop competencies needed for residential and city roads. Classroom instruction will include natural and man made laws of the road as well as the effects of alcohol and drugs on the driver.

Radio----------1 credit

Prerequisite: None

DESCRIPTION: Students taking RADIO class will have total hands-on operation concerning all facets of radio broadcasting, including (but not limited to) the designing, voicing and installing of original station liners and promos; program announcements (similar to commercials); daily news and weather segments; generating program logs; creating, voicing and installing specialized segments that would appeal to a wide audience. Once students have mastered these elements, each will have the opportunity to voice-track his or her one-hour radio shows for airing during the evening hours, thereby creating local radio local radio 'personalities'. Group activities will have students simulate the position of assistant program/music directors by selecting current music of various formats that they believe would enhance the sound of "Knights Radio, WRSG," Students will exhibit ownership over all content they develop.

MOVTI PROGRAM DESCRIPTORS

AUTOMOTIVE MACHINING

DESCRIPTION: This is a one year program. It is open to 11th and 12th graders. Suggested requirements are the ability to read, write in some form of legible penmanship and be able to do simple show mathematics, including but not limited to addition, subtraction, multiplication, division, geometry, and basic problem solving skills. Students should maintain at least a 2.5 GPA. Students will receive one-half credit towards the two years of required on-the-job training in order to take the ASE certification test. After one year of machining, one year of automotive technology, and one year of in-field industry experience, student will be able to take the ASE certification test. Students are required to have a good attendance record and be willing to show up to class everyday as required. Automotive Machining is 25% classroom/bookwork/theory and 75% hand-on shop work. Students should be motivated self-starters who have the ability to apply themselves and want to learn. Machining skills are highly transferable from the automotive industry to the industrial sector. Most all industrial plants, mines, power generating facilities, and the oil and gas industry have a demand for qualified machinists as well as the automotive industry to the industrial sector.

Students after attending this class should be able to:

- Read a micrometer
- Measure accurately down to a tenth of a thousandth of an inch
- Inspect, repair and rebuild cylinder heads
- Understand how an internal combustion engine is designed and how it operates.
- What it takes to bring a worn out engine to like new or better standards
- Develop good communication/people interaction skills with fellow classmates/ customers.

AUTOMOTIVE TECHNOLOGY I and II

Prerequisites: Must have successfully completed Automotive Technology I

DESCRIPTION: This is a one or two-year program. Completion of the two year program counts as one year work experience towards ASE testing. Enrollment is open to

juniors and seniors. Automotive Technology I is offered in the mornings and includes Basic Brakes, Suspension, Steering and Basic Electrical. Automotive Technology II offered in the afternoon includes Advanced Electrical, A/C and Heating, Drivelines and Transmissions. Students must have the instructor's approval in order to be eligible for Automotive Technology II. Successful students need to be able to perform the basic academic tasks of reading, writing and basic mathematics. Students are required to have good attendance. MOVTI students must pass the required academic work at their respective schools. Automotive Technology prepares students who wish to attend post-secondary automotive program. Automotive Technology has articulation agreements for 12 college hours with Washington State and Northwestern of Lima. Students who qualify have the opportunity to compete in state and national competitions (for AAA and Skills USA).

CARPENTRY/BUILDING CONSTRUCTION

DESCRIPTION: Building Construction is a one or two year program designed to familiarize students with skills that would give them an advantage in obtaining an entry level job in a variety of fields in the construction trade. Whether in the commercial or residential side of building construction, there are ample opportunities for employment that might lead to skilled labor positions, foreman, labor management, and possibly business ownership.

Combining both the NCCER curriculum, hands on experience and a desire to learn, the student should be able to:

- Understand proper work ethics and display professional attitude in the workplace
- Safely use hand and power tools associated with Building Construction/Carpentry
- Read and interpret simple construction drawings
- Layout a simple building foundation
- Lay concrete block
- Frame floor structure and install floor sheeting
- Layout, build and stand walls
- Frame window and door openings
- Frame ceilings
- Frame gable roofs using either trusses or common rafters
- Cut and install hip, valley and jack rafters
- Install roof sheeting
- Install roof shingles and metal roofing
- Install windows and doors
- Install vinyl siding, soffit and fascia
- Install baseboard, window and door trim
- Install electrical boxes and rough in basic electrical circuits
- Install switches, outlets and lights and wring circuits into breaker box
- Sweat copper tubing and glue plastic piping along with other basic plumbing skills.
- Perform routine maintenance around the home or commercial building.
- Have sufficient woodworking skills to build and install simple cabinetry and

Students will have the opportunity to work on several types of projects such as:

- Small scale construction projects such as utility buildings, hunting shantys, gazebos and animal sheds.
- Projects associated with MOVTI and small maintenance projects for this facility.
- Special projects for individuals in the surrounding communities
- Various types of small woodworking projects.

Students who complete the program receive a certificate of completion form the Mid-Ohio Valley Technical Institute and earn National Center for Construction Education Research (NCCER) credentials based on their skills and abilities. Advancing at their own pace students receive credit for each skill set they complete.

