



PROGRAM OF STUDIES

2025-2026



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JEFFERSON COUNTY SCHOOLS
MIDDLE AND HIGH SCHOOL PRINCIPALS AND COUNSELORS

Jefferson High 304-725-8491

Mary Beth Group, Principal
Amy Chrisman, Assistant Principal
Taylor Combs, Assistant Principal
Jeremy Wilt, Assistant Principal
Brittany Babington, Counselor
Brooke Biggie, Counselor
Marcia Hamrick, Counselor
Cari Jubb, Counselor

Washington High 304-885-5110

Donald Showen Jr., Principal
Robert Bittner, Assistant Principal
Brandy Derrickson, Assistant Principal
Jamie Ritzenthaler, Assistant Principal
Michelle Manley, Counselor
Jessica Saxe, Counselor
Jennifer Soto, Counselor
Jennifer Stuntz, Counselor

Charles Town Middle 304-725-7821

Nicole Reed, Principal
Jeremiah Brock, Assistant Principal
Erika Burkhart, Assistant Principal
Jennifer Mills, Counselor
Jay Wilson, Counselor

Harpers Ferry Middle 304-535-6357

Eric Vandell, Principal
Brian Bauer, Assistant Principal
Erin Maranda, Assistant Principal
Zoe Dreflak, Counselor
Judi Himelrick, Counselor

Shepherdstown Middle 304-876-6120

Rebecca Horn, Principal
Courtney Ferguson, Assistant Principal
Karen Alemar, Counselor

Wildwood Middle 304-728-4518

Jennifer Moss, Principal
Peter DeAnna, Assistant Principal
Kris Ridgeley, Assistant Principal
Kelli Price, Counselor
Sara Smoot, Counselor

INTRODUCTION

The JCS Program of Studies is designed to help students become familiar with course offerings, graduation requirements and planning their academic careers. JCS students have access to many different courses and electives to support them in their goals beyond high school and so should work with school counselors to determine which offerings best suit their individual needs and abilities. Per state policy 2322, the WVDE encourages high school students to demonstrate how well they are prepared to transition to further education or training after graduation

- Earning a 3 or higher on an AP Exam at the completion of the course.
- Enrolling in a Dual Credit course and earning a grade of a C or higher.
- Enrolling in a CTE Pathway (such as Baking and Pastry) consisting of 4 courses and taking the NOCTI Exam

GRADUATION REQUIREMENTS BEGINNING 2025-2026 SCHOOL YEAR

Minimum Graduation Requirements as Defined in WVBE Policy 2510

<i>Subject</i>	<i>Number of Required Credits</i>
English Language Arts	4
Mathematics	4
Science	3
Social Studies	4
Physical Education	1
Health Education	1
The Arts	1
Personal Finance	1
Personalized Education Plan <i>CTE Program of Study or 4 credits leading directly to Education, Enlistment, or Employment</i>	4
Minimum Credits needed to Graduate	23

Students attending a JCS High School PRIOR to the

- 2022-2023 school year may [CLICK HERE](#) for applicable graduation requirements.
- 2024-2025 school year may [CLICK HERE](#) for applicable graduation requirements.

The content standards for the West Virginia Board of Education (WVBE) courses required for graduation are found in WVBE Policy Series 2510. The content standards for a locally created course used to replace a WVBE graduation requirement course must be reviewed and approved by WVBE/WVDE (i.e., using a course such as Algebra III as a fourth math course requirement).

Local school systems may require additional credits for graduation beyond the state minimum and offer elective courses with locally created content standards (i.e., Medieval Literature, Marine Biology).

High School Graduation Requirements

<i>Subject</i>	<i>Graduation Requirements</i>	<i>Additional Course Options</i>
ELA <i>4 credits</i>	3 Prescribed Credits » English 9 » English 10 » English 11 1 Additional Personalized Credit from Course Options An AP® or Dual Credit ELA course may be substituted for any ELA credit.	Recommended College and Career Readiness Course Options and Courses Required to be Offered » Creative Writing and Reading* » English 12 » Technical English Language Arts* » Transition English Language Arts for Seniors Additional Course Options » English Language Arts College Courses » County created and Approved ELA Courses based on student need and interest ensuring state standards for English are met.

<i>Subject</i>	<i>Graduation Requirements</i>	<i>Additional Course Options</i>
Mathematics <i>4 credits</i>	2 Prescribed Credits » Math I » Math II 2 Additional Personalized Credits from Course Options An AP® or Dual Credit Mathematics course may be substituted for Mathematics credit.	Recommended College and Career Readiness Course Options and Courses Required to be Offered » Math III - Algebra II » Math IV - Trigonometry/Pre-calculus, » Applied Statistics, Transition Mathematics for Seniors Additional Course Options » AP® Computer Science A » County-created and Approved Math Courses Above Math II or Algebra II » College Math Courses » Introduction to Math Applications

<i>Subject</i>	<i>Graduation Requirements</i>	<i>Additional Course Options</i>
Personal Finance <i>1 credit</i>	1 Credit For those entering high school as freshmen beginning in 2024-25	Personal Finance

<i>Subject</i>	<i>Graduation Requirements</i>	<i>Additional Course Options</i>
Physical Education (PE) <i>1 credit</i>	1 Prescribed Credit » PE 9-12 » Integrated PE » Counties may choose to offer Extracurricular/Interscholastic PE both graded and non-graded	Additional Course Options » JROTC I and II will fulfill the 1 credit PE requirement » Dual Credit Courses » Other PE courses based on student need and interest paired with the integrated online course
Health <i>1 credit*</i>	1 Prescribed Credit » Health 9-12 <i>*The WVDE requires all students to complete hands-on CPR training</i>	Additional Course Options » Health College Courses » Dual Credit Courses

<i>Subject</i>	<i>Graduation Requirements</i>	<i>Additional Course Options</i>
Social Studies <i>4 credits</i>	3 Prescribed Credits » 1 Credit from World Studies or an AP [®] Social Studies Course » 1 Credit from United States (US) Studies* or AP [®] US History » 1 Credit from Civics or AP [®] Government and Politics » 1 Additional Personalized Credit from Course Options <i>*9th grade cohort students who take US Studies must utilize Contemporary Studies as their Personalized Credit unless they are enrolled in JROTC Courses I-IV.</i>	Recommended College and Career Readiness Course Options and Courses Required to be Offered » Contemporary Studies » Economics » Geography » World Studies Additional Course Options » AP [®] Social Studies Courses » Psychology » Social Studies college courses » Dual Credit Courses » Sociology » JROTC (Courses I-IV) » County-created and Approved Social Studies Courses

<i>Subject</i>	<i>Graduation Requirements</i>	<i>Additional Course Options</i>
Electives	JCS has the authority to set graduation requirements beyond the state minimum for schools. Students could earn up to 28 on a traditional schedule during four years of high school.	When choosing electives, students should consult with their chosen post-secondary educational institution to ensure the electives are appropriate and acceptable.

<i>Subject</i>	<i>Graduation Requirements</i>	<i>Additional Course Options</i>
Science 3 credits	2 Prescribed Credits » Earth and Space Science » Biology	Recommended College and Career Readiness Course Options and Courses Required to be Offered » Chemistry » Human Anatomy and Physiology » Physics » Physical Science
	1 Additional Personalized Credit from Course Options An AP® or Dual Credit course may be substituted for a science credit including AP® Biology for the Biology credit	Additional Course Options » Environmental Science » Forensics » Approved Science County-created Courses » Science college courses » Computer Science – GIS CTE Courses Approved for Science Credit: » CASE Animal and Plant Biotechnology » CASE Principles of Agricultural Science-Plant » Principles of Engineering » Human Body Systems » AC Innovations in Science and Technology (Courses 1-4) » Natural Resources Management » Therapeutic Services (Courses I, II, and III) » CASE Food, Science, and Safety

<i>Subject</i>	<i>Graduation Requirements</i>	<i>Additional Course Options</i>
Personalized Education Plan (PEP) 4 credits	4 Personalized Credits » 4 credits in a CTE Program of Study » 4 credits that lead to post-secondary goals	Each student's PEP will: » identify a career cluster » a CTE program of study or course work for the 4 credits that will lead directly to either college placement, attainment of an industry-recognized certificate or license a workforce training program job placement
	Best practices encourage students to experience the following: » AP®, Dual Credit, and/or Advanced Career (AC) courses » 2 credits in a single world language » Additional courses in science or computer science » Online/digital learning experiences » Entrepreneurial experiences » For CTE - acquisition of industry-recognized credential focused on career aspirations	

<i>Subject</i>	<i>Graduation Requirements</i>	<i>Additional Course Options</i>
<i>The Arts</i> <i>1 credit</i>	1 Personalized Credit An AP® or Dual Credit Arts course may be substituted for any Arts credit.	<p>Courses Required to be Offered</p> <ul style="list-style-type: none"> » Four sequential courses in music - choral and instrumental » Visual art (general art and/or studio art) » Dance » Theatre <hr/> <p>Additional Course Options</p> <ul style="list-style-type: none"> » County Created and Approved Arts Courses » Arts College Courses <p>CTE Courses Approved for an Arts Credit</p> <ul style="list-style-type: none"> » Fundamentals of Illustration » Fundamentals of Graphic Design » Illustration » Graphic Design Applications » Ornamental Metal Work » Digital Imaging/Multimedia I » Digital Photography » Drafting Techniques » Floriculture (0213)

Additional Course Recommendations for Students

Subject	Required to be offered by counties:	Additional Options	Number of Credits needed
Computer Science	One Course in Computer Science	AP® Computer Science A AP® Computer Science Principles	1 or more
World Languages	Three levels of one world language	Most four-year colleges and universities require the completion of at least two credits of the same world language before or during post-secondary programming.	2 or more
Driver Education	Driver Education Course		1 Credit
Career and Technical Education (CTE) and Internships		Students are encouraged to complete an additional CTE Program of Study, Internship, or Extended Learning Opportunity.	1 or more (4 credits needed for a CTE Program of Study)

DEFINITIONS

Career Clusters: A broad grouping of related careers as defined by the United States Department of Education.

*CAREER CLUSTERS

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

Career and Technical Education (CTE): A set of courses and programs designed to offer students career-specific skills to prepare them for the workforce or college.

Credit: One of the primary methods used to determine and document that students have met academic requirements. Credits are awarded upon completing and passing a course or required school program.

CTE Completer: A student that successfully completes four required courses in a specific CTE program of study. A CTE completer will be required to complete additional activities such as compiling a portfolio of their work, completing additional state-required assessments, and participating in the Simulated Workplace program.

Curriculum for Agriculture Science Education (CASE): A national curriculum designed to enhance rigor and relevance of agriculture, food, and natural resources subject matter.

Dual Credit Course: A course in which a student receives credit for high school and a post-secondary institution. For example - If a student passes ENGL 101 and ENGL 102 at Blue Ridge CTC, the student receives college credit and credit for either 11th or 12th grade English.

Dual Enrollment: When a student is enrolled in high school and a post-secondary institution (part-time). For example - A student enrolls and takes a course at Shepherd University titled BADM 150 - Introduction to Business. While the student will receive credit for the college course, this will not count as a high school credit or count towards graduation.

Elective Course: Students choose to take elective courses in pursuit of their learning aspirations.

Experiential Learning: Any structured, quality, work-based, service-based, community-based and/or research-based learning experiences. These are experiences that require students to integrate knowledge and skills from academics, career/technical education and/or the arts and demonstrate the personal qualities, skills, and understanding that students need to be leaders in the 21st century. Students in grades 9-12 must participate in an experiential learning activity before completion of the 12th grade.

Personalized Course Credit Options: The required courses students in grades 11 and 12 may work with staff to personalize based on their post-secondary plans.

Personalized Education Plan (PEP): A plan developed to guide students and their parent/guardian to carefully explore individual interests and aptitude concerning academic and career planning.

PEP Elective: Four personalized electives that are designed to prepare the student for their post-secondary option.

Prescribed Credits: The required credit courses specifically prescribed per policy for all content areas across grades 9 and 10.

Program of Studies: A coherent sequence of academic and technical courses that prepare students for graduation, college, and career readiness. These courses are related to a student's chosen Career Cluster and post-secondary goals.

Semester: A semester takes place over two instructional quarters as defined by the JCS calendar and approved by the Jefferson County Board of Education (JCBOE). Courses can take place over a year or a semester period depending on the course offering. Yearlong courses earn one half credit per semester.

Creating Your Personalized Education Plan (PEP)

High School PEP

The Personalized Educational Plan (PEP) is reviewed and updated annually, in collaboration with the school counselor, teachers, advisor and parents/guardians. Updates and revisions of the PEP will be informed by factors such as academic offerings, career plans, review of student interest, learning styles, and career and academic assessments. Phase 1 of the PEP is implemented in Grade 8. Students will select a Career Cluster and select courses for Grades 9 and 10. Phase 2 of the PEP is formalized as students identify course selections for Grades 11 and 12 and post-secondary plans for the first year after high school. Students may amend the pep at the end of any semester, provided availability of courses and ability to complete graduation requirements on schedule.

Personalized Credits

Required courses for Grades 11 and 12 that may be personalized by student and staff per policy based on the student's post –secondary plans. These courses are available based on enrollment and interest.

THE ARTS..... Arts Offerings Arts College Courses	1 Personalized Credit An AP® or Dual Credit Arts course may be substituted for any Arts credit.
PERSONALIZED EDUCATION PLAN (PEP)	4 Personalized Credits 4 credits in a CTE Program of Study 4 credits that lead to post-secondary goals
COMMUNITY READINESS	Counties may allow students with disabilities to earn 4 credits in Community Readiness Training recommended through an IEP Team as a personalized, non-CTE program of study.
ELECTIVES*.....	The JCBOE has the authority to set graduation requirements beyond the state minimum. Students may typically earn up to 28 on a traditional schedule over their high school careers. <i>*When choosing electives, students should consult with their chosen post-secondary educational institution to make sure the electives are appropriate and acceptable. Elective courses are available based on student enrollment and may not be available every semester.</i>

Experiential Learning

In accordance with JCS policy, **students in grades 9-12 will be required to complete a minimum of four (4) hours of experiential learning as a graduation requirement.** It is not required that the experiential learning experience occurs during the regular school day or within the school calendar. A student may fulfill the requirement by successful completion of established high school experiential learning programs. **Students must complete the JCS Experiential Learning Experience Record Form and return it to their school’s counseling department.**

[CLICK HERE](#) to complete the form online or see your school counselor.

