

Philip Barbour High School Complex



**Course Description Book
2016 – 2017
10th - 12th Grade**

*Philip Barbour High School Complex
Course Descriptions
2016-2017*

Table of Contents

Fine Arts	3
Art.....	3
Dance	4
Music	4
Theatre	5
English/Language Arts.....	6
World Language	8
Physical Education.....	10
Mathematics	11
Science	13
Social Sciences.....	15
Miscellaneous.....	17
Career and Technical Education (CTE).....	19
Agriculture, Science, and Natural Resources	19
Business and Marketing.....	21
Engineering and Technical	23
Health Science Education.....	25
Human Services.....	27
Fred W. Eberle Technical Center	31

FINE ARTS

ART

ART I **321100**

One credit. Prerequisite: none.

This course introduces students to art appreciation, art criticism, the history of art, (periods, styles, artists, and cultures), and art production. Art I provides opportunities to use art elements with design principles in creating artwork. A textbook will be used with this course as well as a variety of two-dimensional materials.

2D DRAWING, PAINTING, AND DESIGN I **333100**

One credit. Prerequisites: Art I or teacher's approval.

This Studio Art course provides an in-depth study in selected two-dimensional media, techniques, and processes. Class activity is structured around art appreciation, history, aesthetics, criticism, and production. As in all studio situations, this class requires much student control and self-motivation.

2D DRAWING, PAINTING, AND DESIGN II **333200**

One credit. Prerequisites: 2D Drawing, Painting, and Design I.

This class is designed to provide the advanced art student an opportunity to continue individual artistic growth within an independent setting. See "Drawing and Design I".

SCULPTURE I **333700**

One credit. Prerequisites: Art I or Teacher's Approval.

This Studio Art course provides in-depth study in three-dimensional design. The art elements and design principles are studied in relation to three-dimensional artwork. This class is designed to familiarize the student with the processes of making sculptural pieces. Final production works are based on basic media, techniques, and processes. Preliminary exercises include research of subjects, studies in drawing, practice in media, and development of theme and concept. As in all studio situations, this sculpture class requires much student control and self-motivation.

SCULPTURE II **333800**

One credit. Prerequisites: Sculpture and Ceramics I.

This class is designed to provide the advanced art student an opportunity to continue individual artistic growth within an independent setting. See "Sculpture I".

ADVANCED STUDIO III **324100**

One credit. Prerequisites: Successful completion of two previous art courses.

Designed for the self-motivated, sequential art student who has a solid background and proven abilities in art fundamentals. This individualized course will require research and activities beyond the classroom.

ADVANCED STUDIO IV **3222WX**

One weighted credit. Prerequisites: Successful completion of Pre-AP Studio and teacher recommendation. It is necessary for students enrolled in this Advanced Studio class to have an additional studio art course during the current school year.

Advanced Studio is designed to offer a setting for the development of creative perception and higher order thought processes. Students should be made aware that AP work involves significantly more time than the typical high school course and that the program is not for the casually interested. Students will be expected to work outside the classroom. A final portfolio will determine each student's final grade.

DANCE

DANCE I **340100**

One credit. Prerequisite: none.

This class focuses on technical skills. In addition, the major principles of choreography and higher level thinking skills necessary to employ dance as an effective means of communication will be a central part of the curriculum.

DANCE II **340200**

One credit. Prerequisite: Dance I.

Dance II will concentrate on comparing and contrasting dances of various cultures and historical periods as well as making connections between dance and other disciplines. Emphasis will be placed on dance as a means of developing and maintaining a healthy lifestyle.

DANCE III **340300**

One credit. Prerequisite: Dance II.

Dance III will stress practice in performing technical and choreographic skills necessary for artful presentation. Emphasis will be placed on the relationship of dance to careers. Research of dance history and artists will be an integral part of this term of study.

DANCE IV **340400**

One credit. Prerequisite: Dance III.

Dance IV will focus on the fitness necessary to perform dances of various cultures and within professional dance careers.

MUSIC

BAND **II - 10th - 361210**

One credit. Prerequisite: Teacher Approval.

III - 11th - 361310

IV - 12th - 361410

Students will have the opportunity to participate in various ensembles and play various musical styles. The student will continue to refine playing skills and study various composers, compositions, and styles. He/she learns to play in more keys, use ornamentation, and perform with more precision. The student will study the formal structures and elements of music and learn how these are used by composers. He/she will learn about the historical context of the music performed, especially American music. The student plays music from the West Virginia Bandmasters Association Graded Music List. The students will participate in following ensembles: marching band, concert band, and pep bands.

MUSIC APPRECIATION **367100**

One credit. Prerequisite: none.

Music Appreciation at the high school provides opportunities for non-performing students to examine the basic elements of music (melody, harmony/texture, form, rhythm, tempo, dynamics, and timbre) while participating in the musical processes of singing, playing, improvising/creating, listening to and analyzing music of many genres. The student will develop skills in reading and understanding music notation and explore the expressions and organization of musical ideas and a study of music history.

MUSIC THEORY/COMPOSITION/ARRANGING **I-3756WH**

One weighted credit. Prerequisite: Teacher Approval.

II-3757WH

Music Theory, Composition, and Arranging are designed to challenge the most advanced music students. Emphasis is on the study of scales, key signatures, chords and chord structure, composition, and improvisation. Students will learn to use composition as a tool for composing, transposing, and transcribing music. Students will use the computer as a learning tool, using various drill writing and arranging programs.

GUITAR

One credit. Prerequisite: Instrument required.

I-372800

II-372900

III-373000

Guitar is a course designed for any student who is interested in becoming proficient on the guitar, or who is a beginner looking to develop a new skill. The course will cover all genres of music, including music theory, and improvisation. Students will read and notate music, listen to, analyze, and describe music; and evaluate music and music performances. All students interested in guitar must provide his or her own instrument.

PERCUSSION PEDAGOGY

One credit. Prerequisite: Band participation and band director approval.

I-374100

II-374200

Percussion pedagogy is a performance-based advanced percussion class designed to foster further study of percussion instrumentation and performance in a small group ensemble format. Topics of study include a history of percussion instruments and their cultural impact, steel drum techniques and instrumentation, and the African djun-djun and djembe drums. Included will also be a study of traditional percussion equipment for both marching concert bands that include mallet percussion and drums. This class also includes a public performance component.

CHORUS I (BEGINNERS)

One credit. Prerequisite: none.

362100

Students will add to their singing skills by demonstrating proper breathing and dynamics in musical phrases. The students will improvise harmonies and melodies while participating in a four-part, full choral ensemble. They will create a glossary of music terms and refine their criteria for evaluating choral performances. Students will compare choral music with other arts from the same historical period or culture, classify choral works on a music timeline, and identify the varied roles of musicians.

CHORUS II (INTERMEDIATE)

One credit. Prerequisite: Demonstration of ability to match pitch; teacher approval.

362200

Students will further add to their singing skills by demonstrating proper breathing and dynamics in musical phrases. The students will improvise harmonies and melodies while participating in a four-part, full choral ensemble. They will create a glossary of music terms and refine their criteria for evaluating choral performances. Students will compare choral music with other arts from the same historical period or culture, classify choral works on a music timeline, and identify the varied roles of musicians.

CHORUS III & IV (ADVANCED)

One credit. Prerequisite: Demonstration of ability to match pitch; teacher approval.

