

# 2020-2021 Huntington Highlanders



# Freshman



# 9<sup>TH</sup> GRADE

## PATHWAY TO SUCCESS



The faculty of Huntington High School welcomes you on the journey to achieving your dreams and career aspirations. Our commitment is to provide the knowledge and skills necessary for your success. The Highlander staff will support each individual path in preparation for the world after graduation. Highlanders welcome the next generation of talented students as members of our school family.



### **Huntington High School**

#### **Ninth Grade Academy**

Dan Gleason, Principal

Rob Archer, Associate Principal

John Hayes, Freshman Academy Principal

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## FROM THE DESK OF HHS LEAD ADMINISTRATOR

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**Dan Gleason, HHS Principal**

On behalf of the staff of Huntington High School, I would like to welcome you to the 2020-2021 school year. We are excited that you will be joining us this coming fall.

Leaving middle school and starting high school can be one of the most exciting times of your life. The next four years of high school will most likely determine the route you will go: post-secondary education, armed forces, or the work place. Our main goal is to ensure that every student is provided the highest quality education possible in a safe and supportive learning environment.

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

Sincerely,

Dan Gleason

# HUNTINGTON HIGH SCHOOL

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# FRESHMAN ACADEMY

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

## Core Requirements for Graduation

Following are the graduation requirements for students in West Virginia public high schools. Students are required to complete 24 credits to graduate. This is subject to change due to state Policy 2510 possibly changing this coming summer.

**Credits Required: 24**

- Math** 4 credits
- Science** 3 credits (4 lab science credits if planning on attending a 4-year university)
- English Language Arts** 4 credits
- Social Studies** 4 credits
- Physical Education** 1 credit
- Fine Arts** 1 credit (Theater, Art, Dance, or Music; Some CTE courses may count for this credit. Students should talk to their school counselor.)
- Health** 1 credit
- 4 Career Concentration Courses:** Students are required to register for 4 courses in a Career and Technology pathway or a locally approved pathway based on career interest. This will be decided at the end of 9<sup>th</sup> grade year.
- Electives** 4 possible credits based on student interests and career goals.
- World Languages** 2 credits of the same language if planning on attending a 4-year university

9 <sup>th</sup> Grade High School Education Programming	
<b>English Language Arts</b>	English 9 or English 9 Honors
<b>Mathematics</b>	Algebra I Geometry or Geometry Honors (requires successful completion of Algebra I) Algebra II or Algebra II Honors (requires successful completion of Geometry)
<b>Science</b>	Earth and Space Science or Honors
<b>Social Studies</b>	World Studies or Honors or AP World Studies

## Math Sequence for transitioning from grade 8 to 9

8th Grade Math	9th Grade Math
8 <sup>th</sup> Grade Math	Algebra I
Algebra I	Geometry or Geometry Honors
Algebra I & Geometry	Algebra II or Algebra II Honors

### High School Algebra I Support Credit toward Graduation

Mathematics taught in the ninth-grade year is often referred to as “gatekeeper” content to higher level mathematics. Struggling ninth grade students may benefit from an Algebra I Support experience. This course is a review of the basics of college and career readiness standards for math in grades 6-8. *It is also important to note that institutions of higher education will not recognize Algebra I Support as a credit in mathematics. If a student is planning on attending college, it will be important to check with that institution to see if four mathematics credits are required for admission.*

## Important Information to Learn when Transitioning to High School

### Useful Definitions

**Credit** – Recognition by a school that a course has been successfully completed and passed. Students earn 0.5 credit for every passed course each semester.

**Mod** – One class that is a single class period of the school day, lasting approximately 45 minutes. Year-long courses are one mod long for the entire year, with 0.5 credits earned each semester.

**Block** – One class that is two class periods back-to-back in the school day, lasting approximately 90 minutes. Block classes are one semester long. In a block class, the student earns 1 credit in the course in 1 semester.

### Schedule Changes

The school administration determines the number of sections of each subject to be taught and the number of teachers needed in each discipline based on student requests. Schedule changes will be reviewed by counselors and administrators. Changes will be granted only when absolutely necessary. Choose courses and alternate courses carefully.