Students can expand on the NCCER certifications from local area colleges such as:
- Hocking College in Nelsonville, Ohio
- Washington County Career Center-Adult Technical Training in Marietta, Ohio

MOVTI Business Descriptors

Accounting – Students will learn how to make entries complete ledgers, create statements and learn all of the basics of the Accounting Cycle and accounting duties.

Basic Computer Applications 1 Microsoft IT–Learning the basic Microsoft Office suite- students start with computer basics for those who have little or no Work, Excel & PowerPoint in detail, followed by a brief introduction to Access.

Basic Computer Applications II Microsoft IT– Teaches more advanced skills of Microsoft Office suite—learning to use the programs together creating mail merge in Word with lists created in Access.

Business & Marketing Essentials- Students will be introduced to the different parts of business and the different types of businesses.

Digital Imaging Multimedia 1- For creative students or anyone who likes: digital photography, videos, graphics and photo editing, and animation or cartooning.

Desktop Publishing- Teaching the Microsoft Office program Publisher, Students learn how to create documents for business and personal use, as well as doing career research during this course.

Financial Analysis for Managers - This course introduces students to the basics of accounting; making entries, the journals & statements it also teaches how to use this information to make business decisions. Uses games and simulations.

Into to Finance/Personal Finance—Taught like a Personal Finance class with some business connections for students who want to continue education in a Business Field.

Into to Management – Learning the different types of management styles, students will work through simulations that will use all of their previous class knowledge.

Marketing Principles – Learning how Marketing is more than Advertising-Product placement, strategies, and how we are all affected by Marketing.

WEBPAGE Publishing-- Students will **l**earn to create webpages with programs like Notepad, Microsoft Expressions, Google sites and WIX. Students have to have knowledge of graphics (DIM) and the Word (BCA) before taking this class.

Computer Systems Repair Technologies

This is a program not only for students who simply have an interest in computer, or network related career but also for student who simply have an interest in computers, or desire to gain additional understanding of computers or networks, as well as for students who need electives and would like to earn a completer certificate in the process. Through a variety of learning experiences, students will gain the knowledge required to understand the fundamental of computer technology, networking, and security. In the process they will develop the skills required to identify hardware, peripheral, networking and security components, and how to install, configure, and maintain these components. Additionally, students will gain an understanding of the basic functionality of various operating systems and basic troubleshooting methodologies, practice proper safety procedures, and learn to interact with customers and peers. Based on recent history, many students go on to post-secondary programs in the field, and others have used the Armed Services as a gateway to additional in-field training.

First year students will take all four core courses. Note: This is extremely important as it means that they perform satisfactorily in the various component of the program; they will be a completer in one school year. Students who return for a second year will take a variety of relevant elective courses designed to complement and extend the students learning. Completers in the program will have experience in:

- Computer Hardware
- Data Communications and Networking
- Personal and Professional Ethics
- Security
- Operating System Software
- Internet
- Troubleshooting Repair and Maintenance
- Operational Procedure

- Network Concepts
- Network Media and Topologies
- Network Installation and Configuration
- Network Management

There is also an emphasis in this program on development of various soft skills. These include but are not limited to listening, observation, teamwork, interpersonal interactions, communications and professionalism.

Certificates: Students attending and successfully completing the first year program will receive a certificate of completion and will have a foundation for further preparation toward acquiring multiple professional certifications. Graduates of the one year program, with additional training or self-study, could pursue the CompTIA A+ and/or CompTIA Network + certifications. Graduates of the two year program could, with additional training or self-study, pursue the CompTIA Server + and/or the CompTIA Security+ certifications.

Edge Credits: Students may receive college credit for classes taken at MOVTI at several community colleges throughout the state. Students can earn up to 12 college credits and should check at the college of their choice for acceptance.

EMERGENCY MEDICAL PREPAREDESS (EMP)

DESCRPTION: Emergency Medical Technician Basic (EMT-B) is an alternative course in Health Occupations. This program is designed for the student that wants t work in healthcare but does not want to become a Certified Nursing Assistant.

This course is the second level of Emergency Medical Services Care as recognized by the United States Department of Transportation. The student will become increasingly familiar with the human anatomy as components, structures and systems as well as the ailments and injuries common to individuals. Students will become familiar with the proper treatment and care of sick or injured and as well as the methods and techniques of patient assessment, access, stabilization and transport, in addition to proper documentation of the delivery of care

Primarily this course will focus on the preparing students for careers in emergency medicine as EMT Emergency Department Technicians, Paramedics, Critical Care Nursing, or Medical School. At the end of the course the student should be able to pass the state of West Virginia EMT-B evaluation.

Ancillary Health Professions:

- Students who complete the EMT program – can test for state and national certifications.