III - 362300

IV - 362400

Students will further add to their singing skills by demonstrating proper breathing and dynamics in musical phrases. The students will improvise harmonies and melodies while participating in a four-part, full choral ensemble. They will create a glossary of music terms and refine their criteria for evaluating choral performances. Students will compare choral music with other arts from the same historical period or culture, classify choral works on a music timeline, and identify the varied roles of musicians.

THEATRE

THEATRE I

One credit. Prerequisite: none.

380100

Theatre I provides a basic introduction to theatrical terms, techniques, styles, and history. Students will analyze the texts of plays, identify contemporary and classical styles of theatre/drama, and depict characters in them. Students will identify basic properties of technical theatre, demonstrate technical knowledge and skills, and explore multiple interpretations for production ideas. Students will also research a variety of cultures, historical periods, and non-dramatic art forms which relate to theatre.

THEATRE II

380200

One credit. Prerequisite: Theatre I.

Theatre II students write, perform, and evaluate theatre productions, identify and demonstrate selected historical style of theatre/drama, and perform contemporary and classical characters' parts. Students explain basic properties of technical theatre and apply that knowledge and skill. They develop multiple interpretations for production choices and explain how other art forms enhance a theatre production. Analysis and critique of dramatic performances is required.

THEATRE III

380300

One credit. Prerequisite: Theatre II.

Theatre III is a continuation of the survey of the elements of drama, principles of acting, and the essentials of a stage production. Students will demonstrate ensemble in rehearsing and performing informal and formal theatre works, assist directors in developing production concepts, and assist in creating and implementing a production. Students will also collaborate in developing original dramatic pieces and identify how technology has impacted theatre.

THEATRE IV

380400

One credit. Prerequisite: Theatre III.

Theatre IV continues the survey of the elements of drama, principles of acting, and the essentials of state production. Students will write scripts for multi-media productions and demonstrate the artistic discipline needed to achieve ensemble in rehearsal and performance and formal theatre works. Students will collaborate with directors, writers, designers, and actors to develop unified production concepts. Students will be able to demonstrate direction skills.

ENGLISH/LANGUAGE ARTS

ENGLISH LANGUAGE ARTS 10

401000

One credit. Prerequisite: English/LA 9.

Reading and English Language Arts tenth grade students will use written language for educational, occupational and self-direction endeavors. Preparation will include critiquing and evaluating oral presentations and using listening, speaking and media literacy. Instructional delivery will be enhanced by a wide variety of media. Frequent interaction with a broadened array of literature will encourage an increased appreciation and understanding for the power of the spoken and written word across the curriculum. Tenth graders will become more adept at making connections and transferring knowledge to new situations through research and writing. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

ENGLISH LANGUAGE ARTS 11

401100

One credit. Prerequisite: English/LA 9, English/LA 10.

Reading and English Language Arts eleventh grade students will refine and enhance foundational literary and information and communication skills through academic rigor and depth. School-to-career experiences, including college entrance exam preparation and the ability to think, speak and write logically in the workplace will become primary focus. Challenging research and writing skills will be emphasized across the curriculum. The inclusion of higher order thinking skills, communication skills, self-direction and creative thinking in the curriculum will be used to enable students to effectively build content knowledge. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

ENGLISH LITERATURE AND COMPOSITION AP (11)

4042WX

One weighted credit. Prerequisite: English/LA 9, English/LA 10. Students must have achieved mastery or above on their most recent Reading/Language Arts WESTEST score and earned a "B" average or above in their most recent English class.

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course is designed to prepare the college bound student to take the AP National Exam to receive three hours of college credit. Extensive emphasis will be placed on reading and writing both inside and outside of the classroom. Summer readings/writings may be required. Students enrolled in this class are strongly encouraged to take the AP exam. The cost of the exam is approximately \$90.00. Students may qualify for a fee reduction or fee waiver or qualify for a testing incentive based on their score.

ENGLISH LANGUAGE AND COMPOSITION AP (12)

4041WX

One weighted credit. Prerequisite: Compass Score \geq 71, English/LA 9, English/LA 10 and 11. Students must also achieve mastery or above on their most recent English WESTEST score and maintain a "B" average or above in their most recent English Class.

The AP course in English Language and composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The main purpose of the course is to enable students to write effectively and confidently in their college courses and in their professional and personal lives. The course is designed to prepare the college bound student to take the AP National Exam to receive three hours of college credit. Extensive emphasis will be placed on reading and writing both inside and outside of the classroom. Summer readings/writings may be required. Students enrolled in this class are strongly encouraged to take the AP exam. The cost of the exam is approximately \$90.00. Students may qualify for a fee reduction or fee waiver or qualify for a testing incentive based on their score.

ENGLISH 12 COLLEGE/CAREER READY

401400

One credit. Prerequisite: Compass Score \geq 71, English/LA 9, English/LA 10, and English/LA 11.

English 12 CR is a rigorous course designed for students that would like a more challenging class than English/Language Arts 12. It is aligned to the Next Generation Content Standards and Objectives for English 12 as well as the Common Core Standards for English Language Arts and Literacy College and Career Readiness Standards. This course may be counted as one of the four (4) English academic core unit requirements used to meet the English requirement for baccalaureate college admissions.

The course begins with sentence writing and builds to a culminating project. The course was designed by expert WV teacher leaders in higher education, including community and technical instructors to move students to College and Career Readiness by the time they graduate high school. The course is written to adhere to the newly adopted Next Generation CSO's for grade twelve and involves new approaches to teaching and learning.

ENGLISH LANGUAGE ARTS 12

401200

One credit. Prerequisite: Compass Score \geq 71, English/LA 9, English/LA 10, and English/LA 11.

Reading and English Language Arts twelfth grade students will focus and polish personal skills and goals. Experiences such as a senior project or a sophisticated persuasive research paper will culminate the graduation experience. Evaluation, analysis and appreciation of language and literature in spoken and written form will be the primary focus. Readiness for the work place, by thinking creatively and logically to solve problems and using tools that are essential for workplace productivity, and post secondary education is the final educational reality check during the twelfth grade year. To meet the needs of the 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

TRANSITION ENGLISH LANGUAGE ARTS FOR SENIORS

401300

One credit. Prerequisite: Compass Score < 71, English/LA 9, English/LA 10, and English/LA 11.

Transition English Language Arts for Seniors is designed for students who have not met the benchmark score of 71 on the COMPASS writing skills test (as juniors). The purpose of this course is to help them develop the skills necessary to be deemed college- and career-ready, as indicated by the COMPASS benchmark score. Students who do not meet the benchmark are not required to take this Transition course; in fact, they can elect to take a higher English course (English 12, CR, AP, etc.).

This course is designed for students who will be leaving high school and entering the work force immediately after graduation. Colleges may/may not accept this as a high school English credit.

SCHOOL YEARBOOK

I-407100

One credit. Prerequisites: Permission of the instructor.

II-407200

III-407300

IV-407400

This course emphasizes concepts and principles used in running a business and producing a publication. It will include selling, designing, and producing yearbook ads. The Page Maker computer program will be introduced as well as basic ad design and layout. Students must have access to transportation and be willing to sell ads on his/her own time. Students will further design all yearbook sections by choosing appropriate type styles and sizes, train and manage staff, coordinate staff assignments, and make sure all computer layouts meet style guidelines. Students will be responsible for collecting assignments to proof, edit, and correct according to plant printing specifications. Emphasis will be on design, writing, photography, and computer desktop publishing as students plan and develop layouts and copy suitable for publication.