## **The Master Schedule**

The master schedule of course offerings is developed based on student needs and requests. Therefore, it is very important that students and parents carefully study the course offerings and choose those that will best meet their needs.

## **Withdrawals and Audits of Courses**

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

## **Course Availability**

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

## **Virtual School**

West Virginia Virtual School provides online courses for students when those courses are not available in their high school or if their schedule prevents them from taking a course associated with their college and career goals. Students who choose to take a virtual school course need to be motivated and skilled in time management in order to be successful.

Courses which are on a semester status must be completed by the last day of the semester. Students shall complete year-long course requirements by the last day of school for students during the current school year. It is the student and parents' responsibility to determine adequate progress is maintained during the course.

Students failing the virtual course will be allowed to do credit recovery. As virtual courses are paid for by the state for the initial class, repeating a failing class through virtual school will be at their parents' expense. For more information, please contact your counselor.

## **Summer Reading Program**

Students participate in a mandatory summer reading program. The reading selections are chosen in the spring, and information is provided to students and parents prior to the summer break. Students complete summer assignments which are part of the expectations for incoming freshmen.

## **Community Service Requirement**

Students shall complete a minimum of ten hours of approved community service for graduation. Documentation is required to be submitted to the student's counselor.



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# HONORS AND AP IMPLEMENTATION GUIDE

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Highly motivated students are encouraged to take honors and Advanced Placement (AP) courses while in high school. Students who register for these courses should expect an increased amount of work, both in school and after school hours, as well as more complex assignments. It is important for students registering for these courses to understand the fundamental differences between the two.

## How are honors courses different?

- Honors courses are developed locally by teachers to meet the needs of accelerated and motivated students.
- Honors courses move at a quicker pace than a regular education course.
- Due to the swift pace, students will be expected to complete more reading and writing assignments at home.
- Students receive a weighted grade.

## How are Advanced Placement (AP) courses different?

- AP courses are instructed at a collegiate level and students are expected to complete collegiate level work.
- Students are encouraged to previously take honors courses in preparation to succeed in AP course level work. Course descriptions can be found on the College Board website in AP Central. <https://apstudent.collegeboard.org/apcourse>
- AP courses are reviewed and approved by the College Board.
- Students are required to take the assigned AP test in May of the school year (a cost covered by the district).
- Students receive a weighted grade.
- Passing scores allow students to receive college credit (see College Board website).

For more information check out: <https://www.youtube.com/watch?v=Kx-zo83Pv2k>

### **Caution:**

*If a student is not self-motivated, has attendance issues, or doesn't have the time to dedicate to the level of rigor required in these courses, the student and parent need to consider these factors when registering for honors or AP. Parents and students need to pay close attention to the section on **Withdrawal from Honors/AP courses**.*

## General Information on Honors and AP courses

### *Policies and Practices*

- Students are permitted to enroll in an honors and AP course upon meeting the criteria and completing the *Honors and AP Recommendation Form*. Forms are available with honors and AP teachers, counselors, in this course description book, and on our school's webpage.
- Students who have questions about honors and AP courses are encouraged to communicate with their current teacher and the teacher of record for the next course. All students are encouraged to participate in the course that is the most challenging and appropriate to their post-secondary plans.
- Late work is only accepted at the discretion of the honors teacher. Students are expected to be prepared for all classes due to the swift pace and collaborative learning inherent in honors and AP courses. Classes will function as a learning community.
- The most successful students build strong reading and writing habits throughout their middle school years and into high school. While teachers can teach skills, all students must possess the desire to become professionals.
- Students must enter class ready to read and/or write with any prepared materials or discussion pieces. When necessary, nightly preparedness is important to the success of the class as a whole.
- Also, refer to the AP contract for additional information on AP policies.

### **WITHDRAWAL FROM HONORS AND AP COURSES**

Please refer to section regarding the expectations and requirements of "Honors" and "AP" level classes in order to choose these classes carefully. The master schedule is student driven, meaning it is based on the number of students requesting a course. Many of the Honors level and AP classes require summer reading assignments. These assignments are mandatory with deadlines throughout the summer. **There will be no extensions.** Failure to take the AP Exam results in the AP course being removed from the student's transcript and being replaced with a non-weighted regular course.