COLLEGE PLANNING

JCS seeks to ensure students are prepared to succeed in a global society beyond high school. For some, that will include continuing their education at a two-or-four-year college or university. Juniors and seniors have a variety of options and institutions to choose from to start earning college credit while still in high school.

College Credit

Some courses available to juniors and seniors may count towards a degree from a two-or-four-year college or university. Students must meet with their school counselor prior to registering for ANY college courses. Students demonstrating outstanding achievement and ability may earn college credit through at a partner community technical college, four-year college, or university, or at a JCS high school. Some college credits earned may also fulfill required/elective credits to meet high school graduation requirements. Course offerings, times, locations, fees, and admittance requirements rest solely with and are at the discretion of the individual colleges and universities. Registration, transportation, and all fees are the responsibility of the students and their families

Dual Credit

JCS students have an opportunity to earn high school and college credit simultaneously. JCS offers dual credit courses with Shepherd University (SU), Blue Ridge Community and Technical College (BRCTC), and West Virginia University (WVU) Potomac State College. **Failure of a college course could affect graduation requirements.** Stay up to date on course offerings at www.jcswv.org/dual-credit. For more information see your counselor or speak to a college representative.

Grow Your Own

Any student in 11th or 12th grade that is interested in becoming a teacher can enroll in this program for free. Students can get over 30 college credits and apply them to their degree in education. This program is affiliated with both BRCTC and SU. For more information, [click here](#).

Med ED

Interested in healthcare? Students can apply to be part of the Med Ed program which provides students with half of an associate's degree from BRCTC, a science credit, will be eligible to be a CTE Completer, access to WVU Medicine facilities and mentors, and a paid externship their senior year. The Med Ed program specifically trains students to become Medical Assistants, Medical Lab Assistants or Radiology Technicians. For more information [click here](#).

Social Work

Students interested in Social Work can join the Dual Credit Program for free through SU. A student can earn up to 30 college credit hours that can all be used for both high school and college credit towards a Social Work Degree.

Nursing

Students interested in Nursing can join the Dual Credit Program for free through SU. A student can earn up to 30 college credit hours that can all be used for both high school and college credit towards a Nursing degree.

Shepherd University



Visit <https://www.shepherd.edu/> or scan the QR code for more information
301 N. King St. Shepherdstown, WV 25443 Tel:(304) 876-5000

Potomac State College



Visit <https://www.potomacstatecollege.edu/> or scan the QR code for more information
101 Fort Ave. Keyser, WV 26726 Tel: (304) 788-6820

Blue Ridge Community and Technical College



Visit <https://www.blueridgectc.edu/> or scan the QR code to learn more
13650 Apple Harvest Dr Martinsburg, WV 25403 Tel: (304) 260-4380

Any CTE completer admitted into Blue Ridge Community Technical College (BRCTC) will be awarded credit for their coursework. Individual coursework will be evaluated through the college's Prior Learning Process. Information is also available at the following website: <https://www.blueridgectc.edu/future-students/prior-learning-assessment/>

Jumpstart

BRCTC and JCS have partnered to provide a dual enrollment option for high school Seniors to begin the college experience while in high school. With discounted college tuition, along with ease of scheduling, high school students have the option to get a “jumpstart” on college coursework. Visit <https://5il.co/rg90> or scan the QR code for more information.



COURSES AND DESCRIPTIONS

Most of the courses outlined here are available at both Jefferson and Washington High Schools; however, some courses are only offered at one school. The site of the course will be indicated in the description. *Please note that course availability is based on interest. Courses that do not have strong interest from students may not be offered.*

The Arts

Dance

Arts includes **one (1) personalized credit**. An AP[®] or Dual Credit Arts course may be substituted for any Arts credit. The following courses are electives and do not fulfill the Fine Arts Credit for graduation: Expressive Movement I-IV.

Dance I (Grades 9-12)

3401

This class focuses on technical skills, principles of choreography and higher-level thinking skills necessary to employ dance skills as a means of communication. Students will also make connections between dance and healthy living, identify and demonstrate movement elements in performing dance, and understand dance of various cultures.

Dance II (Grades 10-12)

3402

This class is a continuation of the fundamentals of Dance I. Students will explore the concepts of time, space, and energy through creative movement and improvisational work. Areas of study: Body Alignment/Balance, Technique/Body Conditioning, Combinations/Memory, Rhythm, Composition, Choreography/Critique, and History. *Prerequisite: Dance I and/or audition/permission from instructor.*

Dance III (Grades 11-12)

3403

This course is designed to build on the skills learned in Dance II. Dance III will take the Modern Dance concepts and techniques from Dance I and Dance II to build personal choreography for performance. The class will experiment with various forms and styles of composition including individually, in duets, and within a group. *Prerequisite: Dance II and/or audition/permission from instructor.*

Dance IV (Grades 12)

3404

This course is designed to build on the skills learned in Dance III. The course will emphasize creative and performing dance. Students will study the creative process and develop an awareness of dance and its place in culture. *Prerequisite: Dance III and/or audition/permission from instructor.*

Expressive Movement I (Grades 9-12)

3451

Expressive Movement I is designed to give 1st year auditioned dance ensemble students an opportunity to build on various intermediate and advanced level dance techniques, refine their skills as both choreographer and

performer, respond to their own work and the work of others through analysis and evaluation and make connections between dance, different disciplines and the world around them with an emphasis on the elements of choreography and composition, as well as public performances. Students are expected to participate in rehearsals and performances outside of the instructional day. *Prerequisite: Audition and instructor approval.*

Expressive Movement II (Grades 10-12)

3452

Expressive Movement II is designed to give 2nd year auditioned dance ensemble students an opportunity to build on various intermediate and advanced level dance techniques, refine their skills as both choreographer and performer, respond to their own work and the work of others through analysis and evaluation and make connections between dance, different disciplines and the world around them with an emphasis on technique and styles, as well as public performances. Students are expected to participate in rehearsals and performances outside of the instructional day. *Prerequisite: Audition and permission of instructor.*

Expressive Movement III (Grades 11-12)

3553

Expressive Movement III is designed to give 3rd year auditioned dance ensemble students an opportunity to build on various intermediate and advanced level dance techniques, refine their skills as both choreographer and performer, respond to their own work and the work of others through analysis and evaluation and make connections between dance, different disciplines and the world around them with an emphasis on anatomy and kinesiology, as well as public performances. Students are expected to participate in rehearsals and performances outside of the instructional day. *Prerequisite: Audition and permission of instructor.*

Expressive Movement IV (Grade 12)

3554

Expressive Movement IV is designed to give 4th year auditioned dance ensemble students an opportunity to build on various intermediate and advanced level dance techniques, refine their skills as both choreographer and performer, respond to their own work and the work of others through analysis and evaluation and make connections between dance, different disciplines and the world around them with an emphasis on personal intent, as well as public performances. Students are expected to participate in rehearsals and performances outside of the instructional day. *Prerequisite: Audition and permission of instructor permission required.*

Music – Instrumental

Arts includes **one (1) personalized credit**. An AP® or Dual Credit Arts course may be substituted for any Arts credit. The following courses are electives and do not fulfill the Fine Arts Credit for graduation: Band IV, Instrumental Ensemble III-IV, Guitar III-IV, Band 1-4 (Jazz), Flags and Rifle I-IV.

Band I (Grade 9)

3611

Band students march in parades and competitions, play concerts, and represent the school at many events. Band requires 12 months per year with one required week of band camp in the preceding summer. For more information about fees, camp and band refer to the band handbook which is available from the band director.

Band II (Grade 10-12)

3612

This course is designed to build on the skills learned in Band I. Band students march in parades and competitions, play concerts, and represent the school at many events. Band requires 12 months per year with one required week of band camp in the summer. For more information about fees, camp and band refer to the band handbook which is available from the band director. *Prerequisite: Band I or instructor approval.*

Band III (Grade 11-12)

3613

This course is designed to build on the skills learned in Band II. Band students march in parades and competitions, play concerts, and represent the school at many events. Band requires 12 months per year with one required week of band camp in the summer. For more information about fees, camp and band refer to the band handbook which is available from the band director. *Prerequisite: Band II or instructor approval.*

- Band IV (Grade 12)** **3614**
 This course is designed to build on the skills learned in Band III. Band students march in parades and competitions, play concerts, and represent the school at many events. Band requires 12 months per year with one required week of band camp in the summer. For more information about fees, camp and band refer to the band handbook which is available from the band director. *Prerequisite: Band III or instructor approval.*
- Band-1 (Grades 9-12)** **3716**
 Students are selected for this course based on the ability and needs of the orchestra. Private lessons are encouraged. *Audition and instructor permission required before registering.*
- Band-2 (Grades 9-12)** **3717**
 This course is designed to build on the skills learned in Band-1. Students are selected for this course based on the ability and needs of the orchestra. Private lessons are encouraged. *Audition and instructor permission required before registering.*
- Band-3 (Grades 9-12)** **3718**
 This course is designed to build on the skills learned in Band-2. Students are selected for this course based on the ability and needs of the orchestra. Private lessons are encouraged. *Audition and instructor permission required before registering.*
- Band-4 (Grades 9-12)** **3719**
 This course is designed to build on the skills learned in Band-3. Students are selected for this course based on the ability and needs of the orchestra. Private lessons are encouraged. *Audition and instructor permission required before registering.*
- Flags and Rifle I (Grade 9-12)** **7574**
 Flags and Rifles I is for students who wish to be members of the color guard for marching band. This is a fall semester class with an audition the previous spring. Students participate in parades, football games, and competitions. This ensemble represents the school at other various events. All performances and after-school rehearsals are considered part of the school day and part of the learning process. Rehearsals and performances are graded. Flags and Rifles requires summer and fall semester commitment with one or more required weeks of camp in the summer. For more information about fees, camp, and the band program, one may request a band handbook from the band director. *Semester course at WHS; year-long at JHS. Prerequisite: Approved audition and instructor approval.*
- Flags and Rifles II (Grade 10-12)** **7575**
 Flags and Rifles II is designed to build on the skills learned in Flags and Rifles I. This course is for students who wish to be members of the color guard for marching band. This is a fall semester class with an audition the previous spring. Students participate in parades, football games and competitions. This ensemble represents the school at other various events. All performances and after-school rehearsals are considered part of the school day and part of the learning process. Rehearsals and performances are graded. Flags and Rifles requires summer and fall semester commitment with one or more required weeks of camp in the summer. For more information about fees, camp and the band program, one may request a band handbook from the band director. *Prerequisite: Flags and Rifles I, approved audition and instructor approval.*
- Flags and Rifles III (Grade 11-12)** **7576**
 Flags and Rifles III is designed to build on the skills learned in Flags and Rifles II. This course is for students who wish to be members of the color guard for marching band. This is a fall semester class with an audition the previous spring. Students participate in parades, football games and competitions. This ensemble represents the school at other various events. All performances and after-school rehearsals are considered part of the school day

and part of the learning process. Rehearsals and performances are graded. Flags and Rifles requires summer and fall semester commitment with one or more required weeks of camp in the summer. For more information about fees, camp and the band program, one may request a band handbook from the band director. *Prerequisite: Flags and Rifles II, approved audition and instructor approval.*

Flags and Rifles IV (Grade 12)

7577

Flags and Rifles IV is designed to build on the skills learned in Flags and Rifles III. This course is for students who wish to be members of the color guard for marching band. This is a fall semester class with an audition the previous spring. Students participate in parades, football games and competitions. This ensemble represents the school at other various events. All performances and after-school rehearsals are considered part of the school day and part of the learning process. Rehearsals and performances are graded. Flags and Rifles requires summer and fall semester commitment with one or more required weeks of camp in the summer. For more information about fees, camp and the band program, one may request a band handbook from the band director. *Prerequisite: Flags and Rifles III, approved audition and instructor approval.*

Guitar I (Grades 9-12)

3726

This class is for beginner guitar students. Students will use acoustic guitars only, and students may use school-owned guitars if they do not own their own instrument. The course will cover basic music and chord reading, basic strum and pick patterns, and basic improvisational techniques.

Guitar II (Grades 10-12)

3727

This course is designed to build on the skills learned in Guitar I. Students will use acoustic guitars only, and students may use school-owned guitars if they do not own their own instrument. The course will cover music and chord reading, strum and pick patterns, and other techniques. *Prerequisite: Guitar I or instructor approval.*

Guitar III (Grades 11-12)

3729

This course is designed to build on the skills learned in Guitar II. Students will use acoustic guitars only, and students may use school-owned guitars if they do not own their own instrument. The course will cover music and chord reading, strum and pick patterns, and other techniques. *Prerequisite: Guitar II or instructor approval.*

Guitar IV (Grade 12)

3730

This course is designed to build on the skills learned in Guitar III. Students will use acoustic guitars only, and students may use school-owned guitars if they do not own their own instrument. The course will cover music and chord reading, strum and pick patterns, and other techniques. *Pre-Requisite: Guitar III or instructor approval.*

Instrumental Ensembles I (Grades 9-12)

3743

This course is devoted to the study of mallet instruments as well as other percussion instruments. *Student selection is based on the ability and needs of the ensemble. Instructor permission required.*

Instrumental Ensembles II (Grades 10-12)

3744

This course is designed to build on the skills learned in Instrumental Ensemble I. This course is devoted to the study of mallet instruments as well as other percussion instruments. *Student selection is based on the ability and needs of the ensemble. Instructor permission required.*

Instrumental Ensembles III (Grades 11-12)

3745

This course is designed to build on the skills learned in Instrumental Ensemble II. This course is devoted to the study of mallet instruments as well as other percussion instruments. *Student selection is based on the ability and needs of the ensemble. Instructor permission required.*

Instrumental Ensembles IV (Grade 12)

3747

This course is designed to build on the skills learned in Instrumental Ensemble III. This course is devoted to the

study of mallet instruments as well as other percussion instruments. *Student selection is based on the ability and needs of the ensemble. Instructor permission required.*

Music History/Appreciation **3671**

This course will introduce students to the history of music from the surviving examples of beginning musical forms to contemporary pieces from around the world. Covering early musical forms, classical music, film music, Broadway and other traditions, this course covers the relationship between music and social movements and reveals how music enhances our global society. Students will perform on instruments, explore musical sounds through technology, compare characteristics on a variety of genres, and analyze multi-cultural influences on music.

Music Theory **3756**

This course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, history, and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. The student's ability to read and write musical notation is fundamental to this course. It is also strongly recommended that the student acquire at least basic performance skills in voice or on an instrument.

Piano I (beginner level) **3681**

This course is a hands-on beginning piano class with limited enrollment. It is recommended for students who wish to study music beyond high school.

