

TABLE OF CONTENTS

“Design for Opportunity”	2
Program of Studies Terminology	2
Guidance Services.....	3
Work Based Experience	3
Rehabilitation Services.....	3
Attendance Requirement for WV Public Schools	3
Early Dismissal	3
Grading System	4
Middle School – Grades 7 TH and 8 TH	4
Student Program	4
Graduation Requirements	5
Class Standing	5
Grade Point Calculations Sample..	6
Honors.....	7
Honors Program	7
College Entrance Requirements	7
Admission Requirements for WV Colleges & Universities	7
Promise Scholarship	8
Personalized Education Plans	8
Work-Based/experiential Learning	8
Career Clusters	9
ACCE and Option Pathway.....	9
Simulated Workplace	10
NCAA Eligibility Standard.....	11-12
COURSE LISTINGS/DESCRIPTIONS	
Driver and Traffic Safety Education.....	13
Experiential Opportunities in Education	13
Fine and Performing Arts.....	14-19
Foreign Languages.....	19
Health and Safety	19
Language Arts/English.....	20-22
Mathematics	22-26
Physical Education	26
Re-teach/Enrich.....	26
Leadership/Student Council.....	26
Science.....	26-29
Social Studies.....	29-30
Special Services.....	31-33
Alternative Learning Education	33
CAREER TECHNICAL EDUCATION (Vocational) COURSE LISTINGS	34-35
Business Management and Administration.....	35-36
Marketing	37
Information Technology	37
Health Science	38
Human Services	39
Food Science and Nutrition.....	39-40
Pro-Start Restaurant Management.....	40-41
Early Childhood Education.....	41
Careers in Education	42
Science, Technology, Engineering, and Math (STEM)	43
Automotive Technology	44
Collision Repair.....	45
Carpentry.....	45-46
Machine Tool Technology	46-47
Welding	47-48
Broadcast Technology	48-49

BROOKE HIGH SCHOOL
“To Educate Students to Become Problem Solvers and Responsible Citizens”

BROOKE HIGH SCHOOL’S DESIGN FOR OPPORTUNITY

Brooke High School is a four- year comprehensive high school providing for students in the ninth, tenth, eleventh, and twelfth grades. The school is designed with the intention of furnishing a smooth transition from middle school to high school and from high school to vocational/technical school, college, or work. Brooke High is divided into three Centers (smaller schools) within the larger comprehensive high school. All Centers have the following characteristics:

- Comparable curriculum
- Approximately 400 students
- All four grades represented
- Students assigned alphabetically and at random to Centers, a cross section of the entire student body
- Once assigned to a Center, the student remains there until graduation.

The head principal, located in the Main Office, oversees the staff at Brooke High. Each Center has an assistant principal as its administrator. Their offices are located in the Center to which they are assigned. Center principals are assisted by a staff of teachers and a guidance counselor. Counselors’ offices are located in Center areas to which they are assigned.

Confer with your counselor on matters relating to your subject selection and other concerns relating to your school work. A good educational background will help you succeed in a world that is highly competitive, demanding highly skilled and professional people. You should choose the subjects which will best suit your needs and meet the requirements of the high school. Brooke High School has many courses that will help you obtain a good educational background.

DISCRIMINATION PROHIBITED

As required by federal laws and regulation, the Brooke County Board of Education does not discriminate on the basis of sex, race, color, religion, disability, or national origin in employment or in its educational programs and activities. Inquiries may be referred to Joe Starcher, Title IX Coordinator, Brooke High School, R. R. #3, P.O. Box 610, Wellsburg, WV 26070, Phone No. 304-737-3481; or to Melissa Figlioli, Section 504, Coordinator, Brooke County Board of Education, 1201 Pleasant Avenue, Wellsburg WV 26070, Phone 737-3481; or to the U.S. Department of Education’s Director for the Office of Civil Rights.

All classes and programs are available without regard to race, religion, sex, color, national origin, handicap, or social class.

PROGRAM OF STUDIES TERMINOLOGY

There are several terms in connection with the courses of study which should be understood by every student and parent.

1. **Curriculum:** all subjects and activities of:
 - a. Curricular--subjects for which credit is given.
 - b. Co-curricular--activities for which no credit is given - clubs, athletics, etc.
2. **Elective:** a course which may be chosen by a student because of his/her personal interest. It provides full credit. This might include any subject offered if he/she is prepared to take it.
3. **Graduation:** successful accumulation of twenty-six (26) Units of credit is required.
4. **Major:** series of subjects arranged in order to enable a student to achieve his/her educational or vocational goal.
5. **Prerequisite:** subject required before another can be taken, example being French I before French II.
6. **Requirements:** subjects prescribed as necessary by the State of West Virginia, the Brooke County Board of Education, the North Central Association of Secondary Schools, and Brooke High School.
7. **Scholarship:** This term has two meanings:
 - a. In high school it refers to superior achievement in the subjects taken. The Honor Roll consists of students having no lower grade than a C and at least a 3.25 grade point average on a 4 point scale. The Principal’s Honor Roll requires a 3.75 GPA.
 - b. A scholarship after graduation is financial assistance offered by an organization or college to a student with an outstanding academic record so that he/she may continue his/her education.
8. **Transcript:** A transcript is a record of all the courses attempted in high school and grades earned in those courses. Also on the record are scores of standardized tests. This record is required for college entrance and by some employers.
9. **Unit:** A Unit is the amount of credit received for attending a class. Upon completion of requirements with satisfactory grades one (1) Unit of credit is recorded. Fractions of units are issued for subjects that require fewer hours of attendance.
A unit of credit is that which is awarded for attainment of content standards and objectives for a course that meets one period per day, five (5) days per week for thirty-six (36) weeks.
10. **Weighted Grade:** “Weighting” a grade adds to the grade point value earned in certain courses. Grades of A, B, and C earned in weighted classes will earn extra grade points.

GUIDANCE SERVICES

When you are making plans, for the courses you will take next year, or what you will do when you finish school, or if you are having difficulties adjusting to your school or personal environment, your counselor is the person to see. It is the job of a counselor to provide and interpret information and materials, so that you may better know and understand yourself and your situation. Thus, you will be in a better position to make your decisions.

Major tools that will be used in helping you learn more about yourself are the different tests you will be taking. Your counselor will assist you in understanding what these tests are trying to measure and will interpret your scores.

In your counselor's office you will find a wide variety of information regarding jobs and the schools which prepare you for these jobs. When you are considering what career to enter after high school, you should take time to read the material in the reading room of your counselor's office and talk with your counselor. The earlier you decide what type of work you want to do, the sooner you can start preparing.