Cabell County Schools  
HONORS AND ADVANCED PLACEMENT PROGRAM  
**English Honors Course Requirements**

Student Name: \_\_\_\_\_

Incoming Grade: \_\_\_\_\_ High School: \_\_\_\_\_

Subject of Recommendation (circle one):

*English 9*

*English 10*

*AP English Lang*

*AP English Lit*

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

**Data Set - Student must meet both criteria.**

\_\_\_\_\_ At/near proficiency performance on ELA portion of Grade Level Assessment (7<sup>th</sup> grade performance for incoming 9<sup>th</sup> graders)

**Classroom Performance Set - Student must meet at least one.**

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

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

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

**Note to students in non-honors education courses who plan to register for Honors or AP:**

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

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

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

*These guidelines were created by teachers with the purpose of preparing students for taking college level courses in high school through the Advanced Placement program.*

Cabell County Schools  
HONORS AND ADVANCED PLACEMENT PROGRAM  
**Science and Social Studies Honors Course Requirements**

Student Name: \_\_\_\_\_ Incoming Grade: \_\_\_\_\_

Middle School (9<sup>th</sup> grade only): \_\_\_\_\_

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

**Classroom Performance Set - Student must meet at least one.**

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

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

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

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

*These guidelines were created by teachers with the purpose of preparing students for taking college level courses in high school through the Advanced Placement program.*

Cabell County Schools  
**HONORS AND ADVANCED PLACEMENT PROGRAM**  
**TEACHER RECOMMENDATION FORM**

**Student Name:** \_\_\_\_\_ **Incoming Grade:** \_\_\_\_\_

**Middle School (9<sup>th</sup> grade only):** \_\_\_\_\_

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

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

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

Time Management

Organizational Skills

Interpersonal Skills

Leadership Skills

Communication Skills

Job-related Skills

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

Yes

No

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject Area:** \_\_\_\_\_

# Sixteen Career Clusters



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

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

## **SIMULATED WORKPLACE FOR CTE CONCENTRATIONS:**

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

## **WVBE Policy 2315 Policy Requirements for PEP**

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

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

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

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

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

**Students will begin completion of their PEP at the same time they are registering for Freshman classes at the middle school. Parents should schedule appointments with middle school counselors and/or advisors to complete and sign the PEP for the 9<sup>th</sup> grade year.**

## Huntington High School Freshman Academy Electives

### Health/Physical Education

Health

Physical Education

PE/Weight Training

### Fine Arts

Art I

Guitar I & II

Dance I

Orchestra I

Drawing I

Piano I & II

Theatre I

Jazz Band I

Painting I

Chorus I

Show Choir I

Concert Band I

Digital  
Photography

Chamber Choir I

Stage Craft I

Marching Band

Brass Ensemble

Percussion  
Ensemble

Woodwind  
Ensemble

### English

### World Languages

### Family & Consumer Sciences

Creative Writing

Spanish I

Baking & Pastry I

Mythology

Spanish II

Parenting and Strong  
Families

Debate I H

French I

Foundations of Education

Journalism I

Latin I

Human Growth and  
Development

### Social Studies

### Engineering

### Business

Geography

Intro to Engineering  
Design (IED)

Business and Computer  
App I

Aerospace I/II

Business and Marketing  
Essentials

### Army Junior Reserve Officer Training

JROTC I



# Huntington High School Freshman Academy

## Course Descriptions

# Aerospace Engineering

## Aerospace Engineering I – Block

This course is designed to prepare students for careers and further study in aerospace technologies and related industries. Students apply fundamental concepts and principles of atmospheric flight to authentic situations. Emphasis is placed on the propulsion systems, ballistic projectiles, and airplane wing design. This is an Honors Course.

## Aerospace Engineering II – Block

This course is designed to deepen students' preparation for careers and further study in aerospace technologies and related industries. Students apply advanced principles and theories of flight to authentic projects related to atmospheric and space flight. Emphases is placed on pneumatic projectiles, aerodynamic forces, and quality management. This is an Honors Course.

*Prerequisite:* Aerospace Engineering I

# Army Junior Reserve Officers Training

## AJROTC - Leadership Education and Training I

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

# Art

## Art I

Basic introduction to the visual arts.