Music – Vocal

Arts includes **one (1) personalized credit**. An AP[®] or Dual Credit Arts course may be substituted for any Arts credit. The following courses are electives and do not fulfill the Fine Arts Credit for graduation: Chorus IV, Show Choir I-IV, Vocal Ensemble I-IV.

Chorus I - Beginning (Grade 9-12) **3621**

Chorus I is offered to students interested in expanding their singing skills. Emphasis is on proper breathing, part-singing, music reading skills, terminology, and other skills. Students may perform at various functions after school. Attendance at performances is part of learning and part of the student's grade. After school rehearsals are required.

Chorus II – Intermediate (Grade 10-12) **3622**

This course is designed to build on the skills learned in Chorus I. Chorus is offered to students interested in expanding their singing skills. Emphasis is on proper breathing, part-singing, music reading skills, terminology, and other skills. *Prerequisite: Chorus I or instructor approval.*

Chorus III - Advanced (Grade 11-12) **3623**

This course is designed to build on the skills learned in Chorus II. Chorus is offered to students interested in expanding their singing skills. Emphasis is on proper breathing, part-singing, music reading skills, terminology, and other skills. *Prerequisite: Chorus II or instructor approval.*

Chorus IV (Grade 12) **3624**

This course is designed to build on the skills learned in Chorus III. Chorus is offered to students interested in expanding their singing skills. Emphasis is on proper breathing, part-singing, music reading skills, terminology, and other skills. *Prerequisite: Chorus III or instructor approval.*

Show Choir I (Grades 9-12) **3770**

Students enrolled in this class enjoy the stage performance of music in its many forms. Part-singing and vocal

independence are emphasized through large and small group and solo singing. Stage presence, through facial expression and choreography appropriate to musical styles and acapella work, is emphasized. Singing and dancing ability are evaluated. After-school rehearsals and evening events are to be expected. Attendance at all functions is part of student grade. *Permission from the director and audition are required.*

Show Choir II (Grades 10-12) 3771

This course is designed to build on the skills learned in Show Choir I. Part-singing and vocal independence are emphasized through large and small group and solo singing. Stage presence through facial expression and choreography appropriate to musical styles and acapella work is emphasized. Singing and dancing ability are evaluated. *Prerequisite: Show Choir I or instructor approval.*

Show Choir III (Grades 11-12) 3772

This course is designed to build on the skills learned in Show Choir II. Students enrolled in this class enjoy the stage performance of music in its many forms. Part-singing and vocal independence are emphasized through large and small group and solo singing. Stage presence, through facial expression and choreography appropriate to musical styles and acapella work, is emphasized. Singing and dancing ability are evaluated. After-school rehearsals and evening events are to be expected. Attendance at all functions is part of student grade. *Prerequisite: Show Choir II or instructor approval.*

Show Choir IV (Grade 12) 3773

This course is designed to build on the skills learned in Show Choir III. Students enrolled in this class enjoy the stage performance of music in its many forms. Part-singing and vocal independence are emphasized through large group, small group and solo singing. Stage presence, through facial expression and choreography appropriate to musical styles and acapella work, is emphasized. Singing and dancing ability are evaluated. After-school rehearsals and evening events are to be expected. Attendance at all functions is part of student grade. *Prerequisite: Show Choir III or instructor approval.*

Vocal Ensembles I (Grades 9-12) 3766

The class is offered to advanced vocalists with plans to continue music performances after high school. Emphasis is on vocal pedagogy, ear training, solfeggio, and varied repertoire. After-school participation and an audition are required. (Vocal students are given the opportunity to audition for WV All-State Chamber Choir and the WV Allstate Chorus as well as the Regional Solo and Ensemble Festival.)

Vocal Ensembles II (Grades 10-12) 3767

The class is offered to advanced vocalists and builds on skills learned in Vocal Ensembles I. Emphasis is on vocal pedagogy, ear training, solfeggio, and varied repertoire. After-school participation and an audition are required. (Vocal students are given the opportunity to audition for WV All-State Chamber Choir and the WV Allstate Chorus as well as the Regional Solo and Ensemble Festival.) *Prerequisite: Vocal Ensembles I or instructor approval.*

Vocal Ensembles III (Grades 11-12) 3768

The class is offered to advanced vocalists and builds on skills learned in Vocal Ensembles II. Emphasis is on vocal pedagogy, ear training, solfeggio, and varied repertoire. After-school participation and an audition are required. (Vocal students are given the opportunity to audition for WV All-State Chamber Choir and the WV Allstate Chorus as well as the Regional Solo and Ensemble Festival.) *Prerequisite: Vocal Ensembles II or instructor approval.*

Vocal Ensembles IV (Grade 12) 3769

The class is offered to advanced vocalists and builds on skills learned in Vocal Ensemble III. Emphasis is on vocal pedagogy, ear training, solfeggio, and varied repertoire. After-school participation and an audition are required. (Vocal students are given the opportunity to audition for WV All-State Chamber Choir and the WV

Allstate Chorus as well as the Regional Solo and Ensemble Festival.) *Prerequisite: Vocal Ensembles III or instructor approval.*

Theatre

Arts includes **1 personalized credit**. An AP[®] or Dual Credit Arts course may be substituted for any Arts credit. The following courses are electives and do not fulfill the Fine Arts Credit for graduation: Theatre/Stagecraft, Theatre/Stagecraft Comprehensive, Theatre/Stagecraft – Independent Study.

Theatre I (Grades 9-12)

3801

In this course, students will study theatre history, relate historical pieces to modern ideas and themes, and review the following: stage terminology, basic theater concepts, voice and diction exercises, stage movement, acting techniques, and playwriting skills. After school and weekend hours may be required.

Theatre II (Grades 10-12)

3802

This course is designed to build on the skills learned in Theatre I. In this course, students will study theatre history, relate historical pieces to modern ideas and themes, and review the following: stage terminology, basic theater concepts, voice and diction exercises, stage movement, acting techniques, and playwriting skills. After school and weekend hours may be required. *Prerequisite: Theatre I or instructor approval.*

Theatre Iii (Grades 10-12)

3803

This course is designed to build on the skills learned in Theatre II. In this course, students will study theatre history, relate historical pieces to modern ideas and themes, and review the following: stage terminology, basic theater concepts, voice and diction exercises, stage movement, acting techniques, and playwriting skills. After school and weekend hours may be required. *Prerequisite: Theatre II or instructor approval.*

Theatre IV (Grade 12)

3804

This course is designed to build on the skills learned in Theatre III. In this course, students will study theatre history, relate historical pieces to modern ideas and themes, and review the following: stage terminology, basic theater concepts, voice and diction exercises, stage movement, acting techniques, and playwriting skills. After school and weekend hours may be required. *Prerequisite: Theatre III or instructor approval.*

Theatre/Stagecraft (Grades 9-12)

3859

A basic knowledge of theater is required for this class; therefore, Theatre I and teacher permission are prerequisites for stagecraft. The purpose of this class is to focus on the technical aspects of a production including set design, lighting design, makeup, costumes, and/or props. *Prerequisite: Theatre I or instructor approval.*

Theatre/Stagecraft-Comprehensive (Grades 10-12)

3867

This course is designed to build on the skills learned in Theatre/Stagecraft. The purpose of this class is to focus on advanced technical aspects of a production including set design, lighting design, makeup, costumes, and/or props. *Prerequisites: Theatre I, Theatre/Stagecraft, and/or instructor approval.*

Theatre/Stagecraft-Independent Study (Grades 11-12)

3875

This course is designed to build on the skills learned in Theatre / Stagecraft and Stagecraft / Comprehensive. The purpose of this class is to focus on the advanced technical aspects of a production including set design, lighting design, makeup, costumes, and/or props. *Prerequisites: Theatre I, Theatre / Stagecraft, Theatre / Comprehensive, and / or instructor approval.*

Visual Arts

Arts includes **1 personalized credit**. An AP® or Dual Credit Arts course may be substituted for any Arts credit. The following courses are electives and do not fulfill the Fine Arts Credit for graduation: Crafts, Drawing I-IV, Graphic Arts, Painting I-IV.

Art I (Grades 9-12)

3211

This course is an introduction to a variety of art activities and techniques, including elements of design, line color, value, shape, form, and space.

Art II (Grades 10-12)

3212

This class is a continuation of the fundamentals of Art I. This course is designed to teach drawing, perspective, crafts, color theory, design, and watercolors. *Prerequisite: Art I*

Art III (Grades 11-12)

3213

This course is designed to build on the skills learned in Art II. This course will build on Art II with other techniques and media. The instructor will introduce painting procedures in acrylics, pen and ink, printmaking, and various media. *Prerequisite: Art II*

Art IV (Grade 12)

3214

This course is designed to build on the skills learned in Art III. Students will be introduced to painting with oils. The course will emphasize printmaking, drawing, and art history. Students will develop a portfolio to showcase their work. *Prerequisite: Art III*

Art History/Appreciation/Criticism (Grades 9-12)

3233

In this course, students will identify, discuss, and compare cultural and multi-cultural influences in art throughout time with emphasis on various critical and historical theories.

Crafts (Grades 9-12)

3319

In this course, students will complete a variety of projects which may include projects in the following areas: paper, basket weaving, clay, painting, scrapbooking, and jewelry. Students will explore historical backgrounds of projects. *This is a semester course.*

Drawing I (Grades 9-12)

3331

This is a beginning drawing class designed to give the student an in-depth study in the basics of drawing with various media. *This is a semester course.*

Drawing II (Grades 9-12)

3332

This course is designed to build on the skills learned in Drawing I. Students will further explore drawing with various media. *This is a semester course. Prerequisite: Drawing I or instructor approval.*

Drawing III (Grades 10-12)

3333

This course is designed to build on the skills learned in Drawing II. Students will further explore drawing with various media. *This is a semester course. Prerequisite: Drawing II or instructor approval.*

Drawing IV (Grades 10-12)

3334

This course is designed to build on the skills learned in Drawing III. Students will further explore drawing with various media. *This is a semester course. Prerequisite: Drawing III or instructor approval.*

Graphic Arts (Grades 11-12)

3313

Computer graphic arts will be explored in this yearlong course which may include drawings within a computer

software program, alter photographs or images using computer knowledge, and digital designing. *Instructor approval required.*

Painting I (Grade 9-12)

3245

This course will rotate instructional techniques every two years with emphasis on acrylics or watercolors. Students will explore a variety of materials, the historical backgrounds of artists and medium, and integrate different subject matters. *This is a semester course. Prerequisite: Art I or Drawing.*

Painting II (Grades 9-12)

3246

This course is designed to build on the skills learned in Painting I. This course will rotate instructional techniques every two years with emphasis on acrylics or watercolors. Students will explore a variety of materials, the historical backgrounds of artists and medium, and integrate different subject matters. *This is a semester course. Prerequisite: Painting I or instructor approval.*

Painting III (Grades 10-12)

3247

This course is designed to build on the skills learned in Painting II. This course will rotate instructional techniques every two years with emphasis on acrylics or watercolors. Students will explore a variety of materials, the historical backgrounds of artists and medium, and integrate different subject matters. *This is a semester course. Prerequisite: Painting II or instructor approval.*

Painting IV (Grades 10-12)

3248

This course is designed to build on the skills learned in Painting III. This course will rotate instructional techniques every two years with emphasis on acrylics or watercolors. Students will explore a variety of materials, the historical backgrounds of artists and medium, and integrate different subject matters. *This is a semester course. Prerequisite: Painting III or instructor approval.*

AP® Drawing

3222

This course is designed to develop drawing skills as students experiment with different materials and processes. Students will create artwork that reflects their own ideas and skills. Skills include the following: investigating the materials, processes, and ideas that artists and designers use; practicing, experimenting, and revising as you create your own work; communicating your ideas about works of art and design.

AP® 2-D Art and Design

3223

This course is designed to develop 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, collage, and others. Students will create artwork that reflects their own ideas and skills. Skills include the following: investigating the materials, processes, and ideas that artists and designers use; practicing, experimenting, and revising as you create your own work; communicating your ideas about works of art and design.

AP® 3-D Art and Design

3224

This course is designed to develop 3-D skills in materials and processes, such as sculpture, architectural rendering and models, metal work, ceramics, glass work, and others. Students will create artwork that reflects their own ideas and skills. Skills include the following: investigating the materials, processes, and ideas that artists and designers use; practicing, experimenting, and revising as you create your own work; communicating your ideas about works of art and design.

Mathematics

Mathematics includes **four (4) required credits** - two (2) Prescribed Credits (Math I and Math II) and two (2) Additional Personalized Credits from the course options below: Applied Statistics, Algebra II (Math III), Pre-Calculus-Trigonometry (Math IV), AP[®] Calculus AB, AP[®] Calculus BC, AP[®] Statistics, AP[®] Computer Science A, AP Precalculus, Transition Math for Seniors, Introduction to Math Applications, and Dual Credit courses.

The Integrated Pathway is a course sequence of Math I and Math II; each includes a blend of Algebra I and geometry along with topics in statistics.

Course	Equations & Expressions	Functions	Geometry	Statistics
Math I	Solving Equations & inequalities with Systems of equations / inequalities	Linear & Exponential Functions Sequences	Basics of Geometry Transformations & Congruence Constructions	Data collection and multiple representations
Math II	Solving quadratic equations with multiple methods	Linear, Exponential & Quadratic Functions	Proving Geometric theorems Similarity Trigonometry Circles 3D Modeling	Probability

Honors courses provide accelerated instruction designed for students performing above grade level. The highly structured courses typically include additional and more frequent upper-level assignments and delve more deeply into the content. The pace of an honors course is more rapid, with greater dependence on mastery of prior content.

MATH I – Honors for 8th Grade

3012

Middle school students who have accelerated their math course trajectory will be taking a full year of high school Math I Honors in 8th Grade. The Math I-8 course is an accelerated high school credit math class combining Math I-8 and Math I content standards taken during the 8th grade year. *Rising 8th Graders must test into the class.*

INTRODUCTION TO MATH APPLICATION

3020

This course (which is open to students in grades 9 – 12), will solidify numeracy and problem-solving skills through the investigation and use of fundamental concepts of algebra, geometry, and statistics as applied to authentic career projects and scenarios. It is designed for students who have struggled with math in the past as a way of helping them build their skill level to prepare them for high school math courses.

MATH I

3012

This course will deepen and extend students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. The geometric portion of Math I focuses on rigid motion transformations and constructions. The statistics portion includes the fundamentals of data collection and representation in various charts. *The course is offered at two levels: Honors and on level.*

MATH I Honors

3012-H

This course is for highly motivated students capable of working beyond their grade level. The curriculum is critical thinking based and places a greater dependence on mastery of prior content.