***IMPORTANT - Continually check the Brooke High School WEB for up-to-date information concerning scholarships & career <http://brooke.schoolwires.net/> and www.cfww.com.**

When you plan your next year's schedule, your counselor will review your school record (Credit check) and talk with you about your abilities (strengths and weaknesses) and your future goals. Your counselor will give you information about courses which provide the training you need to realize your hopes and ambitions.

You will also be assigned an advisor, who is one of the faculty members in your Center. Your advisor will keep in touch with you and assist you in all school matters. You should discuss your high school program with that advisor. He/she will remain your advisor for your entire high school career.

WORK-BASED EXPERIENCE

All students are required to participate in work-based experience. This should not be confused with placing all students in a formal work setting. There are many activities that can serve as work-based experience. Students entering Brooke High School as freshmen will receive their first experience through a course, Introduction to Technology, Careers, and Personal Finance.

Although the school will do its part to provide the work-based experience, many activities can be student initiated. Any work-based experience must be connected to the student's career choice. The following is a list of some activities that can be arranged for students: field trips, guest speakers, job shadowing, mentorships, internships, school-based enterprises, and school-site experiences (service learning through clubs, classes, and organizations). **In addition, students who acquire 12 hours of experiential learning per semester and miss three days of school or less per semester will be exempt from taking semester exams (subject to approval of experiential learning application). Applications may be obtained through the Main Office.**

WEST VIRGINIA DIVISION OF REHABILITATION SERVICES

In addition to the regular guidance services, Brooke High School has a unique service for students who have a disability. If a student has medical, mental health, or learning problems, they may benefit from these services.

The goal of West Virginia Division of Rehabilitation Services is to help students make the transition from high school to work. These services include vocational evaluation and assessment, career counseling, training, educational assistance, adaptive equipment, resume building, job placement assistance, and much more. All information is kept confidential.

Students are encouraged to take advantage of this unique service. The office is in the Vocational Office, extension 3132 or 304-723-5311. The rehabilitation counselor is assigned to this office four (4) days per week.

ATTENDANCE REQUIREMENT FOR WEST VIRGINIA PUBLIC SCHOOLS - ADOLESCENT EDUCATION (GRADES 9-12)

According to WV State Board Policy 2510 section 5.6.b.1: Attendance for the full school day for all four years during grades 9-12 is important so that students obtain the full benefit from the educational programs offered in the schools of West Virginia. Therefore, all students shall be scheduled in the defined high school curriculum, college courses, career/technical programs or virtual school courses for the full instructional day for all four years.

BROOKE HIGH EARLY DISMISSAL POLICY

In order for students to leave 4th block to go to work requires the following documentation:

1. Note stating parent approval
2. Note stating approval of Work Based Instructor

GRADING SYSTEM

The following grading system has been adopted by Brooke High School.

Grade	Quality Points		AP Courses	Grade Point Range	Percentage Range
	Standard	Honors (starting with class of "19")			
A	4	4.5	5	3.5-4.0	93-100
B	3	3.5	4	2.5-3.49	85-92
C	2	2.5	3	1.5-2.49	75-84
D	1	1.5	1	1.0-1.49	65-74
F	0	0	0	0-0.49	0-64

MIDDLE SCHOOL – 7TH AND 8TH GRADES

We find that in some cases students sign up for courses that are too easy for them; just as some take courses that are too difficult. Middle School teachers and counselors work closely with the high school to help place students into the best course choices to suit their individual needs and academic talents.

1. The school day at Brooke High School is scheduled for Four Blocks/semester:
2. The minimum number of classes required each year is as follows:
 - Freshman Year 8 classes
 - Sophomore Year 8 classes
 - Junior Year 8 classes
 - Senior Year 8 classes
3. Required courses for freshmen
 - English LA 9
 - World Studies
 - Earth and Space Science
 - Math
 - Personal Finance

STUDENT PROGRAM

The program of study of a student at Brooke High School requires that a student be enrolled in at least eight (8) units during his/her freshman through senior years. **A schedule of fewer than the required units per year may be approved during a student's senior year only under compelling circumstances. Approval of both the County Superintendent and Board of Education is required.**

Your high school diploma has become more and more important, as it is now a requirement for employment in most job areas. Joining the service or taking the Test Assessing Secondary Curriculum (TASC) is not a short cut to a high school diploma. Taking and passing the TASC after you are eighteen will earn you a Certificate of Educational Equivalency, but it is not a diploma from your high school and may not be recognized by some employers or some colleges. To compete successfully, a high school diploma is advisable.

This booklet is correct as of press time. Any changes made by the Brooke County Board of Education or West Virginia Department of Education will be available to students when registering.

Please note that all classes offered may not run if class size is not greater than ten (10) students.

GRADUATION REQUIREMENTS FOR STUDENTS ENTERING 9th GRADE IN 2012-2013 OR AFTER UNTIL GRADUATION

Minimum requirements for graduation from Brooke High School:

- 4 Units of English
- 4 Units of Social Studies: World Studies for freshmen, U.S. Studies to 1900 for sophomores, Contemporary Studies for juniors, and Civics for the Next Generation for juniors or seniors.
- 4 Units of Mathematics (if students begin the math sequence prior to grade 9, they must take 4 additional math courses, which may include AP courses or other advanced offerings.)
- 3 Units of Science - One Physical Science and Biology. (4 Units if Professional Pathway)
- 1 Unit of Physical Education
- 1 Unit of Health
- 1 Unit of Introduction to Technology, Career, and Personal Finance or Personal Finance
- 1 Fine Art Unit
- *** 4 Career Major Units (2 credits of foreign language if Professional Pathway) some colleges require 2 credits of foreign language
- 2 Related Elective Units
- 25 Required Units
- 1 Elective Unit
- 26 Total Units**

*A minimum of 12 hrs. of experiential learning is required for graduation.

GRADUATION REQUIREMENT OF STUDENTS ENTERING 9TH GRADES IN 2016-2017 OR AFTER UNTIL GRADUATION

Minimum requirements for graduation from Brooke High School:

- 4 Units of English
- 4 Units of Social Studies: World Studies for freshmen, U.S. Studies to 1900 for sophomores, Contemporary Studies for juniors, and Civics for the Next Generation for juniors or seniors.
- 4 Units of Mathematics (if students begin the math sequence prior to grade 9, they must take 4 additional math courses, which may include AP courses or other advanced offerings.)
- 3 Units of Science - One Earth and Space Science and Biology. (4 Units if Professional Pathway)
- 1 Unit of Physical Education
- 1 Unit of Health
- 1 Unit of Personal Finance
- 1 Fine Art Unit
- *** 4 Career Major Units (2 credits of foreign language if Professional Pathway) some colleges require 2 credits of foreign language
- 2 Related Elective Units
- 25 Required Units
- 1 Elective Unit
- 26 Total Units**

*A minimum of 12 hrs. of experiential learning is required for graduation.