## Digital Photography I

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

## Drawing I

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

## **Painting I**

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

# **Business/Marketing**

## **Business and Marketing Essentials**

This course is an introduction course that explores careers in business and marketing, the role of marketing in today's business world and a broad overview of economics. This course emphasizes personal interaction with the business world, economy, advertising, and marketing.

## **Business Computer Applications I**

This course is designed to develop student understanding and skills in such areas as Microsoft Word and Microsoft PowerPoint. This course prepares students for the Microsoft Word Specialist Exam and for the Microsoft PowerPoint Office Specialist Exam.

# **Engineering**

## **Introduction to Engineering Design**

Teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer software. (Students who complete this course as well as POE will receive dual credit through Marshall University for ENGR 280.)

# **English/Language Arts**

## **Creative Writing**

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

## **Debate I (Honors)/Forensics**

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

## **English 9**

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

## **English 9 Honors**

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

*Prerequisite:* See Honors Course Requirement forms

## **Journalism I**

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

*Prerequisite:* "C" or better in English

## **Mythology**

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

# **Family and Consumer Sciences**

## **Foundations of Education – Block**

Students begin their introduction to a college career in education. An emphasis is placed on National and State standards as well as the importance of educators working closely with students, the school, and the community.

## **Human Growth and Development – Block**

Students discover how heredity and environment play an important role in a child's life as well as recognizing the different areas of human growth and how to identify the processes involved in each area.

*Prerequisite:* Minimum 2.0 in Foundations of Education

## **Baking and Pastry I - Block**

This course will educate students on the basics of the industry. This course starts with teaching students about the various ingredients used for baking and pastry arts and how these ingredients react to each other to make products.

## **Parenting & Strong Families - Block**

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

# **Health**

## **High School Health**

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

*Available as a Year-long course or as a Block.*

# **Mathematics**

## **Algebra I**

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 engage in methods for analyzing, solving, and using quadratic functions.

## **Algebra I Support**

This course is for students who need support for targeting math skills. There will be a review of the basic of College and Career Readiness standards for math in grades 6-8. This course will count as a math credit for graduation but is not recognized as a fourth math by most universities.

## **Algebra II**

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, radical functions.

*Prerequisite:* Geometry

## **Algebra II Honors**

Same as Algebra II, with topics being explored to a greater depth.

*Prerequisite:* Geometry Honors

*Available as a Year-long course or as a Block.*

## **Geometry**

Students in this course will explore complex geometric situations and relationships, moving towards formal mathematical arguments.

*Prerequisite:* Algebra I

## **Geometry Honors**

Same as Geometry, with topics being explored to a greater depth.

*Prerequisite:* Algebra I

*Available as a Year-long course or as a Block.*

# **Music**

## **Brass Ensemble**

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

*Co-requisite:* Marching band (1<sup>st</sup> semester) & Concert Band (2<sup>nd</sup> semester)

## **Chamber Choir I**

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

*Prerequisite:* Successful audition and permission of the teacher

## **Chorus I**

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

## **Concert Band I**

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

*Prerequisite:* Marching Band 1<sup>st</sup> semester

## **Dance I**

Designed for students who have an interest in learning different dance styles. Basic dance skills, various dance styles, and choreography will be included, as well as dance history. Physical education credit available upon successful completion of the class and the integrated PE online course.

## **Guitar I**

Music reading, open chords, strums, and melody are introduced. Classic and folk styles are taught. Beginners only. Acoustic guitar must be supplied by the student. One Semester course for 0.5 credit.

## **Guitar II**

Continuation of Guitar I and will introduce Barre chords using common progressions. Acoustic guitar must be supplied by the student. One Semester course for 0.5 credit.

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

## **Jazz Ensemble/Stage Band**

Different styles of jazz music will be studied in preparation for performance throughout the school year. The stage band plays for various civic and school activities as well as jazz festivals.

*Co-requisite:* Marching band (1<sup>st</sup> semester) & Concert Band (2<sup>nd</sup> semester)

## **Marching Band**

Open to all students who play a band instrument and are interested in performing at games, parades, and marching contests. Any auxiliary groups such as flag corps or dance team must take this class. Participants must be available for band rehearsals during the summer and after-school rehearsals through the year. Physical education credit available upon successful completion of the class and the integrated PE online course. FALL SEMESTER.