MATH II **3014**
Students in this course explore quadratic functions extensively. Students will be introduced to probability in the Statistics sections and in the geometry portion, they will use the study of similarity to lead into right triangle trigonometry as well as complete an exploration of circles. The course is offered at two levels: Honors and on level.

MATH II HONORS **3014-H**
This course is for highly motivated students capable of working beyond their grade level. The pace of an honors course is more rapid, with greater dependence on mastery of prior content.

ALGEBRA II/MATH III **3072**
Students in this course extend their repertoire of functions to include polynomial, rational, inverse and radical functions. Students in this course will continue their study of right triangle trigonometry and add the study of circles and conics.

ALGEBRA II/MATH III HONORS **3072-H**
This course is for highly motivated students capable of working beyond their grade level. Students in this course will focus on the need to extend the set of rational numbers, introducing real and complex numbers so that all quadratic equations can be solved.

TRIGONOMETRY/ PRE-CALCULUS/MATH IV **3073**
Students in this course will generalize learning accumulated through previous courses as the final springboard to calculus. Students will look at complex numbers, vectors, and matrices. Students will expand their work with trigonometric functions to include non-right triangles and complete the study of the conic sections. *Recommended pre-requisite is Algebra II (Math III).*

TRIGONOMETRY/ PRE-CALCULUS/MATH IV HONORS **3073-H**
This course is for highly motivated students capable of working beyond their grade level. Students on this course will generalize and abstract learning accumulated through previous courses as the final springboard to calculus. The pace of an honors course is more rapid, with greater dependence on mastery of prior content. Students will expand their work with trigonometric functions and their inverses and complete the study of the conic sections begun in previous courses

APPLIED STATISTICS **3028**
This course enhances the statistics topics taught in Math I and Math II. Students will conduct statistical simulations to model everyday situations in an increasingly data-rich world. Students in this course will select appropriate graphical and numerical methods to explore data, design and implement a plan to collect and analyze data, and use probability to evaluate outcomes and make decisions. *Prerequisites for this course are Math I and Math II.*

TRANSITION MATH FOR SENIORS (GRADE 12 ONLY) **3052**
This course prepares seniors for their entry-level, credit-bearing liberal arts studies mathematics course at the post-secondary level. Students will solidify their quantitative literacy by enhancing numeracy and problem-solving skills as they investigate and use the fundamental concepts of algebra, geometry, and introductory trigonometry. Pre-requisite for this course is successful completion of two semesters each of Math I and Math II. *Suggested pre-requisite is successful completion of two semesters of Algebra II (Math III).*

AP[®] CALCULUS AB **3031**
This course covers the fundamental ideas and applications of differential and integral calculus presented in connection with polynomial functions, trigonometric functions, and exponential and logarithmic functions. All

students who register for this course will be expected to take the AP[®] exam in May. *Recommended pre-requisite for this course is Algebra II (Math III), Precalculus-Trigonometry (Math IV), and/or WVU College Algebra / College Trigonometry.*

AP[®] CALCULUS BC

3032

The AP[®] Calculus BC curriculum includes the study of series of numbers, power series, and various methods to determine convergence or divergence of a series. Students will become familiar with Maclaurin series for common functions and general Taylor series representations. Other topics include the radius and interval of convergence and operations on power series. All students who register for this course will be expected to take the AP[®] exam in May. *Recommended prerequisites for this course are Algebra II (Math III), Precalculus-Trigonometry, WVU College Algebra / College Trigonometry, and/or Calculus AB.*

AP[®] COMPUTER SCIENCE A (MATH CREDIT)

3030

This course is equivalent to a first semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, data structures, approaches to processing data (algorithms), analysis of potential solutions, and ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using JAVA programming language. *Recommended pre-requisite for this course is Algebra II (Math III) or higher.*

AP[®] PRECALCULUS

3038

AP Precalculus is designed to be the equivalent of a first semester college precalculus course: It provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics to prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications - polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. *Pre-requisites for this course are successful completion of two semesters of Math I and Math II.*

AP[®] STATISTICS

3033

This course exposes students to four broad conceptual themes of statistics and probability: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. All students who register for this course will be expected to take the AP[®] exam in May. *Recommended pre-requisite for this course is Algebra II (Math III) or higher.*

Physical Education and Health

One (1) physical education credit and one (1) health credit are required for graduation. The PE credit may be earned through Phys Ed High School, JROTC I and II, Integrated PE, or Extracurricular Interscholastic PE (non-graded). JCS High School Based Extra-Curricular Physical Activities Qualifying for PE credit include Cheerleading, Soccer, Softball, Baseball, Football, Wrestling, Track, Swim, Cross Country, Basketball, Volleyball, Tennis, Golf, Marching Band, and Flags and Rifles. The remaining courses below are electives.

ATHLETIC TRAINING 1 (GRADES 10-12)

6750

Athletic training is designed for students who want to develop an understanding of sports medicine. This course provides students with a general overview of athletic training. It includes introductory information about the athletic trainer's practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course will be appropriate for on-level students as well as college-bound students. *This is a semester course, offered at JHS.*

EXTRA-CURRIULAR INTER SCHOLASTIC PHYSICAL EDUCATION (NON-GRADE) 7948

A 9th – 12th grade student who successfully participates in a qualifying extra-curricular high school-based sport for two complete seasons will receive one high school PE credit toward graduation. This is a non-GPA bearing credit. Requirements:

1. Record of good standing and faithful attendance must be kept by the head coach for each season and submitted on the Extracurricular/Interscholastic PE form.
2. The student must complete two seasons of a qualifying sport to receive one PE credit. For example, one full soccer season plus one full basketball season equals one PE credit or two full soccer seasons equals one PE credit.
3. The student must complete the Extracurricular/Interscholastic PE form with appropriate signatures and turn it into the school counselor for credit approval once two seasons are successfully complete. The student's transcript will be updated at the end of the final athletic season.

HEALTH HS (GRADES 9-12) 6909

This is a required course of study needed for graduation that teaches the interrelationships of human body systems.

INTEGRATED PHYSICAL EDUCATION 7949

Integrated PE as defined in WVBE Policy 2510 is a blended learning approach option for physical education that combines a free abbreviated online/virtual PE course with a physically active credit-bearing elective course. One credit will be earned by fulfilling the requirements of a qualifying physically active credit bearing class AND one credit will be earned for the online/virtual PE course taken at the same time (fulfilling the high school PE credit requirement for graduation). The online/virtual course must be completed within one semester.

1. Online/Virtual PE Course - The online/virtual course will be provided by utilizing the WVDE Integrated PE curriculum. All course work will be graded by a JCS Certified PE teacher. A passing grade in the online PE course is required while the student takes a qualifying active credit bearing class to earn the Integrated PE Credit.
2. Qualifying Physically Active Credit Bearing Classes include Weight Training, Dance, Show Choir, Band I, II, III, IV, Flags and Rifles, Teams Sports 1 and 2, Individual/Dual Sports 1 and 2

PHYS ED HS (GRADES 9-12) 6609

This course emphasizes lifetime sports and fitness and is required for graduation.

INDIVIDUAL/DUAL SPORTS 1 GRADES 9-12) 6725

This course is a participation class covering the history, basic rules, skills, terminology, and strategies relative to, but not limited to, the following sports: tennis, horseshoes, badminton, and table tennis. *This is a semester course.*

INDIVIDUAL/DUAL SPORTS 2 (GRADES 9-12) 6726

This course is a participation class covering the history, basic rules, skills, terminology, and strategies of, but not limited to, the following sports: golf, pickle ball, and table tennis. *This is a semester course.*

TEAM SPORTS 1 (GRADES 10-12) 6757

This course is a participation class covering the history, basic rules, skills, terminology, and strategies of, but not limited to, the following sports: football, ultimate frisbee, basketball, and team handball. In this course, students will be expected to perform fitness related activities. *This is a semester course.*

TEAM SPORTS 2 (GRADES 10-12) 6758

This course is a participation class covering the history, basic rules, skills, terminology, and strategies of, but not limited to, the following sports: softball, outdoor and indoor soccer, and volleyball. In this course, students will be expected to perform fitness related activities. *This is a semester course.*

WEIGHT TRAINING INTRODUCTION (GRADES 9-12) **6765**
This class is designed to aid in the development of total body conditioning (strength, flexibility, cardiovascular endurance, muscular endurance, and joint stability). Students will participate in a variety of activities designed to enhance strength, power, agility, speed, and rhythmic movements. This course is designed for students who desire more intense physical experience.

WEIGHT TRAINING (GRADES 10-12) **6766**
This course is designed to build on the skills learned in Weight Training I. Students will develop a personal fitness plan and participate in a variety of activities designed to enhance strength, power, agility, speed, and rhythmic movements. *Prerequisite: Weight Training I or instructor approval.*

WEIGHT TRAINING INTERMEDIATE (GRADES 11-12) **6767**
This course is designed to build on the skills learned in Weight Training II. Students will develop a personal fitness plan and participate in a variety of activities designed to enhance strength, power, agility, speed, and rhythmic movements. *Prerequisite: Weight Training II or instructor approval.*

WEIGHT TRAINING ADVANCED (GRADE 12) **6768**
This course is designed to build on the skills learned in Weight Training III. Students will develop a personal fitness plan and participate in a variety of activities designed to enhance strength, power, agility, speed, and rhythmic movements. *Prerequisite: Weight Training III or instructor approval.*

Reading and English Language Arts (ELA)

ELA includes **four (4) required credits:** three (3) Prescribed Credits and one (1) Additional Personalized Credit from the course options below. Electives are also available. The following courses are electives: AP[®] English Language and Composition, AP[®] English Literature and Composition, Creative Writing I, Shakespeare, and Speech I.

CREATIVE WRITING I (GRADES 9-12) **4022**
Students will participate in a variety of writing experiences designed to develop flexibility, fluency, and accuracy of expression. *This is a semester course (0.5 credit) offered at WHS only.*

CREATIVE WRITING AND READING (GRADE 12) **4027**
This course provides an overview of literacy analysis and emphasizes the creation of a body of the student's original work to reflect growth and development over time. Students will engage in the rigorous examination of prose, poetry, and drama through the application of multiple critical lenses. This class is an approved English 12 course and fulfills the personalized English credit required for graduation.

ENGLISH LANGUAGE ARTS 9 (GRADE 9) **4009**
This course is designed to introduce students to literature. In other course work, emphasis is placed on teaching and revisiting grammar/writing skills, vocabulary, and five paragraph essay writing.

ENGLISH LANGUAGE ARTS 9 HONORS **4009-H**
This course is designed for those advanced students who are highly motivated and self-disciplined. The literature coursework centers on literature of the world. Grammar and composition skills will be taught and revisited as needed.

ENGLISH LANGUAGE ARTS 10 (GRADE 10) **4010**
This course will explore literature. Instructors will emphasize the reinforcement of grammar, vocabulary, and writing skills.

ENGLISH LANGUAGE ARTS 10 HONORS**4010-H**

This course is for highly motivated students capable of working beyond their grade level. This course will focus on world literature, methods of writing, and vocabulary. Students electing to take this course should have mastered grammar usage skills.

ENGLISH LANGUAGE ARTS 11 (GRADE 11)**4011**

This course is designed to acquaint students with literature. In other course work, emphasis is placed on teaching and revisiting grammar skills and vocabulary lessons, on teaching and revisiting the sentence and the paragraph, and on practicing and revisiting a five-paragraph essay.

ENGLISH LANGUAGE ARTS 11 HONORS**4011-H**

This course is designed for highly motivated students who have mastered basic and intermediate skills involved in speaking, reading, writing, and critical thinking. Students will read and critically analyze imaginative and discursive literature as well as other selected works of literary merit. Through the study of writing models and through the writing of their own papers, students will learn to use language effectively and creatively and to organize their ideas coherently and clearly. English 11 Honors also places emphasis on the skills necessary for the SAT and ACT tests.

ENGLISH LANGUAGE ARTS 12 (GRADE 12)**4012**

In this course skills in grammar and vocabulary are reinforced. Writing assignments include a business letter and a job application.

ENGLISH LANGUAGE ARTS 12 HONORS**4012-H**

This course is designed for highly motivated students who have mastered intermediate skills involved in speaking, reading, writing, and critical thinking. Students will read and critically analyze selected works of literary merit. Student writing will focus on craft and structure through the study of writing models. Student generated writing will use language effectively and demonstrate a coherent organization of ideas synthesized from multiple, reliable sources while avoiding plagiarism. English 12 Honors also places emphasis on college and career applications, resumes, and essays.

SHAKESPEARE (GRADES 10-12)**7735**

This course is a yearlong study of the works, life, and times of William Shakespeare with the focus of the course being on Shakespeare and performance. Students will read, view, and participate in several of Shakespeare's plays and read several of his sonnets. Poetry analysis will also be an integral part of the course. Students may attend live productions and participate in Shakespearean Workshops. *This class is taught only at JHS.*

SPEECH / ORAL COMMUNICATION (GRADES 9-12)**4076**

This course is an elective designed to provide students with the skills and strategies for planning, preparing, rehearsing, and delivering a variety of speeches in front of an audience. *This is a semester course.*

AP® ENGLISH LANGUAGE AND COMPOSITION* (GRADE 11)**4041**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts - including images as forms of text - from a range of disciplines and historical periods. All students who register for this course will be expected to take the AP exam in May. *This course fulfills the English 11 graduation requirement.*

AP® ENGLISH LITERATURE AND COMPOSITION* (GRADE 12)**4042**

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative

literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze interpret literary works. All students who register for this course will be expected to take the AP exam in May. *This course fulfills the personalized English credit required for graduation.*

Science

Science includes **three (3) required credits**, two (2) Prescribed Credits, and one (1) Additional Personalized Credit from the course options below. An AP[®] or Dual Credit course may be substituted for a science credit. Electives are also available. The following courses are electives: AP[®] Biology, AP[®] Chemistry, AP[®] Physics, AP[®] Environmental Science, Biology, Chemistry, Earth and Space Science, Environmental Science, Forensic Science, Honors Biology, Honors Earth and Space Science, Human Anatomy and Physiology, Physical Science, and Physics. **CTE Courses** that also count as a science credit: CASE Principles of Agricultural Science-Plant, AC Energy and Power (Courses 1-4 = 1 credit), Principles of Engineering, Natural Resources Management, CASE Animal and Plant Biotechnology, CASE Food Science and Safety.