CLASS STANDING

Students are classified as freshmen, sophomores, juniors, or seniors according to the number of credits they have earned at the start of the school year.

To be a sophomore, you must have completed	6	Units
To be a junior, you must have completed	14	Units
To be a senior, you must have completed	19	Units
Total units required for graduation -----	26.0	Total Units

TO CALCULATE YOUR GRADE POINT AVERAGE

The following is an example of how to calculate a grade point average based on a **junior** at the end of his fall semester.

	SUBJECT	GRADES First Sem/ Second Sem.	Quality Points	Units
Freshman year	HR English 9	B	3.5	1.0
	Math I	B	3	1.0
	Earth and Space Science	A	4	1.0
	HR World Studies	A	4.5	1.0
	Health	B	3	1.0
	Spanish I	B	3	1.0
	Personal Finance	C	2	1.0
	Wood I	A	4	1.0
Sophomore year	HR English 10	B	3.5	1.0
	Geometry/MathII	D	2	1.0
	Physical Education	A	4	1.0
	HR U.S. Studies	A	4.5	1.0
	Biology	A	4	1.0
	Spanish II	A	4	1.0
	Personal Finance	B	3	1.0
	Drivers Ed.	B	4	1.0
Junior year	HR English 11	B	3	.5
	Algebra II/Math III	A	4	.5
	AP Economics	A	5	.5
	AP 20/21 Cent. History	B	4	.5

<u>Year</u>	<u>Grades</u>	<u>Points</u>
9 th	8	27
10 th	8	29
11 th	4	<u>16</u>
Totals	20	72
72 divided by 20 = 3.6 GPA		

STEP I: Determine number of grades received.

Multiply the number of each grade received by the point value of the actual grade received. This gives total quality points.

<u>Actual Grade</u>	<u>Honors</u>	<u>Regular Value</u>
<u>AP Value</u>	(incoming freshmen 15/16 and on)	
A = 5	A = 4.5	A = 4
B = 4	B = 3.5	B = 3
C = 3	C = 2.5	C = 2
D = 2	D = 1.5	D = 1
F = 0	F = 0	F = 0

STEP II: Total number of grades received (20 and total quality points (72)

STEP III: Divide the quality points 72 by the number of grades 20
This gives you a grade point based on 4.000.
72/20 = 3.6 GPA.

HONORS

Doing the best that you can is the mark of a successful person. We cannot all be "tops" even in our chosen fields, but we can and do admire the person who is. For this reason, Brooke High School will provide recognition for the students who excel in sports, citizenship, or academic achievement.

Seniors with a cumulative 3.800 grade average or better shall be selected for **High Honors**. Seniors who have achieved a cumulative 3.25 GPA or better shall be designated **Honor Students**. The final rating will be determined after the grading period immediately preceding graduation (13 ½ weeks).

The **Honor Roll** will be made up after each 9-week period of those students who have at least a 3.25 GPA with no grade below a C. The **Principal's Honor Roll** will include those students with a GPA of at least 3.75.

HONORS PROGRAM

Students wishing to participate in an advanced high school program may be eligible for the Honors Program if Honors criteria are met. Completion of the Honors curriculum affords the student the distinction of being named an Honors Program Graduate with an Honors Diploma, in addition to the high school diploma, at the completion of the high school career.

Requirements for the Honors Program include:

1. Completing a minimum of twelve (12) classes in the Honors curriculum, two of which must be AP or college classes. A student must be enrolled in a minimum of one Honors class per year, completing four (4) before his/her acceptance into the program during the spring semester of the sophomore year.
2. Maintaining a 3.4 cumulative GPA to enter the program and reaching a 3.55 cumulative GPA by graduation.
3. Completing a senior project that must conform to Honors Steering Committee guidelines and be accepted by the Steering Committee by the end of the fall semester of the senior year. Detailed information is provided to eligible students during the spring semester of the sophomore year.

COLLEGE ENTRANCE REQUIREMENTS

College entrance requirements are constantly changing. However, the College Preparatory course of study offered at Brooke High School is designed to prepare the student for entrance into a college or university.

Current requirements for admission to state supported West Virginia institutions of higher learning are as follows:

- (1) Graduates of approved secondary schools generally are admitted with either a 2.0 GPA on a 4 point scale and a composite score of 18 or higher on the ACT or a GPA of 3.0 regardless of ACT score.
- (2) West Virginia University and Marshall University both generally require a 2.0 GPA and a 19 on the ACT or a 3.0 GPA and a 16 on the ACT.
- (3) West Virginia University now requires Algebra II.
- (4) Students need 3 laboratory science classes.

ADMISSION REQUIREMENTS FOR WEST VIRGINIA COLLEGES AND UNIVERSITIES

Admission standards for high school students entering West Virginia public four-year colleges and universities in the year 2008. The Board of Regents established these criteria in order to encourage adequate preparation for success in college. The requirements include:

- 4 English Credits
- 4 Math Credits
- 3 Science Credits in addition to Earth and Space Science
- 1 Fine Arts Credit
- 2 Foreign Language Credits (same language)

Students entering West Virginia state colleges are now required to have a score of at least 19 on the Math portion of the ACT and a Reading score of at least 17. Students who do not meet these scores will be required to take Remedial Math and/or Reading classes but will not receive credit for them.

BHS Students, and/or parents, are encouraged to create individual accounts at www.cfww.com. The CFWV (College Foundation of West Virginia) account will be the communication source for important student events, information, applications, financial aid and much more. This account can be used as a career interest profiler, and an outline tutor for free ACT/SAT practice.

PROMISE SCHOLARSHIP

The West Virginia PROMISE (Providing Real Opportunities for Maximizing In-state Student Excellence) Scholarship is a merit-based scholarship program that is designed to make college affordable for all qualified West Virginia Students. The scholarship covers full college tuition at any State college or university or provides the equivalent amount toward college tuition at a private college in West Virginia.

Graduates who complete high school with a 3.0 GPA in the “core subjects” of English, math, science, and social studies, as well as an overall 3.0 GPA in all combined course work, and who meet scoring requirements on college entrance exams are eligible. Current criterion are a minimum of a 22 composite score on the ACT with a minimum of a 20 on all the subtests in one test administration **OR** an SAT combined score of 1020 with a minimum subtest score of 490 in critical reading and a 480 in math.