- Will become American Heart Association Health Care Provider CPR and First Aid certified.
- Can obtain a state mandatory 10 patient contacts in the field.
- Obtain certification in Dean Vaughn Medical Terminology and are eligible to receive 3 Edge credit hours for BTEC 253 through WVUP and 2 hours for AHS through WVNCC after completing Medical Terminology 0721 and passing the required medical terminology test through WVUP.
- Become a member HOSA(Health Occupations Students of America) and/or Skills USA
- Become members of CERT (Community Emergency Response Teams)
- Airway Stabilization Certification AHA Airway Course
- Medical patient assessment
- Recognition of medical problems
- Treatment of medical problems at the EMT –B level.
- Intermediate pharmacology
- Mass casualty incident control and Care Certification (Level 1 and 2)
- May obtain certification as a phlebotomy technician (2nd year students)
- May obtain certification in Emergency Response to Terrorism
- National Incident Management System (100, 200, 700, 800 certifications).
- Pediatric Emergency Assessment Recognition and Stabilization certifications (AHA PEARS course).

Items Needed for These Programs:

- Will need 1 -2 nursing uniforms – for long term care, these must be navy blue and for second year /medical office rotations they can be any color, but the style must follow the dress code standards for school.
- White shoes must be kept clean and polished.
- Watch with a second hand.
- Money to order a name pin and to obtain Food handler's card.
- $30.00 for HOSA dues.
- Will need navy blue (or black) slacks and blazer, white blouse and black or navy dress shoes (not tennis shoes) for HOSA events.
- Notebooks (3 inch binder) and paper supplies for class.
- Hepatitis B vaccinations and PPD – must have at least the first of the series of three Hepatitis B and a recent PPD prior to entering class.

Notes of Importance for all Health Related Programs

- Students with a "drug record" or "criminal record" are prohibited form licensing so therefore, will not be able to participate in clinical rotations. Clinical sites

reserve the right to drug test student during rotation and to deny clinical rotations to students not meeting their guidelines.

- Students must have adequate "social skills" to interact successfully with all types of patients and situations during clinical rotation.
- Students must be physically able to be on their feet, to lift and move patients, to transport and transfer patients and work in physically challenging and changing environments.
- Students entering this program must have excellent attendance. **Students who miss more than five days per semester will not be able to attend the clinical rotation** or become certified. Additionally, once the clinical rotation begins there is little time for makeup days.
- **Students must maintain an 80% average at the end of the first semester** to participate in clinical experience. This is easily accomplished if the student completes their assigned work on time and participates in skills acquisition.
- Random drug screening may be done throughout the year and prior to clinical.

Occupational Drafting

DESCRIPTION: The Industrial Drafting course is a 2 year program combining drafting, engineering, and computer-aided design. There are no pre-requisites, but basic math and computer skills are important. This course introduces students to the four core classes: Fundamentals of Drafting, Drafting Techniques, Mechanical and Architectural Drawing. Students will also learn 3D modeling, using the Inventor Program and printing objects in 3D.

Students will be exposed to classroom and hands-on experiences. Areas students will cover include introduction to CAD, Blueprint Reading, Piping, and Civil Drafting. Employment opportunities are vast; some of which are Drafting Designers, Engineering, Architecture, Construction, Interior Design, Manufacturing, Electrical Drafting, Surveying and Piping. After completion of this course, the students will be prepared for college or entry level employment in the areas of drafting design. Other skills include:

- Board Drafting

- Computer Aided Drafting (CAD)
- Blueprint Reading
- 3D Modeling – Inventor Program-Printing in 3D
- Job Seeking Skills
- Personal and Professional Ethics
- Architectural, Drawing Floor Plans, Elevations, Renderings
- Piping and Structural
- Mechanical
- Pattern Development
- Working Drawings
- Orthographic Projections, Auxiliary Views, and Pictorials
- Dimensioning and Notations

Certificates: Certifications are available for students that have completed all core courses; ADDA-American Design Drafting Association.

Edge Credit: A student may receive up to 4 college credit hours upon completion of the course, which is available through WVUP, and other cooperating in-state institutions.

Oil and Gas Extraction Distribution

DESCRIPTION: The focus of the newly created NCCER accredited oil and gas concentration is on drilling, completion, production and pipeline. Safeland Training is the foundation of this course. This program produces an individual that will begin in an entry position and grow within the company or an individual that will receive additional post graduate studies after being introduced to a career in the industry of Oil and Gas and assume an integral role in the company.

Skills: After completing the Oil and Gas Extraction Distribution Program, the students should be able to:

- Set up and operate Oxy Fuel Cutting equipment.

- Set up and operate Shielded Metal Arc welding equipment in the flat position.
- Make minor external repairs to Cutting and Welding equipment
- Set up and operate pipe threading equipment.
- Set up and operate plastic pipe fusion and plastic pipe equipment
- Set up and operate basic rigging techniques for lifting
- Practice fundamentals of electrical principles and theory
- Practice fundamentals of hydraulic and pneumatic systems
- Identify and explain gas compressors, metering devices and provers
- Operation of fork truck and motorized equipment
- Gain on-site hands-on skills during the scheduled Pierpont Community and Technical College fieldtrips.