WORLD LANGUAGE

SPANISH I

566100

One credit. Prerequisite: none.

The level I course in modern foreign languages allows students to comprehend and produce simple, short sentences and ideas using words and phrases learned in the target language. Topics of reading and conversation center on immediate concerns and interests. Students will communicate using both spoken and written forms of the target language to interact with others within the classroom, to understand and interpret what one reads, hears, or views, and to present information. Students will also demonstrate knowledge, understanding and appreciation of other cultures and their perspectives, practices, and contributions. Students will acquire information from and make connections to other disciplines and recognize the distinctive view points that are available only through a language and its culture. Additionally, students will develop insights into the complex nature and interaction of language and culture by comparing native and target languages/cultures. Use of the target language both within the school and beyond will be strongly encouraged. Foreign language classes require dedication to study outside the classroom setting in order to succeed and become proficient.

SPANISH II

566200

One credit. Prerequisite: Spanish I.

The level II course in a modern foreign language class expands the student's knowledge of structure and vocabulary so that they can understand and produce more complex ideas in the target language. Students become increasingly confident in working with authentic materials and learn to identify the products, practices and viewpoints of the target culture and make generalizations. Level II students are more aware of similarities and differences between target and native languages/cultures. They also become more adept at using information and skills common to the target language as they continue to develop and improve skills learned in level I. Students should have achieved mastery of the major concepts learned in level I in order to succeed in a level II course. Foreign language classes at this level require adequate study time outside of class to become proficient since the target language will be used more frequently in a level II class.

SPANISH III

56630H

One weighted credit. Prerequisite: Spanish II.

The level III course prepares students to understand passages and authentic texts on familiar topics and themes using advanced vocabulary, structures, and a variety of tenses as well as context clues. In modern language classes, students create messages, letters and conversations varying in length using all major tenses. As they develop a more sophisticated understanding of the target culture, level III students discuss, analyze and explain various cultural aspects. They interpret cultural connotations of common linguistic items and begin to incorporate appropriate behaviors and gestures in the target language to other disciplines and vice versa. They should seek opportunities outside the school environment to use the target language as well as using it almost exclusively within the classroom. The level III course will be taught in the target language, and students are expected to use it as their language of communication with other students as well as the teacher. This course requires study on a daily basis and a desire to speak the language daily in class. Summer activities may be used, and all students will be required to take the final exam in this class.

SPANISH IV

56640H

One weighted credit. Prerequisite: Spanish III.

In modern foreign languages, level IV students initiate, sustain and bring to closure a wide variety of communicative tasks. They begin to solve problems using the language and acquire new knowledge from authentic sources. Students at this level demonstrate and increased ability to express chronology and abstract ideas. Students continue to use Spanish texts to refine skills of comprehension, analysis, interpretation and translation. As students continue to expand their knowledge of various aspects of the target culture(s), they also apply, evaluate, explain and integrate this information. By the fourth year of study, students are able to synthesize and apply information from target language resources and opportunities to expand language use beyond classroom experiences. . They should seek opportunities outside the school environment to use the target language as well as using it almost exclusively within the classroom. The level IV course will be taught exclusively in the target language, and students are expected/required to use it as their language of communication with other students as well as the teacher. This course requires study on a daily basis and a desire to speak the language daily in class. Summer activities may be used, and all students will be required to take the final exam in this class.

FRENCH I

562100

One credit. Prerequisite: none.

The level I course in modern foreign languages allows students to comprehend and produce simple, short sentences and ideas using words and phrases learned in the target language. Topics of reading and conversation center on immediate concerns and interests. Students will communicate using both spoken and written forms of the target language to interact with others within the classroom, to understand and interpret what one reads, hears, or views, and to present information. Students will also demonstrate knowledge, understanding and appreciation of other cultures and their perspectives, practices, and contributions. Students will acquire information from and make connections to other disciplines and recognize the distinctive view points that are available only through a language and its culture. Additionally, students will develop insights into the complex nature and interaction of language and culture by comparing native and target languages/cultures. Use of the target language both within the school and beyond will be strongly encouraged. Foreign language classes require dedication to study outside the classroom setting in order to succeed and become proficient.

FRENCH II

562200

One credit. Prerequisite: Spanish I.

The level II course in a modern foreign language class expands the student's knowledge of structure and vocabulary so that they can understand and produce more complex ideas in the target language. Students become increasingly confident in working with authentic materials and learn to identify the products, practices and viewpoints of the target culture and make generalizations. Level II students are more aware of similarities and differences between target and native languages/cultures. They also become more adept at using information and skills common to the target language as they continue to develop and improve skills learned in level I. Students should have achieved mastery of the major concepts learned in level I in order to succeed in a level II course. Foreign language classes at this level require adequate study time outside of class to become proficient since the target language will be used more frequently in a level II class.

HEALTH/PHYSICAL EDUCATION

HEALTH 9-12

690900

One credit. Prerequisite: none.

This program of study 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, and class projects. Students examine personal health choices and the connection 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 continues 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, the ability to recognize and resist social pressures and the skills to build positive social relationships.

PHYSICAL EDUCATION 9-12

660900

One credit. Prerequisite: none.

The goal of the physical education program of study at the secondary (adolescent) level is to provide students the opportunity to comprehend and experience the benefits of physical activity in their lives. The program consists of a plan of activities that demonstrates these benefits. Developing the major components of fitness (cardiorespiratory, muscular strength, muscular endurance, flexibility, and body composition) assures self-management skills necessary for an active lifestyle.

LIFETIME FITNESS I-II

673300

One credit. Prerequisite: Completion of physical education with a passing grade.

673400

Lifetime fitness provides students another opportunity to improve their own personal fitness level. Students will be challenged to score their best on the fitnessgram fitness test. The fitnessgram tests students in 5 areas: 1) cardiovascular 2) upper body strength 3) abdominals 4) flexibility 5) body mass index (BMI). The lifetime fitness class will provide students an opportunity to participate in a variety of units ranging from weight training to dance, softball to bowling, archery to fishing, and much more.

WEIGHT TRAINING I-II

676500

One credit. Prerequisite: none.

676600

Weight Training is a course designed to instruct students on how to properly condition themselves through the use of a variety of manipulatives such as free weights, weight machines, bands, stability balls, agility ladders, jump ropes, abdominal wheels and more. Students will be challenged to improve personal fitness levels and will be tested bi-weekly to provide positive feedback for their accomplishments. Students will be challenged to improve muscular strength and endurance, balance and coordination, agility, speed and flexibility. Emphasis will be placed on students improving BMI (Body Mass Index) levels through calculation of calories consumed and burned each day by charting daily dietary intake and activities performed. Philip Barbour weightlifting class is an excellent resource to learn a lifetime activity to help improve each student's life expectancy.

MATHEMATICS

Recommended course sequences listed here are not inclusive. These are not complete lists of every possible pathway to graduation.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Math I	Math II	Math III STEM	Math IV/AP Calculus (block schedule)
Math I	Math II	Math III STEM	4 th course option
Math I	Math II	Math III LA	4 th course option
Math I	Math II	Math III TR	Math IV TR
Math I	Math II	Math III TR	Math IV TR
Math I Lab			

Other 4th course options:

Math IV

Transition Math for Seniors

AP CALCULUS

3031WX

One weighted credit. Prerequisite: Math IV

AP Calculus objectives include the study of functions and continuity, limits, differentiation and applications of derivatives, integration and its application to area, volume, and displacement. The Rule of Four (Numerical, Analytical, Graphical and Verbal) will be applied throughout this course. Available technology will be used by students and teachers to enhance learning. Graphing utilities will be used to investigate concepts and to evaluate derivative and integrals. Students enrolled in this class are strongly encouraged to take the AP exam. The cost of the exam is approximately \$90.00. Students may qualify for a fee reduction or fee waiver or qualify for a testing incentive based on their score.