Visit the Promise website, www.promisescholarships.org, for the most current information and requirements. Counselors will assist students in applying for the PROMISE and the WV Higher Ed Grant in their Senior year and will provide information on filing the FAFSA (Free Application for Federal Student Aid) on the web at www.FAFSA.ED.GOV. The FAFSA must also be filed to be eligible for the PROMISE Scholarship. In addition, many community scholarships will be available in the guidance offices and on-line through the Brooke High Homepage at <http://brooke.schoolwires.net> or at www.cfvv.com.

PLANNING YOUR HIGH SCHOOL YEARS

All Brooke County students complete a 3-year PLAN during their Sophomore year. These plans are housed in the Guidance offices and are reviewed and updated each year.

SCHEDULE CHANGES

Schedule changes will be made within the first five (5) days of the school year. The student is required to submit written parent permission to make any schedule changes. This must be completed prior to the five (5) day limit. In some cases the parent may be required to attend a conference prior to any changes being implemented.

Personalized Education Plans

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

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

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

During the 10th grade year the second phase of the PEP is developed. Students identify course selections for grades 10-12 and postsecondary plans for the first year of high school. To assist with development of the three-year PEP, the school will provide ongoing opportunities during the school day for career exploration and self-discovery involving completing student needs assessments, career and interest inventories, learning style inventories, self-reflections and multi-faceted opportunities for career inquiry.

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

WORK-BASED/EXPERIENTIAL LEARNING

According to Policy 2510, experiential learning is a graduation requirement. All students must participate in an experiential learning experience at some time in grades 9-12. **In addition, students who acquire 12 hours of experiential learning per semester and miss three days of school or less per semester will be exempt from taking semester exams (subject to approval of experiential learning application). Applications may be obtained through the Main Office.**

Experiential Learning – Structured quality work-based, service-based, community-based and/or research-based learning experiences. These experiences require students to demonstrate the personal qualities, skills, knowledge and understandings they need to be leaders in the 21st century (quality senior projects are an example of structured experiential learning).

Career Clusters

The following next page contains a list of several programs of study that are designed by career cluster and majors. There are sixteen clusters:

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

***ACCE (Articulated Community College Credit) courses are “free” college courses that provide students with credit at community and other colleges. The student must pass the end-of-course test with a 75% or higher to receive this credit, register for a college course (fee based) at a community college and/or take College Transition.**

Students, who do not achieve the state assessment college readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year. College Transition mathematics will be counted as a mathematics credit.

OPTION PATHWAY

The Option Pathway is a blend of Career Technical Education (CTE) courses and the TASC Tests. The Option Pathway allows approved students to participate in the TASC testing program at approved locations **without being withdrawn from an accredited high school. The Option Pathway student may receive a high school diploma according to the completion level of the program.**

The course codes listed below are used by West Virginia.

Subject Area	Course Title	Course Code
LANGUAGE ARTS	LANGUAGE ARTS/READING	7901
LANGUAGE ARTS	LANGUAGE ARTS/WRITING	7902
MATH		7903
SCIENCE		7905
SOCIAL STUDIES		7906



The West Virginia Department of Education has worked with committee experts from numerous businesses and industries throughout West Virginia to design Simulated Workplace. This new educational initiative has been created to assist schools in implementing workplace environmental protocols that align with West Virginia workforce requirements, including random drug testing, professionalism, attendance and safety. Simulated Workplace has not only enhanced instructional delivery of career education, but has created a more engaged career and technical student. The simulated workplace environment permits students the opportunity to take ownership of their individual performance as it impacts the overall success of their education, while thriving in an authentic workplace culture. Simulated Workplace also encourages local business and industry experts to join onsite review teams to assist schools in meeting their workforce needs and expectations.

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

Students will be introduced to the above career choices through their years at Brooke High School. For more information, please search the site below.

<http://careertech.k12.wv.us/OCTIWebsiteRevisions/16Clusters/20142015ProgramAreasMainPage.html>

ATTENTION ATHLETES

Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Divisions I and II require 16 core courses.** See the charts below.
- **Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
- *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I 16 Core Courses
4 years of English
2 years of Mathematics (Algebra I or higher)
2 years of Natural/Physical Science (1 year of lab if offered by high school)
1 year of additional English, Mathematics or Natural/ Physical Science
2 years of Social Science
4 years of additional courses (from any area above, foreign language or non-doctrinal religion/ philosophy).

DIVISION II 16 Core Courses:
3 years of English
2 years of Mathematics (Algebra I or higher)
2 years of Natural/Physical Science (1 year of lab if offered by high school)
3 year of additional English, Mathematics or Natural/ Physical Science
2 years of Social Science
4 years of additional courses (from any area above, foreign language or non- doctrinal religion / philosophy).

Sliding Scale A		
<i>Use for Division I prior to August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT - Verbal & Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale A		
<i>Use for Division I beginning on August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT - Verbal & Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	960	82
2.100	970	83
2.075	980	84
2.050	1000	85
2.025	1010	86

DRIVER AND TRAFFIC SAFETY EDUCATION

6811 DRIVER EDUCATION: One Unit. One Block. One term. Grades 10-12: Preference will be given to seniors and juniors.

Prerequisite: The student must be 15 years of age or older before the beginning date of the school year they plan to take the course. No permits are required. The course meets on a daily basis. Many insurance companies give insurance reductions to those students who meet all course requirements. IDE-4 cards and insurance certificates will not be signed unless student maintains a "C" average and fulfills all skill and time requirements.

LECTURE: The classroom instruction covers contact areas such as traffic, citizenship, laws, regulations, proper driving techniques, characteristics of drivers, and car maintenance. Notebooks and folders are required and will be evaluated after each chapter. Notebooks and folders must be completed in order to pass Driver Education.

ROAD AND RANGE: The multiple cars, off-street driving range is a facility designed and so constructed to simulate actual street and highway conditions and to teach basic driving skills. On-street driving provides the student with actual driving experience on the open highway, city, residential, and rural areas. Seatbelts are required.

SIMULATION: Simulation is used to provide experience in coping with emergencies in developing traffic strategy.

NOTE: Driver Education is a four (4) phase program: Lecture, Range, Road (Street), and Simulation. To receive credit for Driver Education, you must pass all four phases and must fulfill all skill and time requirements. You must have good attendance to take Driver Education. If you miss more than (15) days, you will not receive an IDE-4 card.