BIOLOGY (GRADE 10)

6021

This course focuses on five life science topics: Structure and Function, Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, Interdependent Relations in Ecosystems, and Natural Selection and Evolutions. *Recommended Prerequisite: Math I-9. Students will be expected to apply skills requisite for Math II*

BIOLOGY HONORS (GRADE 10)

6021-H

This course is designed for students who desire a broader, in-depth study of the content found in many biological fields of endeavor. The course is designed to prepare students to take Advanced Placement Biology. Students will have an in-depth study of content found in many biological fields of endeavor with emphasis on skills such as: scientific writing (lab reports and essays), graphing calculators, and several labs using probe-ware technology and data analysis. *Recommended Prerequisite: Math I-9. Students will be expected to apply skills requisite for Math II Honors.*

CHEMISTRY (GRADES 11-12)

6031

Chemistry is an advanced elective course designed for students pursuing STEM education and careers. Students will develop a deeper understanding of the concepts of Structure and Properties of Matter and Chemical Reactions. *Recommended Prerequisite: Math II.*

EARTH AND SPACE SCIENCE (GRADE 9)

6201

This course focuses on five Earth and Space Science content topics: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability.

EARTH AND SPACE SCIENCE HONORS

6201-H

This course is designed to prepare students to take advanced-level science courses. Students will have an in-depth study with emphasis on skills such as: scientific writing (lab reports and essays), and several labs using probe ware technology and data analysis. The focus will be on five Earth and Space-Science content topics: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability. *Students will be expected to apply skills requisite for Math I-9 H*

ENVIRONMENTAL SCIENCE (GRADES 11-12)

6312

This course builds on foundational knowledge of the chemical, physical, biological, and geological processes and

focuses on the natural world. Through an inquiry-based program of study, all students will demonstrate environmental literacy as they explore 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 skills needed to protect and improve the environment. *Recommended Prerequisites: Earth and Space Science and Biology. Students will be expected to apply skills requisite for Math II.*

FORENSIC SCIENCE (GRADES 11-12) 6044

Forensics is an advanced elective course designed for students pursuing criminal investigations. This course covers the function of the forensic laboratory and its relation to successful criminal investigations and prosecutions. Topics include crime scene processing, investigative techniques, current forensic technology, and related topics. *Recommended Prerequisite: Biology and Chemistry (Chemistry may be taken at the same time.)*

HUMAN ANATOMY AND PHYSIOLOGY (GRADES 11-12) 6103

This is an advanced elective course designed for students wanting a deep understanding of the structure and function of the human body. Focus will be at both micro and macro levels reviewing cellular functions, biochemical processes, tissue interactions, organ systems, and the interaction of those systems. *Recommended prerequisites: Biology and Math II. (Chemistry may be taken at the same time)*

PHYSICS (GRADES 11-12) 6041

Physics is an advanced elective course designed for students pursuing STEM education and careers. This course emphasizes a mathematical approach to the topics of Forces and Interactions, Energy and Waves, and Electromagnetic Radiation. *Recommended pre-requisite: Math II Honors.*

PHYSICAL SCIENCE (GRADES 11-12) 6011

This is an elective course designed on the core concepts from chemistry and physics. This course emphasizes the concepts of Structure and Properties of Matter, Chemical Reactions, Forces and Interactions, Energy and Waves, and Electromagnetic Radiation. *Recommended Prerequisite: Earth and Space Science, Biology, and Math II.*

AP[®] BIOLOGY (GRADES 11-12) 6121

This is a second-year biology course designed to be the equivalent of a college introductory course taken by biology majors during their first year of college. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: Evolution, Cellular Processes - Energy and Communication, Genetics, Information Transfer, Ecology, and Interactions. *Suggested pre-requisites: Honors Biology, Chemistry, and Math II Honors. (Chemistry may be taken at the same time) Students will be expected to apply skills requisite for Algebra II (Math III).*

AP[®] CHEMISTRY (GRADES 11-12) 6321

This is a second-year chemistry course that provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students will cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. *Recommended pre-requisites: Chemistry and Math II Honors. Students will be expected to apply skills requisite for Algebra II Honors (Math III Honors).*

AP[®] ENVIRONMENTAL SCIENCE (GRADES 11-12) 6221

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the AP[®] Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. *Recommended pre-requisite: Math II.*

AP® PHYSICS I ALGEBRA BASED (GRADES 11-12)**6326**

Advanced Placement Physics I is the equivalent of a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy and power, mechanical waves, and sound. It will also introduce electric circuits. The course emphasizes hands-on explorations of physics content and inquiry labs. *Recommended pre-requisite: Algebra II Honors (Math III Honors).*

Social Studies

Social Studies includes **four (4) required credits** – three (3) Prescribed Credits and one (1) Additional Personalized Credit, from the course options below. The following elective courses are also available: AP® US History, AP® US Government and Politics, Civics, US Studies, US Studies Honors, Contemporary Studies, Contemporary Studies Honors, World Studies, AP® World History, World Studies, Honors World Studies, AP® European History, AP® Psychology, Social Studies Business Law/Intro to Law, Intro to Psychology, Sociology.

BUSINESS LAW (GRADES 10-12)**7101**

This course is designed to help students develop an understanding of the law-making process, criminal and civil justice systems, protection under the law, and the consequences of breaking the law. *This course will be offered in even-numbered years. (May not be substituted for a Social Studies Credit.)*

CIVICS (GRADE 12)**7031**

Students will gain an understanding of the workings of our government, sound financial literacy, and global awareness essential to the preservation and improvement of American constitutional democracy. At the end of this course, students will be required to take the summative state test required for graduation.

CIVICS HONORS***7031-H***

Students will gain an understanding of the workings of our government, sound financial literacy, and global awareness essential to the preservation and improvement of American constitutional democracy. Through research, discussion and modeling of civic duties, students will gain skills necessary to be informed citizens and participate in the Democratic process. As an advanced level class, more emphasis will be placed upon primary sources and analytical skills, while the basic goals of civic understanding and responsibility remain the centerpiece of the class objectives. At the end of this course, students will be required to take the summative state test required for graduation.

CONTEMPORARY STUDIES (GRADE 11)**7011**

Students will learn about the major events and the people of the 20th century that have shaped the world in which they live. The history and geography of the United States are placed in global context to further students' understanding of the interdependency of the United States with other countries. At the end of this course, students will be required to take the summative state test required for graduation.

CONTEMPORARY STUDIES HONORS (GRADE 11)***7011-H***

The history and geography of the United States are placed in a global context to further students' understanding of the interdependency of the United States with other countries. Students will be expected to read primary and secondary sources and do research and writing activities that will enhance their social studies skills in history, politics, economics, and geography. At the end of this course, students will be required to take the summative state test required for graduation.

PSYCHOLOGY (GRADES 11-12)**7321**

This course is a study of the individual and their relation to society. It gives a better understanding of “self” and the behavioral aspects of Man.

- SOCIOLOGY (GRADES 11-12)** **7341**
 This course deals with the study of human relationships. Social problems of contemporary society will be examined. *This course will be offered in odd numbered years.*
- U.S. STUDIES (GRADE 10)** **7009**
 Course will cover people, places, and events that shaped the United States and students will gain an understanding of the problems that faced the foundation of a new nation.
- U.S. STUDIES HONORS (GRADE 10)** **7009-H**
 This course covers the first half of American History from the colonial period up to World War I. This class provides students with insights on events and issues and leads them to an appreciation of the relevance of history in understanding the past, present and determining the future. Students will be engaged in a rigorous curriculum reading from primary and secondary sources and doing research and writing activities that will enhance their social studies skills in history, government, economics, and geography.
- WORLD STUDIES (GRADE 9)** **7010**
 This study of the world emphasizes the historical, economic, geographic, political, and social structure of various cultural regions of the world from the dawn of civilization to 1900. Geography/map skills and critical thinking skills are emphasized.
- WORLD STUDIES HONORS (GRADE 9)** **7010-H**
 This study of the world emphasizes the historical, economic, geographic, political, and social structure of various cultural regions of the world from the dawn of civilization to 1900. Honor students will be engaged in a rigorous curriculum and will complete readings of primary and secondary content. Research and writing activity assignments will enhance their social studies skills in the historical, political, economic, and geographical areas.
- AP® EUROPEAN HISTORY (GRADES 10-12)** **7045**
 AP® European History will encompass the history of western civilization from the close of the Middle Ages to contemporary history. All students who register for this course should expect rigorous in-class study, along with outside assignments and readings.
- AP® PSYCHOLOGY (GRADES 11-12)** **7047**
 AP® Psychology is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the fundamentals of psychology. All students who register for this course should expect rigorous in-class study, along with outside assignments and readings.
- AP® U.S. GOVERNMENT AND POLITICS (GRADE 12)** **7044**
 AP® U.S. Government will give students an analytical perspective on government and politics in the United States. This course may be substituted for the Civics credit. All students who register for this course should expect rigorous in-class study, along with outside assignments and readings. At the end of this course, students will take the summative state test required for graduation.
- AP® U.S. HISTORY (GRADES 10-12)** **7046**
 AP® U.S. History is a course of the development of the United States and its role as a world power. AP® U.S. History may be substituted for Contemporary Studies. All students who register for this course should expect rigorous in-class study along with outside assignments and readings. At the end of this course, students will be required to take a summative state test required for graduation.
- AP® HISTORY: WORLD (GRADES 9-12)** **7048**
 The AP® World History course is a survey of the evolution of global contacts and interaction with various types of human societies. AP® World History may be substituted for World Studies Honors. All students who register for this course should expect rigorous in-class study, along with outside assignments and readings.

World Languages

Most four-year colleges and universities require the completion of at least **two (2) credits** of the same world language either before or during post-secondary programming. Students need to consult with their post-secondary educational institutions concerning world language requirements. Students who demonstrate proficiency in two languages (English and one additional) can receive the Seal of Biliteracy. Other world languages and additional levels based on student need and interest include AP® World Language and World Language college courses. *Enrollment numbers for each class, may prevent first request in world language courses.*

FRENCH I **5621**

This course will emphasize the acquisition of basic communication skills including basic vocabulary and grammar topics. The students will learn to write simple sentences and to converse on general topics. The culture of France and in French-speaking countries will be introduced.

FRENCH II **5622**

This class is a continuation of the fundamentals of French I. Students will continue to develop and refine communication skills with emphasis on speaking, listening, writing, and reading. Instructors will present in-depth study of French cultures. *Prerequisite: French I.*

FRENCH III **5623**

This course is designed to build on the skills learned in French II. Communication skills will be extended, allowing students opportunities to express their own thoughts. Instructors will emphasize the mastery of grammatical patterns, vocabulary, reading and writing skills. The culture, history, and geography of French-speaking countries are studied in detail. *Prerequisite: French II.*

FRENCH IV **5624**

This course is designed to build on the skills learned in French III: It emphasizes oral proficiency and accuracy in conversational situations along with more in-depth exploration of literature and history. Opportunities for self-expression are offered to the student in oral and written media. The course will prepare students for a college language program. *Prerequisite: French III.*

SPANISH I **5661**

This course will emphasize the acquisition of basic communication skills including basic vocabulary and grammar topics. The students will learn to write simple sentences and to converse on general topics. The culture of Spain and in Spanish-speaking countries will be introduced.

SPANISH II **5662**

This course is designed to build on the skills learned in Spanish I. Students will continue to develop and refine communication skills with emphasis on speaking, listening, writing, and reading. Instructors will present in-depth study of Hispanic cultures. *Prerequisite: Spanish I.*

SPANISH III **5663**

This course is designed to build on the skills learned in Spanish II. Communication skills will be extended, allowing students opportunities to express their own thoughts. Mastery of grammatical patterns, vocabulary, reading and writing skills will be emphasized. The culture, history, and geography of Spanish-speaking countries are studied in detail. *Prerequisite: Spanish II.*

SPANISH IV **5664**

This course is designed to build on the skills learned in Spanish III. This course emphasizes oral proficiency and accuracy in conversational situations and more in-depth exploration of literature and history. Opportunities for

expression are offered to the student in oral and written media. The course will prepare the student for a college language program. *Prerequisite: Spanish III.*

SPANISH V

5665

This course is designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and examples are not isolated to a particular lesson but should be incorporated throughout the course of study. *Prerequisite: Spanish IV*

AP® FRENCH

5629

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

AP® SPANISH LANGUAGE AND CULTURE

5669

This course is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have attained a reasonable proficiency in using the language and be knowledgeable of cultures of Spanish speaking peoples. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have completed appropriate course work in the language.

Additional Electives

CAREER ACADEMICS (GRADES 10-12)

7679

This is a year-long SAT prep course that focuses on core content skills in English Language Arts, Math, and Science. Priority given to students in grades 11 and 12.

CAREER EXPLORATION (GRADES 11-12)

7627

Career Exploration is an elective available to students who have an Individualized Education Plan (IEP) in the 11th and 12th grade. Students may work in the school cafeteria, school library, main office, or work for department chairs. Students may also hold a part-time job in the community to receive elective credit. The students are evaluated on their work performance (soft skills such as dependability, arriving on time, showing pride in work, cooperating with others, following directions, etc.). Career Exploration helps prepare students for the transition from school to work.

CAREER PREPARATION (GRADES 9-12)

7629

Career Prep incorporates real world applications to prepare students with disabilities to make informed choices and set goals for lifelong learning and careers after graduation. Making career decisions, goal setting, gaining work readiness skills, and basic skill building are course components that prepare students to pursue and achieve long term goals. Selected students will also participate in the supervised Work Exploration in local businesses. The student must have an Individualized Education Plan (IEP).