Certificates: Students who complete the program receive a certificate of completion from the Mid-Ohio Valley Technical Institute and earn National Center for Construction Education Research (NCCER) credentials based on their skills and abilities. Students advance at their own pace and earn certificates for each part of the NCCER that they pass. Students also can earn Safeland Safety Certification, OSHA 10 Card and become First Aid/CPR certified.

Secondary Education Opportunities: Students can continue their education in a four-year Oil and Gas Engineering program at Marietta College or West Virginia University or a two-year program at Zane State. Marietta College also offers a course of study in heavy equipment operation. Pierpont Community and Technical College is very involved with oil and gas training opportunities. Students that are completers in the MOVTI Oil and Gas Extraction and Distribution concentration can earn up to 15 credit hours at Pierpont Community & Technical College toward both their 30 credit hour certification in Petroleum Production and/or 15 credit hours toward their 60 credit hour Associate Degree in Petroleum Technology. WVUP is currently in the process of honoring EDGE credits toward multiple degree areas at their site which will include MOVTIs Oil and Gas Concentration.

Therapeutic Services 1

Skills: After completing this course, the student should be able to seek entry level employment in the healthcare setting and/or enter post-secondary health related programs in a college, university or technical education setting.

- Basic patient care skills- personal care, lifting and moving, specimen collection
- Understanding of legal responsibilities and ethical practice – HIPAA, medical liability, abuse/neglect, informed consent, living wills
- Understanding and appropriate use of medical terminology
- Understanding of infection control and bloodborne pathogens

- Understanding of basic human nutrition, human growth and development
- Interpersonal communication skills, formal and informal writing enhancement
- Employability skills including career decision making, resume, job interview, college entrance preparation, professional program entrance exams.
- Perform CPR and First Aid Skills
- Ability to organize and implement events –screening events, blood drives, fundraising events

Certifications:

- **WVRLTCNA- WV Registered Long Term Care Nursing Assistant** (Credential needed to work as a CNS in a nursing home and for admission into many nursing programs).
- **American Heart Association** Healthcare Provider CPR and First Aid
- **Dean Vaughn Medical Terminology**
- **Certified Red Cross Volunteers** (Makes student eligible for scholarships)

EDGE Credits at WVUP and WVNCC

- Medical Terminology 0721
  WVUP = BTEC 253, 3 hours
  WVNCC = AHS 103, 2 hours
- Advanced Principles of Health Care 0715
  WVUP = CAN 101 – 7 hours **Note**: Student must be a Therapeutic Services Completer with state certification in good standing.
  WVNCC = AHS 106, 6 hours **Note**: Student must have earned a Certified Nursing Assistant Certification.

Requirements: The following items listed are required for the first year. If students are unable to meet these requirements they will not acquire certification or be admitted to the program.

- Students with a "drug record" or "criminal record" are prohibited from licensing so therefore, will not be able to participate in clinical rotations. Clinical sites reserve the right to drug test students during rotations and to deny clinical rotation to students not meeting their guidelines.
- Student must have adequate "social skills" to interact successfully with all types of patients and situations during clinical rotation.
- Students must be physically able to be on their feet, to lift and more patients to transport and transfer patients and work in physically challenging and changing environments.
- Students entering this program must have excellent attendance**. Students who miss more than five days per semester will not be able to attend the clinical rotation or become certified.** Additionally, once the clinical rotation begins there is little time for makeup days.

- Students must maintain an 80% average at the end of the first semester to participate in clinical experience. This is easily accomplished if the student completes their assigned work on time and participates in skill acquisition.
- Random drug screening may be done throughout the year and prior to clinical.

Items Needed for the Therapeutic Services 1 Program:

- Will need 1-2 nursing uniforms – for long term care, these must be navy blue.
- White shoes – mostly white for use at clinical. Must be kept clean and polished.
- Watch with second hand.
- Money for nametag, CPR, First Aid and Food Handler Card = Approximately $40.00
- HOSA dues = $30.00
- Will need navy blue (or black) skirt or dress slacks, navy blazer, white blouse and dress shoes (no tennis shoes) for HOSA events.
- Notebooks (3 inch binder) and paper supplies for class.
- Hepatitis B Vaccinations & PPD – must have at least the first of a series of three Hepatitis B and a recent PPD prior to entering the class.

Therapeutic Services II and Medical Professions

The MOVTI Therapeutic Services program can benefit the student in a variety of ways:

- Students complete a Certified Nursing Assistant Program – the credential required for work in a nursing home and for entrance into a college nursing program.