EXPERIENTIAL OPPORTUNITIES IN EDUCATION

7813 MULTIMEDIA ASSISTANT: Prerequisite: One unit. One Block. One Term. Must be in the Honors Program and have approval of Librarian. Grades 11-12

Students enrolled in this course will assist with retrieval of resources, generates fines reports and manages patron circulation through the Follett online cataloging system; maintain peripheral computer equipment (i.e. printers, headsets, etc.); use laminator and binder machines, as well as physical resource cataloging and for cleaning media center.

7629 CAREER PREPARATION: One unit. One Block. One Term. Must be enrolled in Business courses and have approval from the Business Department. **Prerequisite:** Business Computer Applications 1, Grades 11 or 12. Students in this course are expected to possess and display skills and traits necessary to run an office efficiently and professionally. Students should be knowledgeable of and proficient in Microsoft Office Suite (Word, Excel, Powerpoint), able to correctly file documents, operate document copiers, send faxes and professionally answer the telephone and take appropriate messages. They will be expected to act and speak professionally, maintain confidentiality and display proper business ethics in all office situations.

7665 WORK-BASED EXPERIENCE: One unit. One Block. One Term. Prerequisite: Must have successfully passed the first two courses of a specific CTE program,(i.e. Carpentry I & II, Welding I & II) with teacher approval. Grades 11 or 12. This course is designed for students who are enrolled in a CTE program, and are interested in working within the field after high school. Students will assist CTE instructor, while learning by experience, building a solid resume, and advancing career interest. Student must be mature and motivated, have good attendance and complete various job-related duties as assigned by instructor.

1023 ELEMENTARY SCHOOL AIDE: One unit. One Block. One Term. Prerequisite: Must be interested in a career in the field of Education and/or Human Services with teacher or counselor approval. Grades 11 or 12. This course is designed for students who are enrolled in the Early Childhood Education or Careers in education CTE program, or anyone interested in a career in the field of Education and/or Human Services (Psychology, Social work, etc.) Students will be required to go into the on-site preschool classes and assist the preschool teachers and students in their daily activities.

0428 MARKETING WORK EXPERIENCE/INTERNSHIP: One Unit. One Term. One Block. Seniors

Prerequisite: Advance Permission from the Teacher. This course will provide work based learning experience for students enrolled in the program. Students will be permitted release-time from school to intern or work in business establishments in the community. Emphasis will be placed on real-world work situations directed at an assortment of career paths. All training stations must be approved before the student enters the program. The experience will involve a variety of tasks to provide a vision of the many skills necessary in the student's career path.

FINE AND PERFORMING ARTS

3211 ART I: One Unit. One Block. One term. Grades 9-12. Meets Fine Arts requirement.

Art is a general study of art. Students produce two-dimensional and three-dimensional artworks, using a variety of media techniques, technology, and processes. They relate art skills and strategies to other disciplines, various cultures, major art movements, and historical periods. Art supplies are required for this course.

3212 ART II: One Unit. One Block. One term. Prerequisite: Art I. Meets Fine Arts requirement.

Students in Art II extend artistic skills, critical skills, and concept development through well-defined experiences in creating, reflecting, and discussing artworks. Students focus on compositional awareness through the proficient use of elements, principles, structures, and functions and explore various painting processes and techniques. Students practice responsible workplace skills and safety and explore the concept of portfolio development. Art supplies are required for this course.

3213 ART III: One Unit. One Block. One term. Elective. Grades 11,12. **Prerequisite:** Art II. Teacher approval. Meets Fine Arts requirement.

Art III builds on previous art experiences with a more in-depth approach. Students analyze art from various cultures visually, verbally, and in written form. They study art history, criticism, and aesthetics in relation to individually selected artworks and develop a personal philosophy of art. The students begin to develop personal portfolios, which include products and critiques. Art supplies are required.

3214 ART IV: One Unit. One Block. One term. Elective. Grades 11,12. **Prerequisite:** Art III. Teacher approval. Meets Fine Arts requirement.

Students develop and clarify their philosophy of art and art making through in-depth explorations with media, techniques and processes. Students expand and refine a portfolio reflecting a broad base of knowledge in the arts. Students take part in planning and installing an exhibition. Art supplies are required.

3241 STUDIO ART I: One Unit. One Block. One term. Prerequisite: Teacher approval. Meets Fine Arts requirement.

Studio Art electives provide in-depth study in selected media, techniques, and processes. Prerequisite classes may be but are not necessarily required. Expectations encompass proficiency of craftsmanship; participation in field experiences; incorporation of modern technology; study of art careers and related professions; an understanding of modern or related vocabulary; properties of the media; and the safe and responsible use and care of equipment, tools and materials. Studio Art electives include but are not limited to the following courses taught at the proficiency level: color and design, contemporary craft, design principles, drawing, ethnic art, folk art, fiber arts, functional design, jewelry, mixed media, painting, or sculpture. Art supplies are required. THIS IS AN INDEPENDENT STUDY OF ONE MEDIA.

3242 STUDIO ART II: One Unit. One Block. One term. Prerequisite: Studio Art I; Teacher approval. Fine Arts Credit

Studio Art II electives provide advanced in-depth study of selected media, techniques, and processes. Students demonstrate advanced levels of craftsmanship; knowledge of art careers and related professions; advanced level skills in the use of related vocabulary; and proficiency in the selection and use of the media. They practice field experiences, application of modern technology and the safe and responsible care and use of the media. Studio Art II electives include but are not limited to the following courses taught at the proficiency level: color and design, contemporary craft, design principles, drawing, ethnic art, folk art, fiber arts, functional design, jewelry, mixed media, painting, or sculpture. Art supplies are required for this course. THIS IS AN INDEPENDENT STUDY OF ONE MEDIA.

3231 ART APPRECIATION: One Unit. One Block. One term. Meets Fine Arts requirement. Grades 9-12.

Art Appreciation introduces novice students to the world of art in a sophisticated yet practical way, providing them with the language with which to discuss all types of art. Students learn about the different types of visual art and its historical classification, studying and viewing ancient art from all over the world and progressing through the eras to modern art. They keep an art journal, in which they reflect upon and respond to art of all kinds, explore artists, and engage in studio projects.