## **Orchestra I**

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

## **Percussion Ensemble**

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

*Co-requisite: Marching band (1<sup>st</sup> semester) & Concert Band (2<sup>nd</sup> semester)*

## **Piano I**

Lessons are given in the electronic keyboard laboratory. Study may also include assignments on acoustic piano. Practice time is allotted during the classroom instructional time. One Semester course for 0.5 credit.

## **Piano II**

Continuation of Piano I. Piano II is open to intermediate and advanced students. One Semester course for 0.5 credit.

*Prerequisite: Piano I*

## **Show Choir I**

Upper level advanced choral performance ensemble open to all students with instructor permission. Students will be given audition during the first 3 days of school that will determine who made the ensemble. Physical education credit available upon successful completion of the class and the integrated PE online course. \*After school practices are a requirement. \*

*Prerequisite: Students will be given an audition the first 3 days of school that will determine who made the ensemble.*

## **Woodwind Ensemble**

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

*Co-requisite: Marching band (1<sup>st</sup> semester) & Concert Band (2<sup>nd</sup> semester)*



# Physical Education

## High School Physical Education

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

*Available as a Year-long course or as a Block.*

## Physical Education / Weight Training

Physical Education course with an added emphasis on weight training. Students will learn and practice proper weight lifting techniques and cardiovascular conditioning.

# Science

## Earth and Space Science

Required 9th grade Science course for graduation.

## Earth and Space Science Honors

This is a more rigorous course with more in depth reading and writing of content.

*Prerequisite:* See Honors Course Requirement forms

## Introduction of Geospatial Information Systems

Introduction to Geospatial Information System (GIS) for capturing, storing, checking, and displaying data related to positions on Earth's surface. Investigate the use of drones. Dual credit course with MU and MCTC.

# Social Studies

## Advanced Placement World History

Designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in World History. **ADVANCED PLACEMENT EXAMINATION IS REQUIRED.** Can replace World Studies.

*Prerequisite:* See Honors Course Requirement forms

## **Geography**

Teaches students the values and roles of groups and individuals in a “Global Village” where economies, cultures, and environmental concerns are connected. This course contributes to the development of workplace skills and career choices.

## **World Studies**

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

## **World Studies Honors**

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

*Prerequisite:* See Honors Course Requirement forms

# **Theater**

## **Stagecraft I**

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

## **Theater I**

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

# World Languages

## French I

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

## Latin I

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

## Spanish I

Introduction to the Spanish language and culture will focus on the skills of reading, speaking, listening, grammar, and writing in Spanish.

## Spanish II

Continuation of Spanish I, with further emphasis on advanced grammar, conversation, reading, writing, and the study of additional aspects of Hispanic life.

*Prerequisite: Spanish I*

# Cabell County Career and Technology Academy



- Graphic Design**  
Cabell County Career and Technology Center
- Building Technology**  
Cabell County Career and Technology Center
- Electrical Technology**  
Cabell County Career and Technology Center
- Metal Trades**  
Cabell County Career and Technology Center
- Auto Body**  
Cabell County Career and Technology Center
- Welding**  
Cabell County Career and Technology Center
- HVAC**  
Cabell County Career and Technology Center
- Auto Mechanics**  
Cabell County Career and Technology Center
- Business Technology**  
Cabell County Career and Technology Center
- Law & Public Safety**  
Cabell County Career and Technology Center
- Construction**  
Cabell County Career and Technology Center
- Plumbing**  
Cabell County Career and Technology Center
- Auto Body**  
Cabell County Career and Technology Center
- Welding**  
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- HVAC**  
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- Auto Mechanics**  
Cabell County Career and Technology Center
- Business Technology**  
Cabell County Career and Technology Center
- Law & Public Safety**  
Cabell County Career and Technology Center

## Course Descriptions Guide



## Machine Trades



This course is designed to give entry-level skills in conventional machining and CNC programming. Students will use common machine tools such as an engine lathe, milling machines, turning center, machining center, and various software as needed.