- Can become certified in AHA Healthcare Provider First Aid and CPR
- Will obtain a minimum of 75 clinical hours. Students get experience in nursing homes, hospitals and professional offices.
- Obtain certification in Dean Vaughn Medical Terminology and are eligible to receive 3 EDGE credit hours for BTEC 253 through WVUP and 2 hours for AHS through WVNCC after completing Medical Terminology 0721 and passing the required medical terminology test through WVUP.
- Can provide at least 60 hours of clinical experience in Physical Therapy. This is a requirement for any student entering a Physical Therapy or Physical Therapy Assistant program.
- Students can do a clinical rotation in an area that compliments their career interest. These rotations are beyond shadowing experience offered at the high school and provide the opportunity for 'hands-on" experience.
- Students may become certified Red Cross Volunteers and eligible for a scholarship.
- Can obtain all components that make up a Patient Care Technician – (CNA with advanced credentials through National Healthcareer Association) – CNA, Phlebotomy and EKG Technician.
- Will become a member of HOSA (Health Occupations Students of America) and/ or Skills USA – may have the opportunity to compete in skills/leadership events and apply for scholarships connected to that organization.
- CERT – Community Emergency Response Team membership available.
- May obtain certification as a Phlebotomy Technician
- Can complete an entire Pharmacy Technician course and take the national PTCB exam
- Can complete a Body Structures and Functions course that is designed for students entering the healthcare field.
- Students participate in screening events and health topic instruction.

Items Needed for These Programs

- Will need 1-2 nursing uniforms – for long term care, these must be navy blue.
- White shoes – mostly white for use at clinical. Must be kept clean and polished.
- Watch with second hand.
- Money for nametag, CPR, First Aid and Food Handler Card = Approximately $40.00
- HOSA dues = $30.00
- Will need navy blue (or black) skirt or dress slacks, navy blazer, white blouse and dress shoes (no tennis shoes) for HOSA events.
- Notebooks (3 inch binder) and paper supplies for class.
- Hepatitis B Vaccinations & PPD – must have at least the first of a series of three Hepatitis B and a recent PPD prior to entering the class.

Notes of Importance for all Health Related Programs

- Students with a “drug record” or “criminal record” are prohibited from licensing so therefore, will not be able to participate in clinical rotations. Clinical sites reserve the right to drug test students during rotations and to deny clinical rotation to students not meeting their guidelines.
- Student must have adequate “social skills” to interact successfully with all types of patients and situations during clinical rotation.
- Students must be physically able to be on their feet, to lift and move patients to transport and transfer patients and work in physically challenging and changing environments.
- Students entering this program must have excellent attendance. Additionally, once the clinical rotation begins there is little time for makeup days.
- Students must maintain an 80% average at the end of the first semester to participate in clinical experience. This is easily accomplished if the student completes their assigned work on time and participates in skill acquisition.
- Random drug screening may be done throughout the year and prior to clinical.

WELDING

DESCRIPTION: The Welding technology program is designed to allow students to learn and develop the skills necessary to enter the work force as entry level welders.

Application Process: Maximum enrollment in Welding Technology is 22 students from four counties. Students interested in attending must compete for these positions by filling out an application and interviewing with a panel consisting of our welding instructor and others from MOVTI. The **applications must be returned by April 30 and interview process will be completed by May 15.** The interview process will be scheduled by MOVTI working with each student's home school and the student will be interviewed at MOVTI.

Skills: After completing the welding program, the students should be able to:

- Set up and operate Oxy Fuel Cutting equipment
- Set up and operate Carbon Arc Cutting equipment
- Set up and operate Plasma Arc Cutting equipment
- Set up and operate Shielded Metal Arc Welding equipment in the 2F, 3F, 4F, 2G, 3G and 4G positions.
- Set up and operate Gas Mental Arc Welding equipment in the 2F, 3F, 4F, 2G, 3G, and 4G positions.
- Set up and operate Gas Tungsten Arc Welding equipment in the 2F, 3F, 4F, 2G, 3G and 4G positions.
- Set up and operate Flux Cored Arc Welding equipment in the 2F, 3F, 4F, 2G, 3G, and 4G positions.
- Make minor external repairs to Cutting and Welding equipment

Certification: Students who complete the program receive a certificate of completion from the Mid-Ohio Valley Technical Institute and earn National Center for Construction Education Research (NCCER) credentials based on their skills and abilities. Students advance at their own pace and earn certificates for each part of the NCCER that they pass. Students can also earn State Welding Certification in Shielded Arch Metal, Welding (Stick), Gas Arc Metal Welding, (Mig), Gas Tungsten Arc Welding (Tig) and Flux Cored Arc Welding.

EDGE Credits: Students may receive college credit for classes taken at MOVTI. Students can earn up to 12 college credits and should check at the college of their choice for acceptance.

Skills USA: Welding students participate in Skills USA every year. Students from this program have consistently finished in the top 10 in the state.

Each high school student will have a PEP (Personalized Education Plan), that identifies the coursework for four (4) credits that will lead directly to placement in entry-level, employment credit-bearing academic college course, an industry-recognized certificate or license, or workforce training programs.