TRANSITIONAL MATH FOR SENIORS

305200

One credit. Prerequisite: State Placement Policy.

Transition Math for Seniors prepares students for their entry-level credit-bearing liberal studies mathematics course at the post-secondary level. This course 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.

At the end of the course, students must take the Compass assessment, which will serve as a college placement test for all public colleges in WV. On successful completion of the test, the student will not be required to take a developmental mathematics course, for which he or she would not receive credit, but for which he or she would have to pay tuition.

MATH II

301400

One credit. Prerequisite: Math I.

The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into six critical areas or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.

High School Math III

It is in Math III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational and radical functions. They expand their study of right triangle trigonometry to include general triangles. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

Students will choose 1 of the following 3 math classes for their 3rd math credit.

MATH III LA

301500

One credit. Prerequisite: Math II.

The completion of the content for Math III LA (Liberal Arts) exposes students to the content deemed by the authors of the Common Core State Standards for Mathematics (CCSSM) as the *College and Career Ready Line*. This class is designed for students who plan on attending college but may not be choosing a career path that includes more than the minimum number of math classes required to graduate.

MATH III STEM

301600

One credit. Prerequisite: Math II.

Math III STEM includes all of the content of Math III LA, but goes beyond the minimum requirements of college and career readiness and provides students with the additional mathematics necessary for the pursuit of a field of study in a STEM field (Science, Technology, Engineering and Mathematics). This class is designed for students who plan on attending college and most likely will choose a career path that includes additional math classes. Students who plan on taking higher level math should plan on taking this class.

MATH III TR

301700

One credit. Prerequisite: Math II.

Math III TR and Math IV TR represent attainment of the Common Core State Standards for Mathematics' "College and Career Ready Line." Math III TR (Technical Readiness) & Math IV TR are course options (for juniors and seniors) built from the mathematics content of Math III through integration of career clusters. This mathematics content is spread of two years of coursework. These courses integrate the mathematics standards with hands-on career content. This class is designed for students who do not plan on going to college and who may struggle with math. Upon the completion of this class you MUST take Math IV TR.

MATH IV TR

301900

One credit. Prerequisite: Math III TR.

Math III TR and Math IV TR represent attainment of the Common Core State Standards for Mathematics' "College and Career Ready Line." Math III TR (Technical Readiness) & Math IV TR are course options (for juniors and seniors) built from the mathematics content of Math III through integration of career clusters. This mathematics content is spread of two years of coursework. These courses integrate the mathematics standards with hands-on career content. This class is designed for students who do not plan on going to college and who may struggle with math. Math IV TR is only available to students that have completed Math III TR.

MATH IV

301800

One credit. Prerequisite: Math III STEM.

The fundamental purpose of Mathematics IV is to generalize and abstract learning accumulated through previous courses and to provide the [final springboard to calculus](#). Students take an extensive look at the relationships among complex numbers, vectors, and matrices. They build on their understanding of functions, analyze rational functions using an intuitive approach to limits and synthesize functions by considering compositions and inverses. Students expand their work with trigonometric functions and their inverses and complete the study of the conic sections begun in Mathematics II. They enhance their understanding of probability by considering probability distributions. Previous experiences with series are augmented. High School Math IV is appropriate for those students that complete Math III STEM.

SCIENCE

BIOLOGY ADVANCED PLACEMENT

6121WX
LAB 6122WX

One weighted credit. Prerequisites:

- Successful completion of Pre-A.P. Biology and the recommendation of the Pre-AP course instructor. It is also recommended that previous science course grades be at least a "B" or above.
- Recommended that students have taken or are currently taking Human Anatomy and Physiology.
- Successful completion of the AP exam (generally a 3 on a 5 point scale) may allow the student to receive college credit depending on what college is attended.
- Must be taken with additional lab period.

This course is a college level biology course. It focuses on genetics, botany, zoology, ecology and cell biology. It involves higher-level study skills, independent reading and lecture note taking. It has a large emphasis on laboratory investigation. It places a strong emphasis on writing skills as well as reasoning skills necessary in higher education today. Students will be required to take final exam. Students enrolled in this class are strongly encouraged to take the AP exam. The cost of the exam is approximately \$90.00. Students may qualify for a fee reduction or fee waiver or qualify for a testing incentive based on their score.

BIOLOGY – GRADE 10

602100

One credit: Prerequisite: Physical Science.

Biology objectives conclude the development of foundational knowledge of biology and chemistry. Through the spiraling, inquiry-based program of study, all students will demonstrate scientific literacy across these major fields of science. Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research laboratory skills. Safety instruction is integrated in all activities. Students in Biology will expand their depth of understanding of major concepts such as energy transformation qualifications; cellular biology; molecular genetics; embryology; physical, chemical and nuclear changes; fossils, and environmental concerns.

BIOLOGY ADVANCED PLACEMENT

6121WX
LAB 6122WX

Two weighted credits. Prerequisites:

- Successful completion of Pre-A.P. Biology and the recommendation of the Pre-AP course instructor. It is also recommended that previous science course grades be at least a "B" or above.
- Recommended that students have taken or are currently taking Human Anatomy and Physiology.
- Successful completion of the AP exam (generally a 3 on a 5 point scale) may allow the student to receive college credit depending on what college is attended.
- Must be taken with additional lab period.

This course is a college level biology course. It focuses on genetics, botany, zoology, ecology and cell biology. It involves higher-level study skills, independent reading and lecture note taking. It has a large emphasis on laboratory investigation. It places a strong emphasis on writing skills as well as reasoning skills necessary in higher education today. Students will be required to take final exam. Students enrolled in this class are strongly encouraged to take the AP exam. The cost of the exam is approximately \$90.00. Students may qualify for a fee reduction or fee waiver or qualify for a testing incentive based on their score.

CHEMISTRY I (recommended third course STEM option)

603100

One credit. Prerequisites: Successful completion of Physical Science, Biology, Math 1 and Math 2; (10th graders may take with teacher recommendation, Mastery or Above Mastery on the most current Summative Assessment and an A in Physical Science.), 11th, and 12th grade standing.

Chemistry I is the advanced study of matter, its composition, and its changes. Chemistry I builds upon the foundation of chemical concepts developed in the middle school, Physical Science and Biology. This course is designed to prepare the 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 of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities.

EARTH SCIENCE 11/12

620100

One credit. Prerequisites: Successful completion of Physical Science and Biology.

Earth Science builds on the fundamentals of geology, oceanography, meteorology, and astronomy developed in Physical Science in a rigorous and integrated manner with the traditional disciplines of biology, chemistry, and physics where appropriate. Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities.

ENVIRONMENTAL SCIENCE (Elective)

631200

One credit. Prerequisite: none.

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 areas. Students will synthesize information and experiences across disciplines as they acquire knowledge, values, and skill needed to protect and improve the environment. Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities.

HUMAN ANATOMY AND PHYSIOLOGY (Elective)

61031H

One weighted credit. Prerequisites: Success completion of Physical Science and Biology.

Essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies, and an overview of all the body systems. This course will be appropriate for those students choosing a health services career cluster or those wanting a deeper understanding of the human body. Students will engage in active inquiries, investigation, and hand-on activities for 50 percent of the instructional time.

PHYSICS (recommended third course STEM option)

60410H

One weighted credit. Prerequisites: Math 1, Math 2, Physical Science, and Biology.

Physics is rigorously designed for students who have completed Physical Science and desire a challenging, broader, in-depth study of the foundational science of physics. As a college preparatory course, Physics is a laboratory driven, advanced study of nature's universal laws with emphasis on process skills. This course builds upon and extends the Physics concepts, skills, and knowledge from the Physical Science program. The course emphasizes a mathematical approach to the areas of kinematics, dynamics, thermodynamics, light and optics, electricity and magnetism, and modern physics. Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities. As a weighted class, students will be expected to achieve the high expectations of the class and take a final exam. Additionally, this class may only be offered every other year.

PRE-AP BIOLOGY

60620H

One weighted credit. Prerequisites:

- The recommendation of the Biology instructor or Pre-AP course instructor. It is recommended that previous course grades be at least B or above.
- Successful completion of the AP exam (generally a 3 on a 5 point scale) may allow the student to receive college credit depending on what college is attended.

This course is an advanced college level biology course. It focuses on animal anatomy and physiology. It involves higher-level study skills, independent reading and lecture note taking. It has an emphasis on laboratory dissection of vertebrate organs and organisms. It features extensive Internet research on The Biology Place website. It places a strong emphasis on writing skills as well as reasoning skills necessary in higher education today. Students are required to take Final exam.

SOCIAL SCIENCES

AP – PSYCHOLOGY

7047WX

One weighted credit. Prerequisites:

- Students wishing to take this course must have successfully (C or better) completed other honors/AP level courses.
- Successful completion of the AP exam (generally a 3 on a 5 point scale) may allow the student to receive college credit depending on what college is attended.

Psychology is taught using introductory college-level course textbook. Students taking this course must be prepared for open and frank discussions and exposure to a variety of new material. Due to the nature of the subject matter, few students have previous knowledge they are able to access to assist in learning. Areas of study include the nervous system, brain, personality, growth and development, abnormal behavior and therapies. A number of short opinion papers will be assigned during the term. Students should expect to do much of the course reading outside of class. Juniors with counselor referral and instructor permission may take this course. Students enrolled in this class are strongly encouraged to take the AP exam. The cost of the exam is approximately \$90.00. Students may qualify for a fee reduction or fee waiver or qualify for a testing incentive based on their score.

AP - UNITED STATES HISTORY

7046WX

One weighted credit. Prerequisites:

- Students wishing to take this class must have successfully (C or better) completed other honors or AP level courses.
- This course can be a replacement for the Twentieth – Twenty-first Century Studies graduation requirement.
- Successful completion of the AP exam (generally a 3 on a 5 point scale) may allow the student to receive college credit depending on the college attended.

This course is designed to provide students with an advanced study of American History from the time of discovery to the present. Due to the nature of the material needing to be covered, students should expect to do course reading and compositions outside of class. The material will be presented in a variety of formats: discussion, debate, analysis of primary sources, lecture and individual research. Key aspects covered will be the Revolution, Constitution, Westward Movement, Civil War, Progressive era, the World Wars, 1950's, Civil Rights, Vietnam and Watergate, the Reagan era, and recent conflicts and issues. Students enrolled in this class are strongly encouraged to take the AP exam. The cost of the exam is approximately \$90.00. Students may qualify for a fee reduction or fee waiver or qualify for a testing incentive based on their score.

CIVICS FOR NEXT GENERATION

703100

One credit. Prerequisite: 12th grade standing.

Responsible participatory citizenship, an understanding of the workings of our government, sound financial literacy and global awareness are essential to the preservation and improvement of American Constitutional Democracy. Civics for the 21st Century is the capstone social studies course combining civics, economics and geography to prepare students as 21st Century citizens. Students engage 21st century tools to expand upon their critical thinking and problem-solving skills allowing them to become financially literate, to develop civic efficacy, and to acquire the geographic knowledge necessary to understand the physical and human systems of the world. Students become informed decision makers as they work collaboratively and develop a correct awareness of their place in a global society. Students engage in communication skills to acquire and convey their knowledge appropriately.

ECONOMICS

703200

One credit. Prerequisites: none.

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 learn to emphasize the need to make sense of the array of economic concepts, facts, events, observations and issues in everyday life and the ability to make effective decisions about economic issues.

GEOGRAPHY

703300

One credit. Prerequisites: none.

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 questions, acquiring geographic information, organizing geographic information, analyzing geographic information and answering geographic questions.

CONTEMPORARY STUDIES

701100

One credit. Prerequisites: World History and US Studies.

In the eleventh grade social studies course students examine the historical evolution and global interaction of states, nations and nation-states from geographic, political and economic perspectives from 1900 through present day. Students engage in critical thinking and problem-solving skills, using maps, spreadsheets, charts, graphs, primary source documents and text and other data from a variety of credible sources to synthesize historical information, predict events and anticipate outcomes. Students recognize the economic interdependency of the United States with other countries of the world. Students examine the factors that influence changing political relationships 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 on world events will be emphasized.

US STUDIES

700900

One credit. Prerequisites: World History.

The tenth grade program of study 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 Pre-Columbian civilizations to its transformation as a dominant political and economic influence in the world. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population.

MISCELLANEOUS

ACT PREP TEST STRATEGIES

766100

One credit. Prerequisites: First priority given to seniors.

This course focuses on the most important information students need to know when taking the ACT test for the first time and on strategies to implement which will improve scores as well as to help students achieve a desired score. Students will focus on the most

common types of questions that appear, as well as to take practice tests, in order to practice with the strategies that are taught in the

class. This is not a content class. Students will not necessarily learn new English, math, reading, and science concepts. Students will learn how to be better prepared to take a standardized test.

LIBRARY SCIENCE I

591100

One credit. Prerequisite: Junior or Senior standing.

No failed courses. No formal attendance issues. Teacher Invitation. Teacher recommendation.

A library technician provides a service to staff and students and participates in a "real" job. This job can be listed on a job application/resume since it provides experience both with office work and with meeting and serving the public. Library Technician I students will learn to manage the circulation desk; assist with book processing; assist students with finding/checking out reading material for both pleasure and informational reading; maintain all sections of the library; assist other students in using both print and electronic resources; monitor library traffic and computer stations, and design/create informational, seasonal, holiday, inspirational, and promotional displays. Library Tech I students learn to navigate, use, and teach to other students how to use an on-line subscription database--wvinfodepot.org--for meaningful research and reliable resources. Technicians will observe workplace safety issues; have opportunities to participate in community service activities through the local public libraries; obtain, through written business correspondence, library cards from the West Virginia Library Commission and use it to access website resources. Each student will learn and operate on-line tools and technology resources; assist other students with use of on-line tools to create project products; organize and maintain work areas and computer labs--including printers in teachers' lounges, and enforce LMTC rules. Students will also learn basic office management skills, including but not limited to organization, communication, and operation of office machines.

LIBRARY SCIENCE II

591200

One credit. Prerequisite: Must have successfully completed Library Technician I Course

Library Technician II students continue to practice and build upon previous skills. Students will complete a major research project, learn and demonstrate technology for professional presentations, write a professional book review, continue to maintain the LMTC, create a comprehensive Library Research Guide for a selected course offered at Philip Barbour, and present their completed guide, modeling the culminating project expectations.