Two year CTE completer program  
Embedded credit for senior level math

## Carpentry



Students will learn the basics of measurement and layout, hand and power tools and basic construction principals used in the residential construction and light commercial construction industry.

Two year CTE completer program  
Embedded credit for senior level math

## Welding



Learn the basics of metallurgy and fabrication. Students could potentially earn certification in MIG, TIG, and Stick welding.

Two year CTE completer program  
Fine arts credit towards graduation upon completion of program

## Graphic Design



Students learn the basics of Adobe programs such as Photo Shop and Illustrator along with CorelDraw and Wasatch. Students also learn the skills for silk screening, decal and banner design, and printing.

Two year CTE completer program  
Fine arts credit towards graduation upon completion of program  
Six Dual Credits through Mountwest Community and Technical College upon completion of program (DSGN 120 and IT 110).



## Automotive Technology

Students gain entry-level knowledge in careers/safety, basic electricity/electronics, steering/suspension/brake systems, engine construction/operation, fuel/emission/exhaust systems, and drive line service

Two year CTE completer program



## Electricity

Students learn entry-level skills in residential wiring and touch on commercial wiring. Through learning these skills, they have the opportunity to become an apprentice electrician or Journeyman.

Two year CTE completer program

Embedded credit for senior level math



## HVAC

Students gain entry-level skills within refrigeration, electrical components related to HVAC equipment, and gain knowledge to sit for the EPA (Environmental Protection Agency) exam.

Two year CTE completer program

Embedded credit for senior level math



## Collision Repair

Students will gain entry-level knowledge on refinishing/painting techniques, basic welding, panel repair, and general maintenance of auto body and part fabrication.

Two year CTE completer program



## Building Maintenance and Operations

Building Maintenance and Operations prepares students for careers in the building and maintenance field through experience in carpentry, masonry, plumbing, electrical, and HVAC. Students in this program can expect to participate in extensive hands-on study through completing projects related to the field, including community service projects. The curriculum for

Building Maintenance and Operations is focused on the nationally recognized NCCER certification program. Two year CTE completer program.



## **Building Technology**

This class is designed to explore career programs at the Cabell County Career Technology Center. Students will be involved in numerous projects to help the community.

One year exploration program

Fine arts credit towards graduation upon completion of program



## **Law and Public Safety**

Learn the functions of the criminal justice system with a focus on law enforcement techniques. Hands-on training provided utilizing a use of force simulator, law enforcement personnel and crime scene investigation. Certifications include first aid, CPR, AED, OSHA 10 General Healthcare, Stop the Bleed, and FEMA.

Two year CTE completer program

Three Dual Credits through Mountwest Community and Technical College upon completion of program (CJS 101).



## **Administrative Support**

Administrative Support program is designed to develop student understanding and skills in the principles, concepts, and practices of Microsoft Word, PowerPoint, accounting, business, marketing, and personal finance. The program offers students the opportunity to earn Microsoft Office Word and PowerPoint Specialist certifications.

One year CTE completer program

Six Dual Credits through Mountwest Community and Technical College upon completion of program (MG 101 and AC 103)

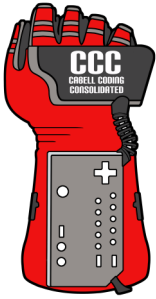


## **A + Certification**

A+ Certification allows students to get hands on experience in computer repair technology. Students will use CompTIA standards to learn standards and components for basic computer repair, updates, and technical issues.

One-year CTE completer program

## Coding, App and Game Design



Coding, Application and Game Design allows students to create content personalized to their desires, while focusing on industry standards. Students will use websites such as Code.org, Weebly, Adobe, Odyssey, Scratch, Unity, and Construct. Students will also venture into other digital media avenues such as Video Editing, Podcasting, and Social Media Management. Finally, students will get hands on experience with Swift code through Apple Coding.

Languages taught: HTML, C++, Swift, XCode, Python, Ruby

One-year CTE completer program

Nine Dual Credits through Mountwest Community and Technical College upon completion of program (IT 110, IT 171 and IT 271)



Cabell Cosmetology

## Cosmetology (Juniors and Seniors Only)

Students will learn the principals of Hair Design including scalp care, shampooing, conditioning, haircutting, hairstyling, braiding and extensions, wigs and hair additions, chemical texture services, and hair coloring.