DRIVER EDUCATION AT WHS (GRADES 10-12)

6811

This course consists of three sections: classroom instruction, driving simulators, and driving instruction. Students must be in grades 10-12 to be enrolled in the class. Students must maintain an average of 85% for in-car instruction and an average of 77% for the classroom to be eligible to receive the West Virginia State Department of Education certificate. *This is a semester course.*

DRIVER EDUCATION/CLASSROOM AT JHS (GRADES 10-12)	6812
This course consists of three sections: classroom instruction, driving simulators, and driving instruction. Students must be in grades 10-12 to be enrolled in the class. Students must maintain an average of 85% for in-car instruction and an average of 77% for the classroom to be eligible to receive the West Virginia State Department of Education certificate.	
DRIVER EDUCATION/LAB AT JHS	6813
ENGLISH AS A SECOND LANGUAGE (ESL) (GRADES 9-12)	4115
This individualized course is designed for targeting skills for students for whom English is a second language. The course may be taken for credit or on consult (non-graded). <i>Instructor approval is needed for this course.</i>	
ESL 2	4116
This course is designed to build on the skills learned in ESL. This individualized course is designed for targeting skills for students for whom English is a second language. <i>Prerequisite: ESL or instructor approval.</i>	
ESL 3	4117
This course is designed to build on the skills learned in ESL II. This individualized course is designed for targeting skills for students for whom English is a second language. <i>Prerequisite: ESL 2 or instructor approval.</i>	
ESL 4	4118
This course is designed to build on the skills learned in ESL III. This individualized course is designed for targeting skills for students for whom English is a second language. <i>Prerequisite: ESL 3 or instructor approval.</i>	
LEADERSHIP/STUDENT COUNCIL (GRADES 10-12)	7651
This class will help students develop leadership styles and communication skills. Activities may include, but are not limited to, doing research with community agencies and education officials, collaborating with school organizations, participating in community service, and creating presentations to various groups. The student must be a member of a student organization or in a student leadership position.	
SCHOOL YEARBOOK (GRADES 9-12)	4071
This class will publish the annual edition of the school yearbook. Students enrolling in the class should have a basic knowledge of computers and/or keyboarding. Students interested in this class must complete an application, and a permission slip must be attached to the student registration form before the student will be enrolled in the course.	
SCHOOL YEARBOOK II (GRADES 10-12)	4072
This class will publish the annual edition of the school yearbook. Student knowledge will build upon the skills in School Yearbook. Students interested in this class must complete an application, and a permission slip must be attached to the student registration form before the student will be enrolled in the course. <i>Prerequisite: School Yearbook or instructor approval.</i>	
SCHOOL YEARBOOK III (GRADES 11-12)	4073
This class will publish the annual edition of the school yearbook. Student knowledge will build upon the skills in School Yearbook II. Students interested in this class must complete an application, and a permission slip must be attached to the student registration form before the student will be enrolled in the course. <i>Prerequisite: School Yearbook II or instructor approval.</i>	
SCHOOL YEARBOOK IV (GRADE 12)	4074
This class will publish the annual edition of the school yearbook. Student knowledge will build upon the skills in School Yearbook III. Students interested in this class must complete an application, and a permission slip must be	

attached to the student registration form before the student will be enrolled in the course. *Prerequisite: School Yearbook III or instructor approval.*

WORK-BASED EXPERIENCE (GRADE 12)

7665

This program is designed for the student who has an Individualized Education Plan (IEP) who has obtained the necessary credits toward graduation, who has a job in the community, and who can be released early to get elective credit for working.

AP[®] COMPUTER SCIENCE PRINCIPLES (GRADES 11-12)

2806

This course is designed to be equivalent to a first semester introductory college computing course. Students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on society.

AP[®] RESEARCH (GRADES 11-12)

4046

This course allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In this course, students further their skills acquired in the AP[®] Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper and a presentation with an oral defense. *Pre-requisite for this course is AP[®] Seminar.*

AP[®] SEMINAR (GRADES 11-12)

4045

This course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, foundational literary and philosophical text; listening to and viewing speeches, broadcasts, and personal accounts and experiencing artistic works and performances. Students will learn to synthesize information, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations. The course aims to equip the students with the power to analyze and evaluate information and craft and communicate evidence-based arguments.

SPECIAL PROGRAMS

JCS provides special education services to students that comply with West Virginia State Law. While these students often take courses taught by special education teachers, whenever possible they are included in classes in which they learn with non-special education students. Programs available to special education learners include programming for those with a learning disability, those who are deaf and hearing impaired, those who are blind and visually impaired, those who are physically handicapped, those who have emotional disorders, and those who are educable, trainable, or with profound mental impairment. To learn more, please visit <https://www.jcswv.org/page/special-programs>.

Special Programs Course Descriptions

LEARNING STRATEGIES 1

7557

The purpose of these courses is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in learning skills, social skills, and executive functioning skills. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps. Some course requirements that the student should master to earn each credit must be specified on an individual basis and relate to the achievement of annual goals on the student's IEP. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

LEARNING STRATEGIES 2

7558

Learning Strategies 2 is designed to enable students with disabilities to become independent learners and to transfer learning skills to other academic areas. The course helps students develop more effective ways of acquiring, integrating, storing, and retrieving information. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school. The course helps the student build confidence and motivation to pursue opportunities for success in secondary school and beyond.

LEARNING STRATEGIES 3

7559

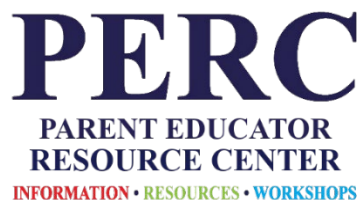
This course is designed to assist students with disabilities in making a smooth and successful transition in all classes; to provide students with growth experiences both in the educational and personal realms; to introduce students to a variety of a high school survival skills (note-taking, test-taking, etc.) as well as personal survival skills (goal setting, time management, self-awareness, effective communication skills, etc.); and to increase the probability of their success both during their high school career and after graduation. The emphasis is on exploring how to learn more efficiently and effectively and on developing and practicing skills necessary to be academically successful.

LEARNING STRATEGIES 4

7560

This learning strategies class is designed to assist students with disabilities with learning, understanding, and reinforcing concepts and/or assignments presented in the general curriculum. Students have the opportunity to develop and strengthen good study habits and learning strategies through various instructional methods. Specific goals and services identified in the student's IEP will be integrated into the class as well. Learning strategies is a support class for students to explore how to learn more efficiently and effectively, and to help students to develop and practice skills necessary to be academically successful.

PERC (Parent Educator Resource Center)



Parent involvement in education has proven to be a key factor in the success children achieve in school. But not every parent knows how to be involved and not every teacher or school administrator knows how to encourage participation from families. Helping to connect families and educators is one of the key reasons the JCS PERC (Parent Educator Resource Center) exists.

To best serve our students, the PERC Coordinator works with community agencies and school resources to maximize collaboration between JCS, families, educators, and our community. Learn more at <https://www.jcswv.org/page/parent-and-educator-resources>.

RESPONSIVE EDUCATION

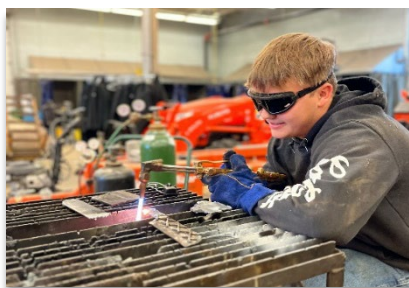
Jefferson Virtual Academy

Jefferson Virtual Academy (JVA) is designed as a virtual learning environment for students and families seeking an alternative to a traditional, in-person learning experience. The JVA program is staffed and designed to support Jefferson County Schools' mission to ensure that all students achieve academic success, value themselves and others, contribute to their communities, and succeed in a global society. For updates and information regarding enrollment in JVA, please visit www.jcswv.org/page/jefferson-virtual-academy or scan the QR code.



Career and Technical Education (CTE)

Career Technical Education, or CTE, classes are designed to prepare students for careers. Many programs focus on areas typically associated with associate or bachelor's degrees, such as engineering or business. CTE Experiences give students the tools they need to succeed: technical skills, academic skills, and employability skills. In addition, CTE helps students see how their learning applies to the needs of employers.



Completer Status

Jefferson County Schools offers a variety of CTE courses, as well as concentrations in specific fields. The following section outlines the course options for each concentration. A student that successfully completes four (4) required courses in a student selected CTE program of study such as Accounting, Careers in Education, AFJROTC, or Agriculture coursework, is recognized as a CTE Completer. A student that is a CTE Completer is required to finish additional activities, such as compiling a portfolio of their work, taking state-required National Occupational Competency Testing Institute (NOCTI) assessments, and participating in the **Simulated Workplace Program**.



Simulated Workplace Program

The Simulated Workplace program transforms the culture of CTE by creating business and industry learning environments within the classroom. Simulated Workplace Programs introduce students to various business processes using twelve distinct measurement areas:

1. Transform the classroom environment into a replicated company.
2. Utilize time clocks or some other form of formal attendance recording process.
3. Adhere to JCS Simulated Workplace Drug Testing Procedures, including random drug testing of all enrolled students.
4. Conduct an application/interview process for enrolling students.
5. Develop a company name and procedures/protocol manual.
6. Ensure all students receive quality safety training.
7. Begin class period with a 5–10-minute company meeting.
8. Submit data reports developed by students and instructors.
9. Establish work teams and an organizational system with students rotating across teams.
10. Integrate the 6S Continuous Quality Improvement principles.
11. Participate in Business and Industry yearly onsite evaluations.
12. Utilize a portfolio system for students to document learning, credentials earned, projects completed.

Included in these twelve areas is the requirement that each student in a Simulated Workplace class must adhere to the random drug testing procedures while enrolled in the class. JCS and WVDE are committed to cooperating in this statewide effort with parents/guardians to help students avoid illegal drug use. We believe that accountability is a powerful tool to help some students avoid using drugs and that early detection and intervention can save lives.

Additional information is available at the following website: <https://wvde.us/simulated-workplace/> or by scanning the QR code.



CTE Concentrations

Students who began CTE Concentrations before the 2022-2023 school year may [CLICK HERE](#) to see the applicable course options.

Students interested in CTE Concentrations not offered at their designated school may transfer to the school where the program is offered. Bus transportation is provided if needed. Additionally, some CTE courses are provided through Jefferson Virtual Academy.

Agriculture, Food, and Natural Resources

Animal Systems (AG 0220) - JHS and WHS

COURSE #1	CASE INTRO TO AGRICULTURE, FOOD, AND NATURAL RESOURCES	0161
COURSE #2	ANIMAL PRODUCTION AND MANAGEMENT (JHS)	0140
	CASE PRINCIPLES OF AGRICULTURAL SCIENCE - ANIMAL (WHS)	0162
COURSE #3	AGRICULTURAL EXPERIENCE PROGRAM (SAE)	0134
COURSE #4	COMPANION ANIMAL CARE	0149
(CHOOSE 1)	CASE FOOD SCIENCE AND SAFETY	0165
	CASE ANIMAL AND PLANT BIOTECHNOLOGY (WHS)	0164
	EQUINE SCIENCE (JHS)	2007

Natural Resource Management (AG 0170) JHS and WHS

COURSE #1	CASE INTRO TO AGRICULTURE, FOOD, AND NATURAL RESOURCES	0161
COURSE #2	NATURAL RESOURCES MANAGEMENT	0200
COURSE #3	AGRICULTURAL EXPERIENCE PROGRAM (SAE)	0134
COURSE #4	FISH AND WILDLIFE MANAGEMENT	0190

Power, Structural, and Technical Systems (AG 0110) JHS and WHS

COURSE #1	CASE INTRO TO AGRICULTURE, FOOD, AND NATURAL RESOURCES	0161
COURSE #2	FUNDAMENTALS OF AGRICULTURE MECHANICS	0112
COURSE #3	AGRICULTURAL EXPERIENCE PROGRAM (SAE)	0134
COURSE #4	AGRICULTURAL STRUCTURES	0113
(CHOOSE 1)	AGRICULTURE EQUIPMENT AND REPAIR	0114

Plant Systems (AG 0210) JHS and WHS

COURSE #1	CASE INTRO TO AGRICULTURE, FOOD, AND NATURAL RESOURCES	0161
COURSE #2	CASE PRINCIPLES OF AGRICULTURAL SCIENCE – PLANT	0166
COURSE #3	AGRICULTURAL EXPERIENCE PROGRAM (SAE)	0134
COURSE #4	CASE FOOD SCIENCE AND SAFETY	0165
	CASE ANIMAL AND PLANT BIOTECHNOLOGY (WHS)	0164

Arts, Audio/Video Technology & Communications

Social Journalism (AV 1690) *JHS and WHS*

COURSE #1	CROSS MEDIA PUBLISHING	1517
COURSE #2	FUNDAMENTALS OF MEDIA WRITING	1518
COURSE #3	DUAL CREDIT ENGLISH LANGUAGE ARTS 11	4011
(CHOOSE 1)	AP ENGLISH LANGUAGE AND COMPOSITION	4041
COURSE #4	DUAL CREDIT ENGLISH LANGUAGE ARTS 12	4012
(CHOOSE 1)	AP ENGLISH LITERATURE AND COMPOSITION	4042

Business Management and Administration

Business Enterprise (BM 1965)

COURSE #1	BUSINESS COMPUTER APPLICATION 1	1411
COURSE #2-4	BUSINESS COMPUTER COMMUNICATIONS	1422
(CHOOSE 3)	BUSINESS LAW AND ETHICS	1417
	BUSINESS MARKETING ESSENTIALS	1439
	ENTREPRENEURSHIP 1	1474

Government and Public Administration

JROTC (GO 1070)* *JHS Only*

COURSE #1	JROTC I	1065
COURSE #2	JROTC II	1066
COURSE #3	JROTC III	1080
COURSE #4	JROTC IV	1081

**AFJROTC requires some after school and weekend events. There is an activity fee. Students must take AFJROTC I as the introductory course, followed by AFJROTC II, followed by AFJROTC III, and followed by AFJROTC IV may then be entered in any year.*

Health Science

Therapeutic Services (HE 0723)*

COURSE #1	FOUNDATIONS OF HEALTH SCIENCE	0711
COURSE #2	ADVANCED PRINCIPLES OF HEALTH SCIENCE	0715
COURSE #3	CLINICAL SPECIALTY I	0789
COURSE #4	CLINICAL SPECIALTY II	0790

** Served under our Med Ed Program*

Hospitality and Tourism

Baking and Pastry (HO 1015) - *WHS Only* (GRADES 10-12)

COURSE #1	BAKING AND PASTRY FOUNDATIONS	1980
COURSE #2	BAKING AND PASTRY 1	1024
COURSE #3	BAKING AND PASTRY 2	1025
COURSE #4	BAKING AND PASTRY ADVANCED	1026

ProStart Restaurant Management (HO 1010) - JHS Only

COURSE #1	RESTAURANT AND CULINARY FOUNDATIONS	1980
COURSE #2	RESTAURANT MANAGEMENT ESSENTIALS	1014
COURSE #3	ADVANCED PRINCIPLES IN FOOD PRODUCTION	1019
COURSE #4	RESTAURANT PROFESSIONAL	1020

Tourism (HO 1010) - WHS Only

COURSE #1	INTRODUCTION TO TOURISM	1211
COURSE #2	TRAVEL WEST VIRGINIA	7633
COURSE #3	TOURISM MARKETING	0437
COURSE #4	AGRITOURISM	1242