The four credits taken in a career and/technical concentration must be consistent with those identified for WVDE approved career and technical programs of study.
Career Cluster:

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

CAREER TECHNICAL EDUCATION – CLUSTERS OFFERED AT MOVTI

Architecture and Construction

Construction Pathway
AR1820 Carpentry
- 1842 Carpentry I – Fundamentals
- 1843 Carpentry II – Framing and Finishing
- 1844 Carpentry III- Layout and Form Building
- 1845 Carpentry IV – Advanced Carpentry

Construction Pathway
AR1820 Carpentry
- 1822 Blueprint Reading for Construction
- 1803 Basic Plumbing and Electricity
- 1829 Masonry and Plumbing
- 1820 Application in Commercial Construction

Design/Pre-Construction Pathway
AR1720 Drafting
- 1729 Fundamentals of Drafting
- 1718 Introduction to CAD
- 1727 Drafting Techniques
- 1661 Blueprint Reading

Design/Pre-Construction Pathway
AR1720 Drafting
- 1725 Mechanical Drawing
- 1728 Computer Aided Drafting
- 1721 Architectural Drafting
- 1723 Civil Drafting

Health Science Cluster
Therapeutic Service Pathway

HE0715 Allied Health EMP
- 0711 Foundations in Health Science
- 0715 Advanced Principles of Health Science
- 0792 EMP B
- 0730 Health Science Clinical Experience

HE0715 Allied Health EMP
- 0721 Medical Terminology
- 0716 Body Structures & Functions
- 0720 EKG/Phlebotomy
- 0793 Emergency Response to Terrorism

HE0723 Therapeutic Services (Health OCC II)
- 0711 Foundations of Health Care

- 0715 Advanced Principles of Health Care
- 0789 Clinical Specialty I
- 0790 Clinical Specialty II

HE0723 Therapeutic Services (Health OCC II)

- 0721 Medical Terminology
- 0716 Body Systems and Functions
- 0730 Health Science Clinical Experience
- Students should choose one of the following:
  0720EKG/Phlebotomy
  0810 EKG
  0825 Phlebotomy
  0771 PTCB Preparation (Pharmacy Tech)
  0772 PTACB Clinical Application (Pharmacy Tech)

HE 0723 Therapeutic Services (Advanced Medical Professions
These are accelerated classes

0711 Foundations of Health Science

0715 Advanced Principles of Health Science

0771 PTCB Preparation (Pharmacy Technician)

0772 PTACB Clinical Application (Pharmacy Technician)

Information Technology Cluster

Network Systems Pathway
IT Computer Systems Repair Technology

- 1705 Fundamentals of Computer Systems
- 1664 A+ Essentials
- 1665 A+ Practical Application
- 1694 Networking Essentials

Network Systems Pathway
IT Computer System Repair Technology

- 1695 Server Essentials
- 1696 Secure Network Essentials
- 1697 Wireless Network Essentials

Manufacturing Cluster
MA1628 Automotive Machining

- 1622 Engine Measuring Concepts
- 1624 Engine Disassembly Reassembly
- 1901 Engine Machining
- 1910 Fundamentals of Automotive Machining

TR 1620 Automotive Technology

- 1631 Fundamentals of Automotive Technology
- 1625 Brakes
- 1627 Electrical/Electronic Systems
- 1635 Manual/Automatic Drive Train & Axles

TR 1620 Automotive Technology

- 1637 Suspension & Steering Diagnosis
- 1623 Basic Engine Concepts
- 1629 Engine Performance
- 1633 Heating & Air Conditioning

AG 2485 Oil & Gas Extraction & Distribution

- 2497 Basic Production Mechanics
- 1875 Hydraulic and Pneumatic Systems
- 2496 Advanced Production Mechanics
- 1871 Electrical Maintenance

LA 1020 Law and Public Safety

- 1225 Fundamentals of Public Safety Leadership
- 1226 Ethical Issues in Public Safety
- 1039 Practical Applications in Public Safety
- 1035 Seminar in Law Enforcement

DT 1740 Diesel Equipment Technology

- 1751 Fundamentals of Diesel Equipment Technology
- 1744 Electronic Engine Control
- 1741 Diesel Engine Components
- 1747 Diesel Support Systems

MA1980 Welding Technology

- 1862 Welding I – Fundamentals of Welding
- 1863 Welding II Basic *SMAG (STICK) and GMAW (MIG)*
- 1864 Welding III – Intermediate Welding
- *1865 Welding IV – Advanced Welding*

MA1980 Welding Technology

- 1989 Gas Tungsten Arch Welding
- 1983 Blueprint Reading & Metallurgy
- 1987 Gas metal Arc Welding
- 1982 Ornamental Metalwork

CAREER TECHNICAL EDUCATION – CLUSTERS OFFERED AT TYLER CONSLIDATED HIGH SCHOOL

Agriculture, Food and Natural Resources Cluster
Agribusiness Systems Pathway

AG0120 Agribusiness Systems
- 0101 Introduction to Agriculture, Food, and Natural Resources (Ag.1)
- 0102 The Science of Agriculture (Ag. 2)
- 0134 Agricultural Experience Program
- Specialization
- 0136 Advanced Principles of Agriculture (Ag. 3)
- 0140 Animal Production and Management (Ag. 4)
- 0112 Fundamentals of Agriculture Mechanics
- 0139 Fundamentals of Animal Processing
- 0212 Horticulture