The program is a course of study consisting of a minimum of 1,000 clock hours.

The WV State Board of Barbers and Cosmetology requires that each enrolled student in the Hairstyling Program fill out an application for student permit along with certificate of health. The student permit will require the following items listed below and will be sent to the WV Board of Barbers and Cosmetology.

\$25 dollar money order made payable to the WV Bd. of Barbers and Cosmetology.

High School Diploma or transcript of enrollment.

Copy of social security card

Copy of state issued driver's license or a state issued ID card.

Recent Photograph/Program badge picture we will take at school.

Completed certificate of health form signed by a physician or nurse practitioner.

If you are accepted into the program you will be given a packet to be completed. The packet will need to be returned to the Technology Center no later than August 1, 2020; there are no exceptions. If you have questions regarding requirements or curriculum for the Hairstyling Program, please feel free to contact the Cabell County Career and Technology Center for further information.

Two year CTE completer program



# Cabell County Career and Technology Academy



**SIMULATED WORKPLACE**

Offering Embedded and Dual Credit.

Due Date: \_\_\_\_\_

**THIS FORM MUST BE ON FILE WITH THE CCCTA OFFICE BEFORE A STUDENT MAY BEGIN CLASSES IN THE SIMULATED WORKPLACE.**

**\*\*Students who have not completed and submitted this form will not be permitted to enroll in a CCCTA program. This includes the Random Drug Testing Consent Form included in this application packet.**

**PLEASE PRINT ALL INFORMATION**

**STUDENT INFORMATION**

LAST NAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_ MIDDLE NAME: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_  
WVEIS NUMBER: \_\_\_\_\_ BIRTHDATE: \_\_\_\_\_ PHONE #: \_\_\_\_\_  
PARENT NAME: \_\_\_\_\_ PHONE NUMBER FOR PARENT: \_\_\_\_\_  
HIGH SCHOOL: \_\_\_\_\_ SCHOOL COUNSELOR: \_\_\_\_\_

**ACADEMY COURSE CHOICES**

Select three (3) programs below that you are most interested in:

1=first choice, 3=last choice

- |  |   |
|--|---|
| <input type="checkbox"/> Administrative Support (Dual Credit)        | <input type="checkbox"/> Cosmetology(11 / 12 Only)                      |
| <input type="checkbox"/> Auto Technology                             | <input type="checkbox"/> Electricity (Embedded Credit)                  |
| <input type="checkbox"/> Building Maintenance                        | <input type="checkbox"/> Graphic Design (Dual Credit, Fine Arts Credit) |
| <input type="checkbox"/> Building Technology (Fine Arts Credit)      | <input type="checkbox"/> HVAC (Embedded Credit)                         |
| <input type="checkbox"/> Carpentry (Embedded Credit)                 | <input type="checkbox"/> Law & Public Safety (Dual Credit)              |
| <input type="checkbox"/> Coding, App, &                              | <input type="checkbox"/> Machine Trades (Embedded Credit)               |
| <input type="checkbox"/> Game Design (Dual Credit, A+ Certification) | <input type="checkbox"/> Welding (Fine Arts Credit)                     |
| <input type="checkbox"/> Collision Repair                            |   |

All CCCTA programs provide some FREE college credit through articulation agreements with local colleges and/or the WV EDGE initiatives.

**WOULD YOU LIKE TO BE CONSIDERED FOR FULL TIME PLACE?**

Yes  No

**Disclaimer:** Due to program population limits, the selection review committee will review academic performance, discipline, and attendance when being considered in a program of study or as a full time student at CCCTA.

**REFERENCES**

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_  
(Someone not related to you)

NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_  
(Someone not related to you)

**ACHIEVEMENTS**

Why do you think you are the most qualified candidate for the CTE program you chose?