Human Services

Social Services (HU 2330) - JHS Only

COURSE #1	PARENTING AND STRONG FAMILIES	0903
COURSE #2	FUNDAMENTALS OF SOCIAL SERVICES	0928
COURSE #3	SOCIAL WORK ADVOCACY	0909
COURSE #4	LEGAL AND PRACTICAL APPLICATIONS*	0910

**Social Work Advocacy is a prerequisite to Legal and Practical Applications*

Information Technology

Coding, AI, and Game Design (IT 4442) WHS only

COURSE #1	DIGITAL IMAGING/MULTIMEDIA I	1431
COURSE #2	DIGITAL IMAGING/MULTIMEDIA II	1432
COURSE #3	CODING, APP, AND GAME DESIGN I	1456
COURSE #4	CODING, APP, AND GAME DESIGN II	1457

Marketing

Marketing Management (MK 0420) WHS only

COURSE #1	MARKETING PRINCIPLES	0422
COURSE #2	MARKETING APPLICATIONS	0425
COURSE #3	CROSS-MEDIA MARKETING	0426
COURSE #4	MARKETING WORK EXPERIENCE/INTERNSHIP	0428

CTE Course Descriptions

ADVANCED PRINCIPLES IN FOOD PRODUCTION (GRADES 11-12)

1019

Classroom experience deals with customer relations, menu planning, management skills, tourism, cost control, marketing, communication, soups, stocks and sauces, baking and pastries, potatoes and grains, seafood, meats and poultry. Students are eligible to receive National Restaurant Certification from this class. The students will operate The JHS Cougar Cafe. *This course is offered at Jefferson High School and James Rumsey Technical Institute and incorporates the Simulated Workplace model. Restaurant and Culinary Foundations is a prerequisite for this course. Completers of all four courses in the ProStart Restaurant Management program could receive embedded credit for Transition ELA for Seniors (4013).*

AGRICULTURAL EXPERIENCE PROGRAM

0134

The Supervised Agricultural Experience (SAE) program is a hands-on, student planned way to apply skills learned in the classroom to real world agricultural experiences. With help from their agricultural teachers, students develop an SAE project based on one or more SAE categories: Entrepreneurship, Placement, Research and Experimentation, Exploratory. *Enrollment in an agriculture education course is a prerequisite. This course is used for the completion of select CTE programs. There will be credit but no grade.*

AGRICULTURE EQUIPMENT AND REPAIR

0114

This course builds on the principles of other mechanics courses 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. *This course incorporates the Simulated Workplace model. Fundamentals of Ag Mechanics is a prerequisite.*

AGRICULTURAL STRUCTURES

0113

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. *This course incorporates the Simulated Workplace model. Fundamentals of Ag Mechanics is a prerequisite.*

AGRITOURISM

1242

Agritourism, the intersection of agriculture and tourism, offers a unique and immersive experience for individuals seeking a deeper connection with the rural landscape. This course provides a comprehensive introduction to the principles, practices, and opportunities within the dynamic field of agritourism. Participants will explore the diverse facets of agritourism, from sustainable farming practices to creating enriching visitor experience.

ANIMAL PRODUCTION AND MANAGEMENT

0140

This course is designed to be a core course in the **Animal Systems** concentration. The course will cover topics on animal restraint, animal management techniques, animal health and welfare, balancing rations, pedigree analysis, and entrepreneurship. *This course is offered at JHS only.*

BAKING AND PASTRY FOUNDATIONS (GRADES 10-12)

1980

This course focuses on the basic preparation and service of safe food, basic introduction to industry safety standards, restaurant equipment, kitchen essentials, and communication concepts in the baking 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 SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. *This course is offered at WHS only. These courses are offered in a block of 2 periods.*

BAKING AND PASTRY I (GRADES 10-12)**1024**

This course will educate students on the basics of the industry. This course starts with teaching students about the various ingredients used for baking and pastry arts and how these ingredients react to each other to make products. It will also instruct students on various breads such as quick breads, artisan and yeast breads, and laminated doughs. 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, DECA, FCCLA, or SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. *This course is offered at WHS only.*

BAKING AND PASTRY II (GRADES 10-12)**1025**

This course will instruct students on making cookies, pies, and cakes. It educates students about the various types of icing and frostings and introduces them to custards, sauces, and creams. This course also teaches students how to make ice cream and gives them some knowledge of how to adapt recipes to meet special dietary needs. 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, DECA, FCCLA, or SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. *This course is offered at WHS only.*

BAKING AND PASTRY ADVANCED (GRADES 10-12)**1026**

This course will educate students on how to make some of the more intricate products of the industry. It will introduce students to tortes and specialty cakes, petits fours, and plated desserts. This course also will give students some experience with chocolate and sugar work. 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, DECA, FCCLA, or SkillsUSA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets. *This course is offered at WHS only.*

BUSINESS COMPUTER APPLICATION. 1 (GRADES 9-12)**1411**

This course offers training in Microsoft Word, PowerPoint, and Excel, focusing on creating professional documents, presentations, and spreadsheets for business contexts. Through lectures, hands-on exercises, and practical assignments, students develop proficiency in advanced formatting, slide design principles, and spreadsheet management, including writing, reading, data analysis and mathematical concepts in software. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide students with authentic learning experiences, employability skills, and instruction through Simulated Workplace. Teachers are responsible for providing work-based learning opportunities ensuring students submit timecards. Students are encouraged to become active members of a career technical student

BUSINESS COMPUTER COMMUNICATIONS (GRADES 9-12)**1422**

The Business Computer Communications course is designed to equip students with the essential skills and knowledge needed to effectively communicate in a professional business environment using computer technologies. Through a combination of theoretical concepts, practical exercises, and real-world case studies, students will develop proficiency in various communication tools and techniques, enhancing their ability to communicate effectively with colleagues, clients, and stakeholders in today's digital workplace.

BUSINESS LAW AND ETHICS**1417**

The skillsets in this course are representative of the basic knowledge included in a **Career and Technical Education/Business Enterprise** concentration. Incorporated into this course are elements of introductory

business law knowledge and skills necessary for a career in the business and marketing field. This course is recommended as an Elective in the Legal Office concentration. Teachers should provide each student with real-world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets. *This course is offered at JHS only.*

BUSINESS AND MARKETING ESSENTIALS

1439

This course is designed to develop students' 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. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

CAREER AND WORK SKILLS TRAINING (CWST) 1

0511

This course is designed to provide students with skills and knowledge to succeed in professional settings, effectively preparing them for the expectations they might face in the workplace. Through engaging classroom sessions students will participate in interactive lectures, practical exercises, and real-life scenarios to foster fundamental competencies crucial for success across diverse career paths. Students will actively seek out opportunities for employment and/or on-the-job training seamlessly integrating their classroom learning by creating job applications, cover letters, and refining interview skills to focus on securing workplace employment, apprenticeships, internships, or experiential learning experiences.

CAREER AND WORK SKILLS TRAINING (CWST) 2

0512

This course explores career preparation, entrepreneurship, and business knowledge to foster students' ongoing success in professional workplaces. Through engaging classroom sessions, students develop essential competencies and confidence required to navigate complex workplace dynamics and challenges effectively. In-person classroom activities facilitate the documentation of employment and/or on-the-job training to create a portfolio showcasing their skills and achievements and positioning themselves for future career opportunities to demonstrate their readiness for diverse professional environments.

CWST WORK EXPERIENCE 1

0513

This course empowers students to select a career-focused work experience within their desired field through employment and/or on-the-job training, thereby seamlessly integrating classroom skills and knowledge with real-world scenarios. Students work in a chosen career specialization for an in-depth exploration, committing a minimum of 100 hours to relevant job tasks. Throughout the course, emphasis is placed on cultivating employability skills and fostering career development, while also applying pertinent information technology and technical proficiencies. The experience encompasses project and problem-based approaches to simulate authentic business practices, emphasizing the importance of workplace readiness skills.

CWST WORK EXPERIENCE 2

0514

This course offers students the opportunity to continue in a career-focused work experience tailored to their chosen field, be it through employment and/or on-the-job training. By immersing themselves in real-world scenarios, students seamlessly integrate classroom-acquired skills and knowledge with practical applications. Engaging in a specialized career area, students commit a minimum of 100 hours (in addition to CWST Experience I) to hands-on job tasks, enabling them to gain valuable insights and expertise. This experiential learning opportunity serves as a foundation for students to prepare for future career endeavors. By gaining firsthand experience and industry exposure, students are better equipped to pursue future career opportunities and navigate

the complexities of their chosen profession with confidence. Given the course's nature and alignment with industry standards, exemplary attendance is essential for student success.

CASE INTRO TO AGRICULTURE, FOOD, AND NATURAL RESOURCES 0161

Introduction to Agriculture, Food, and Natural Resources (AFNR) introduces students to agricultural opportunities and the pathways of study in agriculture. Science, mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout the CASE curriculum. Throughout the course there are activities to develop and improve employability skills of students through practical applications. Students explore career and post-secondary opportunities in each area of the course.

CASE PRINCIPLES OF AGRICULTURAL SCIENCE – ANIMAL 0162

Students experience various animal science concepts through inquiry-based exercises filled with activities, projects, and problems utilizing laboratory and practical experiences. Student experiences will include the study of animal anatomy and physiology, classification, and the fundamentals of production and harvesting. *This course incorporates the Simulated Workplace model. This course is offered at WHS only.*

CASE ANIMAL AND PLANT BIOTECHNOLOGY 0164

Animal and Plant Biotechnology, a specialization course in the CASE Program of Study, provides students with experiences in industry appropriate applications of biotechnology related to plant and animal agriculture. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Students are expected to become proficient at biotechnological skills involving micro pipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction. *This course fulfills the third science credit for graduation (non-transcribed). This course is offered at WHS only.*

CASE FOOD SCIENCE AND SAFETY 0165

Food Science and Safety is a specialization course in the CASE Program of Study. Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development, and marketing. *This course fulfills the third science requirement (non-transcribed).*

CASE PRINCIPLES OF AGRICULTURAL SCIENCE – PLANT 0166

Students experience various plant science concepts through inquiry-based exercises filled with activities, projects, and problems utilizing laboratory and practical experiences. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. *This course incorporates the Simulated Workplace model. This course fulfills the third science requirement (non-transcribed).*

CODING, APP, AND GAME DESIGN I (GRADES 9-12) 1456

This course is designed to develop students' knowledge and skills in programming and designing game and app ideas, paper prototyping and other planning techniques. Using various design platforms, programming languages, drawing and animation techniques, students create an interactive demonstration of the games and apps. *This course is offered at WHS only.*

CODING, APP, AND GAME DESIGN II (GRADES 9-12) 1457

This course is designed to develop students' knowledge and skills in developing apps and games using more advanced coding and graphic design including both 2D and 3D elements. Students utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. *Successful completion of Coding, App, and Game Design I is a prerequisite. This course incorporates the Simulated Workplace model. This course is offered at WHS only.*

- COMPANION ANIMAL CARE** **0149**
This specialization course is designed for students interested in entering the companion animal industry as either a pet groomer, an animal care giver and/or a companion animal entrepreneur. The course will cover topics on grooming, animal restraint, developing feed rations, business planning, developing marketing plans and animal facilities as they apply to various companion animals such as dogs, cats, rodents, birds, reptiles, and fish.
- CROSS-MEDIA MARKETING** **0426**
Cross-media marketing is a dynamic course that focuses on a deep understanding of various marketing channels and platforms to effectively engage with diverse audiences. This course aims to equip students with the knowledge and skills necessary to develop and implement cross-media marketing strategies across multiple channels, including traditional, digital, and emerging platforms. Students will learn how to integrate messaging, content, and branding seamlessly across different media to create cohesive and impactful marketing campaigns. *This course is offered at WHS Only.*
- CROSS-MEDIA PUBLISHING** **1517**
This course introduces students to the emerging field of cross-media publishing. Students will explore the use of blogging, video sharing, and social media services as journalism and marketing tools. Students will research, write, and produce multimedia content to be disseminated across various platforms (print, video, and digital publishing). Units of Study: 21st Century Publishing, Marketing across Media, Content Marketing.
- DIGITAL IMAGING/MULTIMEDIA I (GRADES 9-12)** **1431**
This course focuses on knowledge and skills for producing images, animation, photography, and video. Students will learn to use Adobe Illustrator and Photoshop. *This course fulfills one art credit (non-transcribed).*
- DIGITAL IMAGING/MULTIMEDIA II (GRADES 10-12)** **1432**
This course focuses on building on the knowledge and skills for producing images, animation, photography, and video from course I. Students will continue to use Adobe Illustrator, Photoshop, and Premiere Pro while learning Adobe InDesign. Students will be provided with real world learning opportunities and instruction. *This course incorporates the Simulated Workplace model. Digital Imaging/Multimedia I is a prerequisite. This course is offered at WHS only.*
- ENTREPRENEURSHIP I** **1474**
This course serves as an introduction into the nature of entrepreneurship, entrepreneurial mindsets, problem framing (identifying, clarifying, and contextualizing problems), and the design thinking process. Attention will be focused on the local community context with a core theme of the discovery of entrepreneurial opportunities. The course will equip students with an overview of entrepreneurship, help assess and develop their entrepreneurial mindset and provide a foundation of problem framing and customer discovery through the design thinking process. The goal is to provide students with a thorough understanding of the entrepreneurial discovery process and how to apply iterative processes to the development of new ventures.
- EQUINE SCIENCE** **2007**
This specialization course focuses on the basic scientific principles and processes related to equine anatomy and physiology, breeding, nutrition, and management practices in the equine industry. *This course is offered at JHS only.*
- FASHION AND INTERIOR DESIGN** **7707**
This course explores topics related to fashion, fashion marketing, fashion merchandising, the housing market, and interior design. Topics covered include, but are not limited to, housing and human needs, floor plans, housing styles and choices, elements and principles of design, furniture styles, backgrounds and accessories, budgeting, careers in housing, elements and principles of design, history of fashion, and careers in fashion. In class projects will be a significant portion of this class.

FISH AND WILDLIFE MANAGEMENT **0190**

This specialization course covers topics on advanced wildlife management principles, water quality, and stream ecology and fish biology, history of fish and wildlife, habitat management, life history and wildlife values as natural resources.