DRIVER EDUCATION

681100

One credit. Prerequisite: Students must be at least 15 years old and in the 10th, 11th, or 12th grade. Students must also be eligible for a Level 1 instruction permit or possess a license to drive on the roads and highways.

The goals of the Driver Education Program of Study are to provide students with the knowledge and skills to safely and efficiently operate a motor vehicle on our nation's streets and highways, to equip students with the knowledge to enable them to make wise decisions as drivers, and to assist students to become responsible users of the highway transportation system.

SENIOR PROJECT

770100

Non-credit graduation requirement for all 12th grade students. Must be pre & post approved by committee.

The Senior Project is designed to provide 12th grade students an opportunity to explore in depth an area of interest related to their career majors or educational pathways. Senior Projects are subject to pre-approval and will be the primary focus in Skills-Plus 12 classes. A school-based committee of professionals will evaluate each Senior Project and determine whether or not the graduation requirement has been met.

EXPERIENTIAL/WORK-BASED LEARNING

766500

NON-CREDIT GRADUATION REQUIREMENT FOR ALL 12TH GRADE STUDENTS. Must be pre & post approved by Experiential Learning Coordinator.

This component of each student's educational plan is designed to provide a minimum of six (6) hours of experience in work-based, service-based, community-based or research-based learning. The school's Experiential Learning Coordinator will verify successful completion of this graduation requirement.

Philip Barbour High School Complex
Course Descriptions
2016-2017
CAREER AND TECHNICAL EDUCATION (CTE)

Please refer to the CTE Checklist and course requirements for program completers when signing up for CTE courses.

AGRICULTURE, SCIENCE AND NATURAL RESOURCES

INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES

010100

One credit. Prerequisites: None.

This is a core course for the Agriculture, Food and Natural Resources Career Cluster that builds a knowledge base and technical skills in all aspects of the industry. Students participating in the *Introduction to Agriculture, Food, and Natural Resources* course will experience hands-on activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. For example, students will work in groups to determine the efficiency and environmental impacts of fuel sources in a practical learning exercise.

THE SCIENCE OF AGRICULTURE

010200

One credit. Prerequisites: Introduction to Agriculture, Food, and Natural Resources AND Simulated Workplace Application/Interview.

This course focuses on the basic scientific principles and processes related to the production of plants and animals for the food and fiber systems. Topics of instruction include basic understanding of the livestock/poultry industry and its various components, career opportunities, soil science, crop science/agronomy, weed science, basic agricultural mechanics and related industry careers, environmental stewardship, entrepreneurship, and leadership/personal development. 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. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

FUNDAMENTALS OF AGRICULTURE MECHANICS

011210

One credit. Prerequisite: None.

This course introduces the knowledge and skills for applying the physical science principles and principles of operation and maintenance to mechanical equipment, welding and fabrication, structures, plumbing, electrical wiring, power utilization, 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. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

AGRICULTURE STRUCTURES

011310

One credit. Prerequisite: Intro to Agriculture, Food, and Natural Resources, Fundamentals of Agriculture Mechanics, AND Simulated Workplace Application/Interview

Students will use computer skills to develop simple sketches and plans, read and relate structural plans to specifications and building codes, estimate project costs, use construction/fabrication equipment and tools, and plan and design machinery, equipment, buildings and facilities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

AGRICULTURE EQUIPMENT AND REPAIR

011410

One credit. Prerequisite: Intro to Agriculture, Food, and Natural Resources, Fundamentals of Agriculture Mechanics, AND Simulated Workplace Application/Interview

This course builds on the principles of the previous course and provides more 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 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. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

ADVANCED PRINCIPLES OF AGRICULTURE

013600

One credit. Prerequisites: Intro to Agriculture, Food, and Natural Resources, The Science of Agriculture AND Simulated Workplace Student Application/Interview

This course provides instruction that expands the scientific knowledge and technical skills gained in The Science of Agriculture. Topics of instruction include livestock/poultry industry and its various components, career opportunities, soil science, crop science/agronomy, weed science, agricultural machinery and related industry careers, environmental stewardship, entrepreneurship, and leadership/personal development. 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. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

ANIMAL PRODUCTION AND MANAGEMENT

014000

One credit. Prerequisites: Introduction to Agriculture, Food, and Natural Resources AND Simulated Workplace Student Application/Interview

This course is designed to be a core course in the Animal Systems concentration. The major focus of the Animal Production and Management course is to expose students to the world of agriculture, animal science, and career options. Students participating in this course will have experiences in various animal science concepts with exciting hands-on activities, projects, and problems. Students' experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. For example, students will acquire skills in meeting the nutritional needs of animals while developing balanced, economical rations. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets.

Business and Marketing

ACCOUNTING PRINCIPLES I

140100

One credit. Prerequisite: None

This course is designed to develop student understanding and skills in such areas as the basic principles, concepts, and practices of the accounting cycle. Journalizing, posting, and analyzing of financial statements as well as banking and payroll procedures are included. The importance of ethics and confidentiality, as well as, an introduction to careers and types of business ownership are incorporated. 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 organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

ACCOUNTING PRINCIPLES II

140300

One credit. Prerequisite: Accounting I

This course is designed to develop student understanding and skills in such areas as advanced accounting procedures and techniques utilizing both manual and computer-based accounting. There is a strong emphasis on problem solving, analysis, and financial decision-making. Students study the advanced principles, concepts and practices of the accounting cycle and partnerships, corporations, cost accounting, inventory, and tax accounting. 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 organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

BUSINESS AND MARKETING ESSENTIALS

143900

One credit. Prerequisite: None

This course is designed to develop student understanding and skills in such areas as business law, communication skills, customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Students acquire knowledge of fundamental business activities and factors affecting business, develop verbal and written communication skills, use information literacy skills, utilize job-seeking strategies, and participate in career planning. 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 organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

BUSINESS COMPUTER APPLICATIONS I MS WORD AND POWERPOINT (BCA I)

141100

One credit. Prerequisite: None

This course is designed to develop student understanding and skills in such areas as applying integrated software to business applications, word processing, spreadsheets, presentations, database applications, Internet, and/or personal information programs. 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 organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

BUSINESS COMPUTER APPLICATIONS II MS EXCEL AND ACCESS (BCA II)

141300

One credit. Prerequisite: BCA I

This course is designed to develop additional student understanding and skills in such areas as the use of software packages in the areas of word processing, spreadsheet, database, Internet, and multimedia software. 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 organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

DESKTOP PUBLISHING

142900

One credit. Prerequisite: BCA I and BCA II

This course is designed to develop student understanding and skills in such areas as journalistic principles in design and layout of print and Web publications including integration of text and graphics and use of sophisticated hardware and software to develop and create quality materials for business-related tasks. Students will analyze the information and the audience and combine appropriate text, graphics, and design to communicate the desired message effectively. Planning and design principles are used to analyze and organize information, set up a design structure, and to select or create appropriate visuals. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical thinking activities, simulations and project-based learning activities. 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 organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

DIGITAL IMAGING/MULTIMEDIA I

143100

One credit Prerequisite: BCA I and BCA II

This course is designed to develop student understanding and skills in such areas as imaging, drawing, animation, and video software which will be used to create advanced projects. These projects will involve advanced tools and techniques of each discipline. 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 organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

WEB PAGE PUBLISHING

145500

One credit. Prerequisite: BCA I and BCA II

This course is designed to develop student understanding and skills in such areas as Web page design including using Web page development software, creating page layouts, adding images and frames, creating elements and components, creating tables, managing files, publishing to the Internet, creating hyperlinks, organizing tasks, and using codes (markup languages). 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 organizations, DECA or FBLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

ENGINEERING AND TECHNICAL

CIVIL ENGINEERING AND ARCHITECTURE

246610

One credit. Prerequisite: Simulated Workplace Student Application Form, successful completion of IED and POE.