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## CCCTA Simulated Workplace

Enrolling in a technical program at CCCTA requires that students participate in specific tasks as mandated by WV Simulated Workplace. By initialing each item below, I, \_\_\_\_\_ acknowledge that I have read this

(print your name)

application packet and agree to comply with the following requirements:

\_\_\_\_\_ Punch in/out daily on a time clock

(initial)

\_\_\_\_\_ Wear a work uniform as required by program

(initial)

\_\_\_\_\_ Arrive on time and ready for work when my shift begins

(initial)

\_\_\_\_\_ Participate in random workplace drug testing

(initial)

\_\_\_\_\_ Complete all safety and other training as required

(initial)

\_\_\_\_\_ Maintain good attendance in the simulated workplace

(initial)

\_\_\_\_\_ Understand that these courses only offered once each year, and sequencing for the courses varies

(initial) depending on the needs and requirements of each CTE program.

## Recommended Prerequisites

### Math for All Trades

All CTE students must have a functional understanding of general math, fractions, decimals, measurement, measurement tools, area measure, and volume measure.

Specifically:

Whole Number: addition, subtraction, multiplication and division

Fractions: defining, adding, subtracting, multiplying and dividing

Decimals: adding and subtracting, multiplying and dividing, converting to fractions

Percentages: calculating, adding, dividing, converting

*Memorization of multiplication tables and the ability to do general "mental math" is essential.*

### Reading levels for All Trades

Students interested in these programs should also have a good command of language, reading

## What is Simulated Workplace

To certify students are receiving the most authentic learning experiences, the West Virginia Department of Education, Division of Technical and Adult Education has collaborated with a committee of experts in career and technical education, higher education, and over fifty West Virginia business and industry experts to design the Simulated Workplace environment protocols and expectations.

These protocols and expectations include the development of school level advisory teams consisting of a county Superintendent, CTE Director / Administrator, Counselor, and program instructors. A **random drug testing policy**, which ensures a minimum of forty percent of students enrolled in the participating

## STRUCTURES AND PROCEDURES

The overall structure of the Simulated Workplace initiative will be governed by a set of protocols to assure consistency and quality in the local implementation of the concept. These protocols include the following requirements:

### CTE programs will:

1. Transform the classroom environment into a **replicated company**;
2. Utilize **time clocks** or some other form of **formal attendance** recording process;
3. Develop/Adhere to the county developed **Random Drug Testing Policy**, while testing a minimum of 40% of all students enrolled within a Simulated Workplace classroom;
4. Conduct an **application / interview** process for enrolling students;
5. Develop a **company name** and **procedures / protocol manual**;

Excerpt from: <http://careertech.k12.wv.us/policyandprocedures/> "Guidelines for Simulated Workplace

## Important Policy Information About CCCTA Programs

Each career and technical program at CCCTA includes four (4) core courses, as defined by West Virginia Department of Education Program of Study.

"The four credits taken in a Career & Technical concentration must be consistent with those identified for WVDE approved career & technical programs of study."

WV Legislative Code 126CSR42

These courses are required for graduation from Cabell County Schools, as mandated by West Virginia law (Policy 2510) and by the Cabell County Board of Education Policy Manual.

## Schedule Request Form for Rising 9<sup>th</sup> Graders

Name: \_\_\_\_\_ WWEIS # \_\_\_\_\_

Grade: \_\_\_\_\_ Current School: \_\_\_\_\_ HEMS or \_\_\_\_\_ HMS

Select one from each section	
<b>ENGLISH</b>	<input type="checkbox"/> English 9 <input type="checkbox"/> English 9 Honors
<b>MATH</b>	<input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry Honors* (Must have completed Algebra I) <input type="checkbox"/> Algebra II Honors *(Must have completed Geometry)
<b>SCIENCE</b>	<input type="checkbox"/> Earth Science <input type="checkbox"/> Earth Science Honors
<b>SOC ST</b>	<input type="checkbox"/> World Studies <input type="checkbox"/> World Studies Honors <input type="checkbox"/> AP World History
<b><i>When choosing electives, please check the course book for the list of embedded credit courses in which you can receive credit for PE and Health. If you will be receiving embedded credit for these, do not register for PE or Health. This allows for other electives to be selected.</i></b>	
<b>Elective</b>	
<b>Elective</b>	
<b>Elective</b>	
<b>Alternate Elective</b>	

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

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature\*\*:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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