Plant Systems Pathway

AG0210 Plant Systems
- 0101 Introduction to Agriculture, Food and Natural Resources (Ag. 1)
- 0212 Horticulture
- 0134 Agricultural Experience Program
- Specialization
- 0214 Greenhouse Production and Management

Power, Structural and Technical Systems Pathway

AGO110 Power, Structural and Technical Systems
- 0101 Introduction to Agriculture, Food and Natural Resources (Ag.1)
- 0112 Fundamentals of Agriculture Mechanics (Ag Mech 1)
- 0134 Agricultural Experience Program
- Specialization
- 0113 Agriculture Structures (Ag. Mech 2)
- 0144 Agriculture Equipment and Repair (Ag. Mech 3)

Health Science Cluster
Support Services Pathway

HE1215 Food Science and Nutrition
- 0951 Food Preparation
- 0950 Nutrition and Foods Foundation
- 0952 Nutrition and Food Science
- 0953 Nutrition and Foods Advanced

Information Technology Cluster
Interactive Media Pathway

IT 1450 Information Management

- 0411 Business Computer Applications 1
- 1431 Digital Imaging /Multimedia 1
- 1455 Web Page Publishing
- 1429 Desktop Publishing

Science, Technology, Engineering and Mathematics Cluster

Engineering and Technical Pathway

ST1790 STEM

2421 Communication Systems

2424 Construction Systems

2442 Manufacturing System

2448 Transportation System

TYLER COUNTY NON-CTE Credit Concentrations Options

Non-CTE Agriculture, Food & Natural Resources Concentration Option *Choose from:* • AP Courses • Science Electives • 4th Course Math Options • CTE Electives and/or AC Course • World Languages	**Arts, A/V Technology & Communications Concentration Options** *Choose from:* • AP Courses • Social Studies Electives • Science Electives • CTE Electives and AC Courses • World Languages	**Non-CTE Business Management & Administration Concentration Option** *Choose from:* • AP Courses • Science Electives • 4th Course Math Options • CTE Electives and/or AC Course • World Languages

Education & Training Concentration Option *Choose from:* • AP Courses • Social Studies Electives • Science Electives • CTE Electives and AC Course • World Languages	**Health Science Concentration Option** *Choose from:* • AP Courses • Arts Electives • CTE Elective and AC Courses • Social Studies Electives • World Languages	**Human Services Concentration Option** *Choose from:* • AP Courses • Arts Electives • CTE Electives and AC Courses • Social Studies Electives • World Languages

Non-CTE Law, Public Safety, Corrections & Security Concentration Option *Choose from:* • AP Courses • Science Electives • 4th Course Math Options • CTE Electives and/or AC Course • World Languages	**Non-CTE STEM Concentration Option** *Choose from:* • AP Courses • Science Electives • 4th Course Math Options • CTE Electives and/or AC Course • World Languages	

ARTS, A/V Technology & Communications Examples of Credit Concentrations Non-CTE		
Best Practice Sample **Photography** 1. AP Psychology 2. Digital Imaging/Multi Media 3. AP Art *4.* Anatomy	*Best Practice Sample* **Film Making** 1. Theater 2. World Language 3. Broadcasting 4. Digital Imaging/Multi Media	
Or	Or	
Photography 1. World Languages 2. Photography 3. Physics 4. 2-D Art	Film Making 1. AP Sociology 2. AP Psychology 3. Virtual School 4. Digital Imaging Multi Media	

Business Management and Administration Examples of Credit Concentrations Non-CTE		
Best Practices Sample **Business Management** 1. Intro to Finance 2. Business Computer Applications 3. Business Management **4.** Accounting	*Best Practice Sample* **Accounting** 1. Intro to Finance 2. Business Computer Applications 3. Business Management *4.* Accounting	
Or	Or	
Business Management 1. World Languages 2. World Languages 3. AP Psychology 4. Marketing	**Criminology Concentration** 1. World Languages 2. World Languages 3. AP Psychology 4. Sociology	
Education Training Examples of Credit Concentrations Non-CTE		
Best Practice Sample **Education** 1-Human Growth & Development 2-AP Psychology 3-Sociology 4-Digital Imaging/Multi-Media		
Or	Or	
Education 1-World Language 2-World Language 3-Psychology 4-Sociology		

Health Science Examples of Credit Concentrations- Non-CTE

Best Practice Sample ***Medical/Health Professional*** 1. AP Biology 2. Advanced Biology 3. Chemistry 4. Multi-Media Digital Imaging	*Best Practice Sample* **Physical Therapy** 1. AP Biology 2. Advanced Biology 3. Chemistry 4. Multi-Media Digital Imaging	*Best Practice Sample* **Nursing** 1. AP Biology 2. Advanced Biology 3. Chemistry 4. Multi-Media Digital Imaging
Or	*Or*	
Medical/Health Professional 1. World Languages 2. World Languages 3. Anatomy 4. AP Chemistry	***Physical Therapy*** 1. World Language 2. World Language 3. Anatomy 4. AP Chemistry	