FOOD PREPARATION (GRADES 9-12) **0951**

This course is designed to provide students with a working knowledge of food, nutrition, and consumerism. The course will cover analyzing and emphasizing nutrition, family meals, investigating foreign foods, and discovering regional and traditional foods. Emphasis will be placed on cooking in the lab. *Successful completion of Nutrition and Food I is a prerequisite for this course. This is a semester course.*

FUNDAMENTALS OF AGRICULTURE MECHANICS **0112**

This course introduces the knowledge and skills for applying the physical science principles and skills in operation and maintenance to mechanical equipment, welding and fabrication, structures, plumbing, electrical wiring, power utilization, and entrepreneurship as well as technical writing and interpretation.

FUNDAMENTALS OF MEDIA WRITING **1518**

This course focuses on media writing and digital citizenship skills, emphasizing ethical practices, copyright law, fair use, and the responsibilities of content creators. It covers government and industry regulations, the impact of AI on communication, freedom of the press, and the significance of positive digital citizenship. Students explore career options in visual communications and multimedia design, create professional portfolios, and understand design principles in business contexts. Practical training includes using equipment, electronic tools, and presentation materials, ensuring proficiency in digital communication and media production.

FUNDAMENTALS OF SOCIAL SERVICES **0928**

This course covers the foundational principles and history of human service professions including values, ethics, and the various roles professionals play in addressing social and personal issues. It investigates the impact of factors like culture, environment, and societal structures on both individual and group behavior. Students will integrate essential knowledge, skills, attitudes, and practices necessary for pursuing careers dedicated to addressing the social issues and concerns of individuals, families, and communities.

INTRODUCTION TO AGRICULTURE, FOOD & NATURAL RESOURCES **0101**

This introductory course is a core course for the Agriculture, Food and Natural Resources Career Cluster and is built to serve as a mandatory pre-requisite for all other agricultural education courses. This course builds a knowledge base and technical skills in all aspects of the industry. Learners will be exposed to a broad range of agriculture, food, and natural resources careers. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, FFA. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and skill sets.

INTRODUCTION TO HOSPITALITY AND TOURISM **1211**

This course is designed to introduce the skills needed for successful employment in the hospitality field. This course provides students with a comprehensive tour through the travel and tourism environment. Students will discover the characteristics of the hospitality industry, the relationship between hospitality and tourism, the economics and promotion of tourism, and an overview of the lodging and restaurant industries. *This course is offered at WHS Only.*

JROTC I **1065**

Leadership education introduces students to the AFJROTC program, instilling elements of good citizenship while providing a solid foundation for progressing through the next three years. Aerospace science focuses on the

development and history of flight, with overviews of the principles of basic aeronautics, aircraft motion and control, flight power, rockets, as well as astronomical and space exploration. Wellness and drill and ceremonies are included. This course incorporates the Simulated Workplace model**. *Successful completion of JROTC I and II will fulfill the PE requirement for graduation; however, PE credit will not be transcribed. Completion of JROTC I-IV fulfills a social studies requirement (not Civics); this will not be transcribed. This course is offered at JHS only.*

JROTC II

1066

At this level, leadership education stresses communications skills, understanding individuals, groups, and teams in preparation for assuming leadership positions. Aerospace science examines geopolitical issues such as terrorism, economics, politics, military issues, religion, environmental concerns, human rights, disease, overpopulation, literacy, and the migration of peoples, allowing for a better understanding of America's interests and role in the world. Wellness and drill build on what was learned in AFJROTC 100. This course incorporates the Simulated Workplace model**. *Successful completion of JROTC I and II will fulfill the PE requirement for graduation; however, PE credit will not be transcribed. Completion of JROTC I-IV fulfills a social studies requirement (not Civics); this will not be transcribed. This course is offered at JHS only.*

JROTC III

1080

Leadership education prepares students for life after high school. Students receive complete information and guidance on college planning, selection and application processes, as well as a wealth of detail on college scholarships and other financial aid. Students mentor underclass students as leaders preparing future leaders. Aerospace science centers on the aerospace environment, human requirements of flight and physiology, principles of aircraft flight, and principles of navigation. Wellness and drill build on what was learned in AFJROTC 100. *This course incorporates the Simulated Workplace model. This course is a prerequisite for Air Force Junior ROTC-500 Aviation Honors Ground School. Completion of JROTC I-IV fulfills a social studies requirement (not Civics); this will not be transcribed. This course is offered at JHS only.*

JROTC IV

1081

Leadership education focuses on the fundamentals of management, with students encouraged to see themselves as managers. At this level, they have even greater responsibility for planning, organizing, coordinating, directing, and controlling AFJROTC projects and activities. Students mentor junior leaders to take their places upon graduation. Aerospace science centers on exploring space, examining earth, the moon, and the planets. Students examine the latest advances in space technology and the continuing challenges of the use of space and manned spaceflight, including space law. Wellness and drill build on what was learned in AFJROTC 100. Students perform all drill and ceremonies of earlier courses while also managing and evaluating the drill and ceremonies of underclassmen. *This course incorporates the Simulated Workplace model. Completion of JROTC I-IV fulfills a social studies requirement (not Civics); this will not be transcribed. This course is offered at JHS only.*

LEGAL AND PRACTICAL APPLICATIONS

0910

In this course, students will get hands-on experience in the world of social services. The course explores how laws, rules, and ethical guidelines apply in real workplaces. Students will learn how to complete a case plan for different social service situations. The course covers assessment techniques, intervention strategies, and the application of social work theories to address diverse client needs. *This course is offered at JHS only.*

MARKETING PRINCIPLES (GRADES 10-12)

0422

This course focuses on the fundamentals of marketing, economics, and the necessary skills for successful marketing. *This course is offered at WHS only.*

MARKETING APPLICATIONS (GRADES 11-12)

0425

This course focuses on advanced skills needed in marketing and related occupations. Emphasis is placed on careers in business and marketing, the role of marketing in the business world and the free enterprise economy,

management and entrepreneurship, selling, promotion, and marketing research. Students are encouraged to become active members of the national student organization, DECA. *Prerequisite: Marketing Principles. This course is offered at WHS only.*

MARKETING WORK EXPERIENCE/INTERNSHIP 0428

This course is designed to develop student understanding and skills in such areas as the elements of introductory employment knowledge and skills necessary for a career in the business and marketing field. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, DECA. *Successful completion of Marketing Applications is a prerequisite for this course. This course is offered at WHS only.*

NATURAL RESOURCE MANAGEMENT 0200

This specialization course covers topics on soil and water conservation, basic wildlife management, environmental law and regulations, basic forestry, basic farm physics and engineering, oil and gas production, renewable energy, environmental systems, nutrient management planning and government agencies. *This course fulfills the third science credit (non-transcribed). This course incorporates the Simulated Workplace model.*

NUTRITION AND FOOD FOUNDATIONS (GRADES 9-12) 0950

This course is offered during first semester and consists of a study of nutrition, basic principles of food handling, food preparation skills, service, and storage of food. Lab preparations will be related to the subject matter studied. *This is a semester course. JHS Only.*

PARENTING AND STRONG FAMILIES (GRADES 9-12) 0903

This course is designed to help students evaluate readiness for parenting while examining appropriate Parenting and Strong Families practices. Students will develop an awareness of societal issues affecting families and explore support systems. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities and to manage the challenges of living and working in a diverse global society.

PERSONAL FINANCE (GRADES 11-12) 1451

This course is designed to develop students' understanding and skills in such areas such as money management, budgeting, financial goal attainment, credit, insurance, investments and consumer rights and responsibilities. The course culminates in a personal financial literacy workshop requiring students to share their knowledge with others.

RESTAURANT AND CULINARY FOUNDATIONS (GRADES 10-11) 1013

Restaurant and Culinary Foundations is a course that introduces students to careers in food service and teaches basic skills and knowledge needed for success in the food service industry. This course covers nutrition, food service equipment, safety and sanitation, kitchen basics, salads, garnishes, fruits, vegetables, breakfast foods, sandwiches, and business math. The student will participate in the student-run JHS Cougar Café. Students will also be eligible for National Restaurant Certification. *This course is offered at JHS and James Rumsey Technical Institute (JRTI).*

RESTAURANT MANAGEMENT ESSENTIALS (GRADES 10-11) 1014

Classroom experience deals with customer relations, menu planning, management skills, tourism, cost control, marketing, communication, soups, stocks and sauces, baking and pastries, potatoes and grains, seafood, meats and poultry. Students are eligible to receive National Restaurant Certification from this class. The students will operate The JHS Cougar Cafe. *This course is offered at JHS and James Rumsey Technical Institute (JRTI).*

RESTAURANT PROFESSIONAL (GRADES 11-12)**1020**

Classroom experience deals with customer relations, menu planning, management skills, tourism, cost control, marketing, communication, soups, stocks and sauces, baking and pastries, potatoes and grains, seafood, meats and poultry. Students are eligible to receive National Restaurant Certification from this class. The students will operate The JHS Cougar Cafe. *This course is offered at JHS and James Rumsey Technical Institute (JRTI).*

SOCIAL WORK ADVOCACY**0909**

This course offers students a comprehensive exploration of human and social advocacy. Participants will explore various aspects of social and emotional development, covering topics such as mental health awareness, behavioral disorders, trauma, abuse, and neglect, as well as addiction and prevention. *This course is offered at JHS only.*

TOURISM MARKETING**0437**

Tourism Marketing Strategies is a comprehensive course designed to explore the multifaceted world of marketing within the tourism industry. This course delves into the principles, tools, and strategies essential for promoting destinations, attractions, and tourism-related services effectively. Through a blend of theory, case studies, and practical applications, students will gain a deep understanding of the dynamic nature of tourism marketing in the contemporary landscape. *This course is offered at WHS only.*

TRAVEL WEST VIRGINIA (GRADES 9-12)**7663**

This course is designed to provide students with an awareness of the impact of tourism in West Virginia and how tourism affects the West Virginia economy. Instruction integrates differentiated learning, technology, and informational content standards to provide knowledge and understanding of the nine tourism regions of the state. Utilizing West Virginia tourism development strategies that incorporate the economic, physical, social, and cultural geography of the state, stakeholders investigate and explore entrepreneurship, professionalism, and marketing strategies to create career building opportunities within the West Virginia travel, tourism and hospitality industry. *This course is offered at WHS only.*

WORK-BASED INTEGRATION AND TRANSITION (GRADES 9-12)**0520**

This course gives students the opportunity to integrate theory and practice by interacting with industry professionals. Students will study various requirements for employability including ethics, communication, teamwork and professionalism. Students will participate in hands-on, digital or work-based experiences related to industry settings to practice skill sets and to transition from student to employee. A supervised project will be developed in one or more of the following categories: Entrepreneurship (ownership or operation of a business); Placement (employment or internship); Research and Experimentation (planning and/or conducting a scientific experiment); Exploration (exploration of related careers through activities such as shadowing employees in various work settings, conducting on-line research, attending professional development activities, etc.). Students will develop materials to supplement their Simulated Workplace portfolios.

James Rumsey Technical Institute

Students may earn **two (2) to eight (8) credits per year** at the James Rumsey Technical Institute (JRTI).

CTE programs are designed for **four (4) credits per year**. Students may also choose to attend JRTI all day and enroll for one (1) credit each in English, Mathematics, Socials Studies, and Science classes. Returning (second year) students will have priority enrollment followed by first-year juniors then first-year seniors. For more information on program offerings visit www.jamesrumsey.com Some career programs offered at JRTI are also offered at the local school as referenced above. *All courses at JRTI incorporate the Simulated Workplace model.*



COLLEGE ATHLETICS – NCAA

The NCAA determines a college student-athlete's eligibility. It is the student's and the parent's/guardian's responsibility to check with the National College Athletic Association (NCAA) and their post-secondary institution before completing or adjusting the student's schedule. If a student-athlete wishes to participate in collegiate sports, the student and parent/guardian are advised to meet with the school counselor. Information regarding NCAA can be found at <https://www.ncaa.org/student-athletes/future/core-courses> <https://www.ncaa.org/student-athletes/play-division-i-sports> www.eligibilitycenter.org

GRADING SCALE

Non-Weighted Grades

JCS uses the uniform grading rules established by the West Virginia Board of Education (WVBE) for those courses for which high school credit is to be awarded (W. Va. Code §18- 2-5).

NON-WEIGHTED COURSE GRADING SCALE

Average Grade	Quality	Points
90 - 100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
0-59	F	0

Weighted Grades and Quality Points

Weighted grades are issued for AP[®] courses, Honors, and Dual Credit. The JCBOE has discretionary authority to issue weighted grades for other advanced high school courses. Students transferring into a county will follow that county's policy on the weighting of other advanced high school courses.

WEIGHTED COURSE GRADING SCALE

Letter	Grade	Regular Classes		Honors Classes		Dual Credit/AP [®] Classes	
		Year	Semester	Year	Semester	Year	Semester
A	90 - 100	4.00	2.00	4.50	2.25	5.00	2.50
B	80 - 89	3.00	1.50	3.50	1.75	4.00	2.00
C	70 - 79	2.00	1.00	2.50	1.25	3.00	1.50
D	60 - 69	1.00	0.50	1.50	0.75	2.00	1.00
F	59 & below	0.00	0.00	0.00	0.00	0.00	0.00

Advanced Placement[®] (AP[®]): AP[®] courses are college-level classes that afford students an opportunity to earn, in addition to high school credit, college credit and/or appropriate placement at the college level if they attain a specific score on a national standardized examination and if they attend one of many colleges and universities which recognize students' participation in the College Board's Advanced Placement Program. *To see available AP[®] courses, please refer to the Course Descriptions section.*

Honors Courses: Accelerated instruction designed for students performing above grade level. The highly structured courses typically include additional and more frequent upper-level assignments.

TESTING OUT

Students may advance or accelerate by testing out of a class. The score earned on the comprehensive examination will determine the student's grade per the current approved grading scale. Successfully testing out will not result in a weighted grade on the transcript.

A student who passes the test at 80% or above will be awarded credit and the grade will be computed in the student's grade point average. **Any test grade below 80% is considered a failure.** The student must then take the in-person class and pass the course to obtain credit for the course. Students may not enroll in a course after they have tested out of the course (i.e. to improve their grade). The student may take a test only once. There is no retest provision for this test.

A student may request to "test out" of the core classes of English, Social Studies, Science, and Mathematics. To test out of a course, a student must meet the following criteria:

1. An unweighted grade point average of 3.0 or better over the previous four semesters for the subject area requested.
2. An achievement test percentile of seventy in the subject area requested on the student's most recent achievement test for the subject area requested.
3. A recommendation from the student's current teacher or most recent teacher for the subject area requested.

For more information regarding the procedure for testing out of a class, contact your school counselor.