Civil Engineering and Architecture is a component of the Project Lead the Way (PLTW) pre-engineering curriculum. 246 Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. Some students have seen these designs come to life through partnerships with local housing organizations.

COMMUNICATION SYSTEMS

242110

One credit. Prerequisite: Simulated Workplace Student Application Form. (First priority given to program completers.)

This course provides opportunities for students to study and apply technological systems, concepts, and processes in communication technology. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to communication systems. Students will utilize problem-solving techniques and manipulative skills while completing laboratory activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students are encouraged to become active members of the Technology Student Association (TSA), which is an integral component of the program and provides curricular opportunities that enhance student achievement. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives

CONSTRUCTION SYSTEMS

242410

One credit. Prerequisite: Simulated Workplace Student Application Form. (First priority given to program completers.)

This course provides opportunities for students to study and apply technological systems, concepts, and processes as they relate to construction technology. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to construction systems. Students will utilize problem-solving techniques and manipulative skills while completing laboratory activities to develop an understanding of course concepts. Topics range from how construction meets the needs of society to basic construction techniques. Safety instruction is integrated into all activities. Students are encouraged to become active members of the Technology Student Association (TSA), which is an integral component of the program and provides curricular opportunities that enhance student achievement. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

DIGITAL ELECTRONICS (PLTW)

246210

One credit. Prerequisite: Simulated Workplace Student Application Form, successful completion of IED and POE.

Digital Electronics is a component of the Project Lead the Way (PLTW) pre-engineering curriculum. This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. 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 organizations, WV SkillsUSA or WV TSA (Technology Student Association). The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

ENGINEERING DESIGN and DEVELOPMENT (PLTW)

246420

One credit. Prerequisite: Simulated Workplace Student Application Form, successful completion of IED, POE, and one additional PLTW course.

Engineering Design and Development is a component of the Project Lead the Way (PLTW) pre-engineering curriculum. This is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report, and defend their solutions to a panel of outside reviewers at the end of the school year. Safety instruction is integrated into all activities. 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 organizations, WV SkillsUSA or WV TSA (Technology Student Association). The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

INTRODUCTION TO ENGINEERING DESIGN (PLTW)

246110

One credit. Prerequisite: Simulated Workplace Student Application Form, must have at least a "C" average in math and science courses; successful completion of Math I.

Introduction to Engineering Design is a component of the Project Lead the Way (PLTW) pre-engineering curriculum. This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. 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 organizations, TSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

MANUFACTURING SYSTEMS

244210

One credit. Prerequisite: Simulated Workplace Student Application Form. (First priority given to program completers.)

This course will introduce students to the basic elements of the manufacturing industry. This course provides opportunities for students to study and apply technological systems, concepts, and processes in the development and operation of a student manufacturing enterprise. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to manufacturing systems. Students will utilize problem-solving techniques and manipulative skills while completing laboratory activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students are encouraged to become active members of the Technology Student Association (TSA), which is an integral component of the program and provides curricular opportunities that enhance student achievement. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

PRINCIPLES OF ENGINEERING (PLTW)

246320

One credit. Prerequisite: Simulated Workplace Student Application Form, must have at least a "C" average in math and science courses; successful completion of Math I, Math 2, and IED. (First priority given to program completers.)

Principles of Engineering is a component of the Project Lead the Way (PLTW) pre-engineering curriculum. This course will help students understand the field of engineering and engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. 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 organizations, WV SkillsUSA or WV TSA (Technology Student Association). The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

TRANSPORTATION SYSTEMS

244810

One credit. Prerequisite: Simulated Workplace Student Application Form. (First priority will be given to program completers.)

This course provides opportunities for students to study and apply technological systems, concepts, and processes as they relate to relocating people and goods. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to transportation systems. Students will utilize problem-solving techniques and manipulative skills while completing laboratory activities to develop an understanding of course concepts. Topics range from the transportation subsystems to the sources of energy used in the industry. Safety instruction is integrated into all activities. Students are encouraged to become active members of the Technology Student Association (TSA), which is an integral component of the program and provides curricular opportunities that enhance student achievement. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

HEALTH SCIENCE EDUCATION

FOUNDATIONS OF HEALTH SCIENCE

071100

One credit. Prerequisite: Simulated Workplace Student Application Form. (First priority given to program completers.)

This course is designed to allow instructional content to focus on basic medical terminology, growth and development, nutrition, health maintenance practices and healthcare delivery systems. It is designed to provide the student with knowledge and technical skills required for infection control and the prevention of disease transmission, CPR and First Aid. Students will be provided with the opportunity to acquire certification in these areas. 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, HOSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

ADVANCED PRINCIPLES OF HEALTH SCIENCE

071500

One credit. Prerequisite: Simulated Workplace Student Application Form, Foundations of Health Science.

Instructional content will focus on healthcare safety, environmental safety processes and procedures, ethical and legal responsibilities and mathematical computations. Medical terminology and the reinforcement, expansion and enhancement of biology content specific to diseases and disorders are an integral part of the course. Instruction will incorporate project and problem based healthcare practices and procedures to demonstrate the importance of these skills. Students will develop basic technical skills required for all health career specialties including patient privacy, communication, teamwork and occupational safety and be provided with opportunities to obtain certifications in HIPPA/Data Privacy and health care safety. 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, HOSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

CLINICAL SPECIALTY I

078910

One credit. Prerequisite: Simulated Workplace Student Application Form, Foundations of Health Science, Advanced Principles of Health Science.

This course is designed to allow the student to choose a career work-based experience from the following specializations:

Select 1: Home Health Aide (A) Certified Nursing Assistant (B) Certified Patient Care Technician (C) ECG Certified Technician (D) Certified Health Unit Coordinator (E) Certified Phlebotomy Technician (F)

Upon successful completion of the prerequisite courses in the Health Science Education concentration, students will be provided the opportunity in Clinical Specialty I to participate in a work-based clinical experience. Students choose a health career specialty for in-depth study and must complete a minimum of 55-100 hours in an applicable clinical rotation. Instruction is guided by career-specific content standards and objectives that must be mastered before students are eligible to attain established credentials and/or industry validation. Within this course, students focus upon employability skills and career development, and apply healthcare information technology and technical skills. Instruction will incorporate project and problem-based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. 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, HOSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

CLINICAL SPECIALTY II

079020

One credit. Prerequisite: Simulated Workplace Student Application Form, Foundations of Health Science, Advanced Principles of Health Science, and Clinical Specialty I

This course is designed to allow the student to choose a career work-based experience from the following specializations:

Select 1: Patient Care Technician ((G) Pre-Pharmacy Technician (H) Veterinary Science (I) Physical Therapy Aide (J) Sports Trainer (K) Advanced Health Seminar (L) Certified Health Unit Coordinator (M) Family Caregiver (N)

Upon successful completion of the prerequisite courses in the Health Science Education concentration, students will be provided the opportunity in Clinical Specialty II to participate in a work-based clinical experience. Students choose a health career specialty for in-depth study and must complete a minimum of 55-100 hours in an applicable clinical rotation. Instruction is guided by career-specific content standards and objectives that must be mastered before students are eligible to attain established credentials and/or industry validation. Within this course, students focus upon employability skills and career development, and apply healthcare information technology and technical skills. Instruction will incorporate project and problem-based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. 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, HOSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

**Admission to Clinical Specialty I and II (the advanced courses within the Health Occupations Science Technology concentration) requires a minimum course completion score of 80% in both Health Care Fundamentals and Concepts of Health Care.