Best Practice Sample **Dental Hygiene** 1. AP Biology 2. Advanced Biology 3. Chemistry 4. Multi-Medial Digital Imaging	*Best Practice Sample* **Athletic Trainer** 1. AP Biology 2. Advanced Biology 3. Chemistry 4. Health/Fitness	
Or		
Dental Hygiene 1. World Language 2. World Language 3. Anatomy 4. AP Chemistry		

Human Services Examples of Credit Concentrations Non-CTE		
Best Practice Sample **Tattoo Artistry** 1. Art II 2. AP Art History 3. World Language 4. World Language	*Best Practice Sample* **Therapist** 1. AP Psychology 2. World Language 3. World Language 4. Anatomy	*Best Practice Sample* **Day Care** 1. Sociology 2. Parenting 3. Human Service 4. Web Page
Or	*Or*	*Or*
Tattoo Artistry 1. Anatomy 2. Art III 3. Art IV 4. Digital Imaging/Multimedia	**Therapist** 1. Sociology 2. Chemistry 3. Web Page 4. Digital Imaging/Multi Media	**Day Care** 1. Psychology 2. World Language 3. World Language 4. Digital Imaging/Multi Media

Law, Public Safety, Corrections Security Personalized Examples of Credit Concentrations Non-CTE

Best Practice Sample **Criminal Justice** 1. AP Psychology 2. World Language 3. World Language 4. Chemistry	*Best Practice Sample* **Forensics** 1. AP Psychology 2. World Language 3. World Language 4. Chemistry	*Best Practice Sample* **Lawyer** 1. AP Psychology 2. World Language 3. World Language 4. AP History
Or	*Or*	*Or*
Criminal Justice 1. Business Law 2. Sociology 3. Anatomy 4. Digital Imaging/Multi-Media	**Forensics** 1. AP Psychology 2. World Language 3. World Language 4. Chemistry	**Lawyer** 1. Web Page 2. Sociology 3. Business Law 4. Digital Imaging/Multi Media

Best Practice Sample **Merchant Marine** 1. AP Psychology 2. World Language 3. World Language 4. Chemistry	*Best Practice Sample* **Military** 1. AP Psychology 2. World Language 3. World Language 4. Chemistry	*Best Practice Sample* **US Marshal** 1. AP Psychology 2. World Language 3. World Language 4. Chemistry
Or	*Or*	*Or*
Merchant Marine 1. Digital Imaging/Multi-Media 2. Sociology 3. AP History 4. Health/Fitness	**Military** 1. Digital Imaging/Multi-Media 2. Sociology 3. AP History 4. Health/Fitness	**US Marshal** 1. Digital Imaging/Multi-Media 2. Sociology 3. AP History 4. Health/Fitness

STEM Personalized Examples of Credit Concentrations Non-CTE		
Veterinarian 1. Advanced Biology 2. AP Biology 3. Chemistry 4. AP Chemistry	**Vet Tech** 1. Advanced Biology 2. AP Biology 3. Chemistry 4. AP Chemistry	**Zoologist** 1. Advanced Biology 2. AP Biology 3. Chemistry 4. AP Chemistry
Or	Or	Or
Veterinarian 1. World Language 2. World Language 3. Business 4. AP Math	**Vet Tech** 1. World Language 2. World Language 3. Anatomy 4. AP Math	**Zoologist** 1. World Language 2. World Language 3. Anatomy 4. AP Math

Engineering 1. AP Science 2. Physics 3. Foundations of Engineering 4. Drafting/CAD	**Chemical Engineering** 1. AP Science 2. Chemistry 3. Foundations of Engineering 4. Drafting/CAD	**Construction** 1. World Language 2. World Language 3. Business 4. College Math
Or	Or	Or

Engineering 1. World Language 2. World Language 3. AP Math 4. College Math	**Chemical Engineering** 1. World Language 2. World Language 3. AP Math 4. Physics	**Construction** 1. Construction 2. Chemistry 3. Foundation of Engineering 4. Drafting/CAD

Aeronautical/Robotics 1. AP Science 2. Physics 3. Foundations of Engineering 4. Drafting/CAD	**Petroleum Engineering** 1. AP Science 2. Chemistry 3. Foundations of Engineering 4. Drafting/CAD	**Industrial Engineering** 1. AP Science 2. Physics 3. Foundations of Engineering 4. Drafting/CAD
Or	**Or**	**Or**
Aeronautical/Robotics 1. World Language 2. World Language 3. AP Math 4. College Math	**Petroleum Engineering** 1. World Language 2. World Language 3. AP Math 4. Physics	**Industrial Engineering** 1. World Language 2. World Language 3. AP Math 4. College Math

Mechanical Engineering 1. AP Science 2. Physics 3. Foundations of Engineering 4. Drafting/CAD		
Or		
Mechanical Engineering 1. World Language 2. World Language 3. AP Math 4. College Math		