3222 AP STUDIO ART: One Unit. One Block. One term. Meets Fine Arts requirement. **Teacher Approval.**

The A.P. Studio Art course and portfolios are designed for students who are seriously interested in the practical experience of art. The drawing course involves a high level of commitment and energy. Students are expected to work beyond scheduled class time. A.P. Studio Art is not a course based on a written examination; instead students submit portfolios for evaluation at the end of the school year to the College Board and the Advance Placement Program. (Deadline for submitting Studio Art portfolios to the AP coordinator is early May.) This course requires students to focus on mastering the art of drawing through a wide range of experiences, including: drawing techniques, use of drawing media, subject matter and the development of a personal approach to art making. Students are required to complete four assignments over the summer for the AP Drawing class. In addition, they will be expected to be working in a personal sketchbook or visual journal. These pieces will be due at the beginning of school in September. Students must be in their Junior or Senior year and are admitted by instructor approval only. The AP College Board Test Fee is approximately \$92 and additional supplies may be required.

3621 CHORUS I - BEGINNING: One Unit. One Block. One term. Elective. Meets Fine Arts requirement. Grades 9, 10, 11, 12. This course offers the development of good choral tone and technique through easy choral literature.

3622 CHORUS II - INTERMEDIATE: One Unit. One Block. One term. Elective. Meets Fine Arts requirement. Grades 10, 11, 12. **Prerequisite:** Chorus I; Selection by audition and director's approval.

A select group of upperclassman organized for the purpose of attaining a high level of performance. Continued emphasis on good choral habits and vocal techniques through the more advanced literature of sacred and secular music, both a cappella and accompanied.

3623 CHORUS III – ADVANCED: One Unit. One Block. One term. Elective. Meets Fine Arts requirement. Grades 10, 11, 12. **Prerequisite:** Chorus II. Selection by audition and director's approval. A select group of upperclassman organized for the purpose of attaining a high level of performance. Continued emphasis on good choral habits and vocal techniques through the more advanced literature of sacred and secular music, both a cappella and accompanied.

3624 CHORUS IV: One Unit. One Block. One term. Elective. Meets Fine Arts requirement. Grades 10, 11, 12. **Prerequisite:** Chorus III. Selection by audition and director's approval. A select group of upperclassman organized for the purpose of attaining a high level of performance. Continued emphasis on good choral habits and vocal techniques through the more advanced literature of sacred and secular music, both a cappella and accompanied.

3766 Vocal Ensemble I: One Block each Term. One Unit per Term. Elective. Meets Fine Arts requirement.

Prerequisite: By audition only; open to upperclassmen with past experiences in a performing group. This is a performance group in which all forms of music are studied.

37662 Vocal Ensemble II: One Block each Term. One Unit per Term. Elective. Meets Fine Arts requirement.

Prerequisite: By audition only; open to upperclassmen with past experiences in a performing group. This is a performance group in which all forms of music are studied.

37663 Vocal Ensemble III : One Block each Term. One Unit per Term. Elective. Meets Fine Arts requirement **Prerequisite: By audition only;** open to upperclassmen with past experiences in a performing group. This is a performance group in which all forms of music are studied.

37664 Vocal Ensemble IV: One Block each Term. One Unit per Term. Elective. Meets Fine Arts requirement.

Prerequisite: By audition only; open to upperclassmen with past experiences in a performing group. This is a performance group in which all forms of music are studied.

MARCHING BAND...ANY STUDENT PLANNING TO BECOME A MEMBER IS **REQUIRED** TO SIGN UP FOR THE COURSE **3716 CONCERT BAND**. STUDENTS ARE ALSO ENCOURAGED TO SIGN UP FOR 3745 WOODWIND ENSEMBLE, 3744 BRASS ENSEMBLE, OR 3744 PERCUSSION ENSEMBLE.

3743R0 BRASS ENSEMBLE: One Block – Spring Semester. One Unit. Elective. Meets Fine Arts requirement. Must be enrolled in concert band and marching band in order to enroll in this class.
Prerequisite: Participation in Middle School instrumental music. Beginners may take this class if approved by the director. This class is reserved for woodwind players only.

This group will cover appropriate techniques of woodwind instruments such as tone, embouchure, rhythm, coordination, balance, blend, and pitch through concert band literature and some small group repertoire presented in class. This class is in direct conjunction with the after school Band I-IV and Concert Band. Activities include attendance at **all** concerts, solo ensemble festival, concert band festival, and regional band festival. Other performances and competitions may be required with this class. Grading will be determined on attendance and personal accomplishment and improvement on his/her individual instrument.

37430 INSTRUMENTAL ENSEMBLE: One Block – Spring Semester. One Unit. Elective. Meets Fine Arts requirement. Must be enrolled in concert band and marching band in order to enroll in this class.
Prerequisite: Participation in Middle School instrumental music. Beginners may take this class if approved by the director. This class is reserved for woodwind players only.

This group will cover appropriate techniques of woodwind instruments such as tone, embouchure, rhythm, coordination, balance, blend, and pitch through concert band literature and some small group repertoire presented in class. This class is in direct conjunction with the after school Band I-IV and Concert Band. Activities include attendance at **all** concerts, solo ensemble festival, concert band festival, and regional band festival. Other performances and competitions may be required with this class. Grading will be determined on attendance and personal accomplishment and improvement on his/her individual instrument.

3743p PERCUSSION ENSEMBLE: One Block – Fall Semester. One Unit. Elective. Meets Fine Arts requirement.

Prerequisite: Participation in Middle School instrumental music. Beginners may take this class with instructor approval. **This class is reserved for percussionists only.** You MUST BE IN MARCHING BAND-Drum Line.

This group will cover marching band music, percussion ensemble music, and concert band music. No percussionist shall take part in Marching Band without being enrolled in Percussion Ensemble. This class is in direct conjunction with the after school Band I-IV and Concert Band. Activities include attendance at all concerts, solo and ensemble festival, concert band festival, and regional band festival. Other performances and competitions may be required with this class. Grading will be determined on attendance and personal accomplishment and improvement on his/her individual instrument.

3716 CONCERT BAND: One Block – Spring Semester Only. One Unit. Elective. Meets Fine Arts requirement.

Prerequisite: Participation in Middle School instrumental music. Must enroll in after school marching band or have special approval from the director. This ensemble meets during school.

Emphasis in this class is on learning musical and technical skill as applied to concert band literature. Members will rehearse and perform music composed specifically in the concert band genre. Activities include a winter and spring performance and a judged concert band festival. Other activities or performances may be required.

3731 INDIVIDUAL TECHNIQUE MUSIC: One Unit. One Block Second Semester Only (9th period): Elective. Meets Fine Arts requirement.

Prerequisite: Audition and Director Approval. This ensemble meets after school during the spring semester. Emphasis in this class is on learning musical and technical issues in jazz band literature. Members will rehearse and perform music composed specifically in the jazz band genre. Activities include a spring performance and a judged jazz band festival. Other activities or performances may be required.