Medical Terminology

072100

One credit. Prerequisites: Simulated Workplace Student Application Form, Minimum 2.5 GPA.

Through the study of medical terminology, the student will be introduced to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the human body. Utilizing a systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted. Students will 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 related to the study of medical terminology. Students are encouraged to become members of Health Occupations Students of America (HOSA), the Career and Technical Student Organization (CTSO) for health science technology education students.

HUMAN SERVICES

EARLY CHILDHOOD EDUCATION II

100400

One credit. Prerequisite: Early Childhood Education I

This course is designed to explore ethical issues of early childhood education and social and cultural issues such as attachments, trust, temperament types, the secure base, separation, autonomy, initiative, social competence, building community relationships with adults, prosocial environment, scaffolding prosocial behavior, and social challenges. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem solving techniques and participate in hands-on activities. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of a student organization such as FCCLA or FEA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

EARLY CHILDHOOD EDUCATION III

100800

One credit. Prerequisite: Early Childhood Education I and II

This course is designed to explore various perspectives on early childhood such as personal educational theory; professional practices; learning theory; learning through play; constructivism; social constructivism; and Erickson's, Piaget's, and Vygotsky's theories. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem solving techniques and participate in hands-on activities. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of a student organization such as FCCLA or FEA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

EARLY CHILDHOOD EDUCATION IV

100900

One credit. Prerequisite: Early Childhood Education I, II, and III

This course is designed to provide a review of previous concepts; investigate cognitive and intellectual concepts such as: language development, receptive and expressive language, bilingual development, symbolic thought, imagination, theory of mind, socio-dramatic play, metacommunication, multiple intelligences, literacy, print awareness, numeracy and inquiry; and develop opportunities for professional growth. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem solving techniques and participate in hands-on activities. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of a student organization such as FCCLA or FEA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives

PARENTING AND STRONG FAMILIES

090300

One credit. Prerequisite: none.

This course is designed to help students evaluate readiness for parenting while examining appropriate parenting and child development practices. Students will develop an awareness of societal issues affecting families and explore support systems. Other areas of focus will be career management and technology.

RESTAURANT AND CULINARY FOUNDATIONS

101310

One credit. Prerequisite: None.

This course focuses on the basic preparation and service of safe food, basic introduction to industry safety standards, basic introduction to restaurant equipment, kitchen essentials in knife skills, stocks and sauces, and communication concepts in the restaurant industry. 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, Skills USA or FCCLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

RESTAURANT MANAGEMENT ESSENTIALS

101420

One credit. Prerequisite: Restaurant and Culinary Foundations and Simulated Workplace Application/Interview.

This course is designed to focus management essentials in the restaurant industry, guest service, food production, and career exploration and pursuit. Students are encouraged to become active members of the student organization, Skills USA or FCCLA, a national student organization. Skills USA or FCCLA is an integral component of the program and provides curricular opportunities that enhance student achievement. Teachers should utilize relevant Skills or FCCLA activities to support experiential learning. 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. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

ADVANCED PRINCIPLES IN FOOD PRODUCTION

101910

One credit. Prerequisite: Restaurant and Culinary Foundations, Restaurant Management Essentials, and Simulated Workplace Application/Interview.

This course is designed to examine advanced food production, nutrition, and cost control. 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, Skills USA or FCCLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

THE RESTAURANT PROFESSIONAL

102020

One credit. Prerequisite: Restaurant and Culinary Foundations, Restaurant Management Essentials, Advanced Principles in Food Production, and Simulated Workplace Application/Interview.

This course is designed to provide content related global cuisine, sustainability, desserts and baked goods, and marketing. 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, Skills USA or FCCLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

Philip Barbour High School Complex
Course Descriptions
2016-2017
FRED W. EBERLE TECHNICAL CENTER

The following Programs of Study are available at Fred W. Eberle Technical Center. If enrolling in a program, list your choice of program on your course request sheet. Keep in mind that you must have four periods available in your schedule to take the required courses for the program. There is limited space available in each program. Please list your first choice and second choice of program on your course request sheet.

Automotive Technology – ET

162000

The Automotive Technology concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the automotive industry. Students will have the opportunity to acquire hours towards certification and be exposed to skills to develop positive work ethics.

Carpentry – ET

184000

The Carpentry concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the carpentry industry. Learners will be exposed to a broad range of construction careers and foundation knowledge including basic safety; plan reading; use of tools and equipment; basic rigging; and how to employ positive work ethics in their careers. Students will have the opportunity to earn NCCER certification for each skill set mastered.

Collision Repair Technology – ET

167000

The Collision Repair Technology concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the Collision Repair industry. Students will have the opportunity to acquire hours towards ICAR certification and be exposed to skills to develop positive work ethics.

Computer Systems Repair Technology- ET

168000

The Computer Systems Repair Technology concentration validates foundation-level knowledge and skills necessary for a career in PC support. It is the starting point for a career. The CompTIA A+ and Network+ certifications are both international and vendor-neutral and prove competence in areas such as installation, preventative maintenance, networking, security and troubleshooting.

Cosmetology – ET

173000

The Cosmetology program focuses on the knowledge, skills, attitudes and practices required for careers in the field of Cosmetology. This program is designed for licensure by the State Board of Barbers and Cosmetologists and includes three concentration areas: hair stylist, aesthetics and nail technology. Hair stylist is a pre-requisite for the other two.

Cisco Networking – ET

164000

The Cisco Networking Academies concentration provides general networking theory, practical experience, and opportunities for career exploration and soft-skills development. The curriculum teaches networking based on application, covering networking concepts within the context of network environments students may encounter in their daily lives – from small office and home office (SOHO) networking to more complex enterprise and theoretical networking models later in the curriculum. CCNA Discovery is designed for students with basic PC skills and foundational math and problem solving skills. CCNA Discovery helps prepare students for entry-level career opportunities, continuing education, and globally-recognized Cisco CCENT and CCNA certifications. Students will demonstrate knowledge and technical expertise necessary to plan and implement small networks across a range of applications. Emphasis will be placed on personal and professional ethics and students will explore a variety of career opportunities.

Diesel Technology – ET

174000

The Diesel Equipment Technology concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the Diesel Equipment Technology industry. Students will have the opportunity to acquire hours towards industry ASE/NATEF certification and be exposed to skills to develop positive work ethics.

Electrical Technician – ET

175000

The Electrical Technician concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the Electrical Trades industry. Students will have the opportunity to earn NCCER certification for each skill set mastered and be exposed to skills to develop positive work ethics.

Welding Technology – ET

186000

The Welding concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the Welding industry. Students will have the opportunity to earn both NCCER certification and the WV Welding Certification for each skill set mastered and be exposed to skills to develop positive work ethics.