3611 BAND I: One Block – Fall Semester (5th Block). One Unit. Elective. Meets Fine Arts requirement. **Prerequisite:** Participation in Middle School Band Program or Director's approval. Instrumentalists must also enroll in Concert Band. This course is for the fall term after school Marching Band. Students enrolled in a Band class in the Middle school are eligible or upon director's approval. Majorettes and Flags are chosen by AUDITION ONLY. *Majorettes and Flags do not need to play a musical instrument to enroll in this course.*

Activities include football games, band festivals, parades, and various competitions. There will be some summer rehearsals and performances as well as a mandatory band camp. Conflicts with school activities can usually be arranged. Class focuses on musical ensemble performance, marching and maneuvering techniques, and other visual effects. Toward the end of marching band season, this class will transition into a concert band setting to work on music for the winter concert. **3612 BAND II: One Block – Fall Semester (5th Block). One Unit.** Elective. Meets Fine Arts requirement.

Prerequisite: Must complete Band I with a passing grade. Instrumentalists must also enroll in Concert Band or have special approval from the director. Majorettes and Flags are chosen by AUDITION ONLY. *Majorettes and Flags do not need to play a musical instrument to enroll in this course*

Activities include football games, band festivals, parades, and various competitions. There will be some summer rehearsals and performances as well as a mandatory band camp. Conflicts with school activities can usually be arranged. Class focuses on musical ensemble performance, marching and maneuvering techniques, and other visual effects. Toward the end of marching band season, this class will transition into a concert band setting to work on music for the winter concert.

3613 BAND III: Block – Fall Semester (5th Block). One Unit. Elective. Meets Fine Arts requirement.

Prerequisite: Must complete Band II with a passing grade. Instrumentalists must be enrolled in Concert Band or have special approval from the director. Majorettes and Flags are chosen by AUDITION ONLY. *Majorettes and Flags do not need to play a musical instrument to enroll in this course.*

Activities include football games, band festivals, parades, and various competitions. There will be some summer rehearsals and performances as well as a mandatory band camp. Conflicts with school activities can usually be arranged. Class focuses on musical ensemble performance, marching and maneuvering techniques, and other visual effects. Toward the end of marching band season, this class will transition into a concert band setting to work on music for the winter concert.

3614 BAND IV: One Block – Fall Semester (5th Block). One Unit. Elective. Meets Fine Arts requirement. **Prerequisite:** Must complete Band II with a passing grade. Instrumentalists must be enrolled in Concert Band or have special approval from the director. Majorettes and Flags are chosen by AUDITION ONLY. *Majorettes and Flags do not need to play a musical instrument to enroll in this course.*

Activities include football games, band festivals, parades, and various competitions. There will be some summer rehearsals and performances as well as a mandatory band camp. Conflicts with school activities can usually be arranged. Class focuses on musical ensemble performance, marching and maneuvering techniques, and other visual effects. Toward the end of marching band season, this class will transition into a concert band setting to work on music for the winter concert.

3681 PIANO I: One Unit. One Block. One Term. Elective. Meets Fine Arts requirement. Grades 9-12. Enrollment limited.

The students will learn to read keyboard music and symbols. They will learn the proper techniques for piano keyboarding. This class is open to any student interested in playing the piano.

3756 MUSIC THEORY I: One Unit. One Block. One Term. Elective. Meets Fine Arts requirement. Grades 9-12.

All students who may wish to increase their understanding of the structure of music and those considering music as a career are urged to enroll in this course of study. The field of study: harmony, sight singing, rhythmic and melodic dictation, and ear training. Written work will lead to an original composition.

37562 MUSIC THEORY II: One Unit. One Block. One Term. Elective. Meets Fine Arts requirement.

Prerequisite: Music Theory I. Class to be offered in same class period as Theory I. Music Theory II students will assist in demonstrating and teaching Theory I concepts. Music II is an advanced study into writing and arranging music and also analyzing music which is already written to gain a greater understanding of many styles and time periods in music. Objective - to write a Major Music Composition of 100 measures or more.

37513 MUSIC THEORY/SEMINAR: One Unit. One Block. One Term. Elective. Meets Fine Arts requirement.

Prerequisite: Grades 11-12 and Instructor approval. This course is for Chorus II-IV students not

enrolled in Madrigal. Seminar is a creative endeavor. Projects are required. Each student is assigned an advisor according to a problem area. Each student will meet daily with advisor to report and review individual progress. Problem areas include:

- A. Composition: songs, solo composition, small ensemble, and large ensemble writing.
- B. Arranging: take an existing selection and rewrite for band, orchestra, or small ensemble.
- C. Theory: problems in form, analysis, and structure.
- D. Music History: research problems in depth concerning a period of music.
- E. Conducting: prepare a large selection for band; rehearse and perform the selection with Brooke High Band.

3746 MUSIC HISTORY/APPRECIATION: One Unit. One Block. One Term. Elective. Meets Fine Arts requirement.

Prerequisite: Grades 11-12 and Instructor approval.

This course is a study in the popular music revolution of the 20th Century from its blues origins to modern times. It also focuses on the various counter-cultures that accompanied rock and roll's life. This course requires no practical application of music--just an appreciation of it. This class does include a major project and listening assignments.

3401 DANCE I: One Unit. One Block. One Term. Grades 9-12: **Elective.** Meets Fine Arts requirement: **DOES NOT MEET PE REQUIREMENT**

Dance I will focus on technical skills. In addition, the major principles of choreography and higher level thinking skills necessary to employ dance as an effective means of communication will be a central part of the curriculum. In addition, textbook assignments are required.

3402 DANCE II: One unit. One Block. One Term. Prerequisite: Dance I **Elective.** Meets Fine Arts requirement: **DOES NOT MEET PE REQUIREMENT** This course stresses practice in performing technical and choreographic skills necessary for artful presentation in ballet, jazz, tap, and modern dance. Techniques and choreography on beginner level are reviewed and will progress to an intermediate or advanced level when applicable. Research of dance history, artists, and dance as a career is emphasized. In addition, textbook assignments are required.

3403 DANCE III: One unit. One Block. One Term. Prerequisite: Dance II **Elective.** Meets Fine Arts requirement: **DOES NOT MEET PE REQUIREMENT** This course stresses practice in performing technical and choreographic skills necessary for artful presentation in the areas of ballet, jazz, tap, and modern dance. Techniques and choreography on the beginner level are reviewed and will progress to an intermediate or advanced level when applicable. Research of dance history, artists, and dance as a career will be emphasized. In addition, textbook assignments are required.

3404 DANCE IV: One unit. One Block. One Term. Prerequisite: Dance III **Elective.** Meets Fine Arts requirement :**DOES NOT MEET PE REQUIREMENT** This course stresses practice in performing technical and choreographic skills necessary for artful presentation in the areas of ballet, jazz, tap, and modern dance. Techniques and choreography on the beginner level are reviewed and will progress to an intermediate or advanced level when applicable. Research of dance history, artists, and dance as a career will be emphasized. In addition, textbook assignments are required.

3801 Theatre I: One Unit. One Block. One Term. Meets Fine Arts requirement: Grades 9-12. This introduction to the Theatre arts course provides an overview of the art, conventions, and history of the theatre. Although experiential exercises may be included, the course focuses on learning about the theatre rather than on performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature or major playwrights, the formation of the theatre as a cultural tradition, and critical appreciation of the art. Other aspects of the theatrical production such as technical aspects, costume, makeup, etc. may be explored.

3802 Theatre II: One Unit. One Block. One Term. Meets Fine Arts requirement: Grades 9-12.
Prerequisite: Theatre I or instructor approval. Theatre II students write, perform, and evaluate theatre productions, identify and demonstrate selected historical style of theatre/drama, and perform contemporary and classical characters' parts. They develop multiple interpretations for production choices and explain other art forms enhance a theatre production. Analysis and critique of dramatic performances is required.

3803 Theatre III: One Unit. One Block. One Term. Meets Fine Arts requirement. Grades 11-12
Prerequisite: Theatre II or instructor approval.

Theatre III students will collaborate in developing original dramatic pieces or short plays and will demonstrate ensemble in rehearsing and performing informal and formal theatre works. They will identify

how scientific and technological advances have impacted theatre and will assist directors in developing safe production concepts. Students will also assist in creating and implementing a production.

3804 Theatre IV: One Unit. One Block. One Term. Prerequisite: Theatre III or instructor approval. Grade 12. Theatre IV students will write scripts which may include multi-media productions and will demonstrate artistic discipline to achieve ensemble in rehearsal and performance of informal and formal theatre works as well as in film, television, or electronic media. They will explain how scientific and technological advances have impacted theatre, and will collaborate with designers and actors, and will be able to demonstrate direction skills. Students will develop and document evidence of their own artistic growth.

FOREIGN LANGUAGE

Some colleges and universities in the United States do not require the study of world languages for admission; however, as of 2008, all four year universities and colleges in West Virginia require the study of at least two (2) years of the same foreign language. **Students planning to attend a Community College are not required to study Foreign Language as an admission requirement.**

Brooke High Students are encouraged to continue the study of one world language for at least three (3) years and to explore other languages. A student who takes a foreign language in the eighth grade should do so expecting to take two more Units of a foreign language at Brooke High.

5661 SPANISH I: One Unit. One Block. One term. Elective.

Spanish I uses conversations and dialogues supplemented by the study of structure through written and oral exercises. An introduction to the civilization of the Hispanic countries is presented. The text may be supplemented with additional instructional materials. The completion of projects is a course requirement.

5662 SPANISH II: One Unit. One Block. One term. Elective. **Prerequisite:** Spanish I or equivalent. Spanish II is continuation of the conversational approach to Spanish I. Students will study the content of Spanish II along with the geography, culture, and basic grammar structures of Spanish I and II. The text may be supplemented with additional instructional materials. Completion of projects is required.

56620H HONORS SPANISH II: One Unit. One Block. One term. Elective. **Prerequisite:** An A in Spanish I or Teacher Recommendation. Honors Spanish II is for students who have superior ability and are highly motivated and task-oriented. Students will study the content of Spanish II along with the geography, culture, and basic grammar structures of Spanish I and II. The text may be supplemented with additional instructional materials. Completion of projects is required.

56630H HONORS SPANISH III: One Unit. One Block. One term. Elective. **Prerequisite:** An A in Spanish II or teacher approval. This class is for students who have superior ability and are highly motivated and task-oriented. Students will study the content of Spanish II along with the geography, culture, and basic grammar structures of Spanish I and II. The text may be supplemented with additional instructional materials. Completion of projects is required.

56640H HONORS SPANISH IV: One Unit. One Block. One term. Elective **Prerequisite:** An A in Spanish III or teacher approval. Students continue to perfect their skills in composition and conversation. Spanish novels and/or extensive selections will be read during the course, along with related writing assignments. Short compositions will be due on a weekly basis, and cultural readings will be assigned during the term. Completion of a project is required.

HEALTH AND SAFETY

6909 HEALTH 9-12: One Unit. One Block. One term. Required for all students.

The health education curriculum prepares students to become wise health care consumers and responsible, productive citizens. Emphasis is on prevention of high-risk behaviors through responsible decision making and understanding the consequences associated with those high-risk behaviors. Students will gain knowledge that allows them to become responsible for their own health. The utilizations of community resources is an integral part of classroom instruction. Personal health topics covered will include nutrition, mental health, drug/alcohol abuse prevention, disease prevention, and first aid. Consumer and environmental health will also be addressed.

All students will have the opportunity to receive a CPR/First Aid certification card for a nominal fee after successful completion of the American Heart Association program and participate in cholesterol and glucose screening through Weirton Medical Center.

LANGUAGE ARTS/ENGLISH

The Language Arts curriculum is designed to stimulate the students to make maximum progress toward these goals:

(1) clear, thoughtful, and correct speech and writing; (2) intelligent listening; and (3) a lifelong appreciation of and devotion to worthwhile literature.

Four (4) years of English instruction are required. We recommend that students enroll in only one (1) required English course per year. A series of electives is also offered to afford concentrated study in various facets of the language.

4009 ENGLISH/LA 9: Required. One Unit. One Block. One term.

English 9 is presented as an area of learning meant to advance the reading, writing, speaking, and listening skills begun in the early grades. Paragraph writing will be stressed, and the development of an essay will be included.

40090H HONORS ENGLISH/LA 9: One Unit. One Block. One term.

Prerequisite: A score of 3 or 4 on the Smarter Balanced Assessment, grades in 8th grade English for the 1st and 2nd nine weeks which total at least 7 points, when A=4, B=3, and C=2. Students follow a more rigorous course of study than English 9.

4010 ENGLISH/LA 10: Required. Prerequisite: English 9. One Unit. One Block. One term.

English 10 keeps alive the fundamental grammar learned previously and tries to add sophistication. Writing includes paragraphs and the development of an essay. Literary techniques and elements will be covered through various literary selections.

40100H HONORS ENGLISH/LA 10: One Unit. One Block. One term. Prerequisite: English 9 or Honors

English 9. This is an alternate for English 10.

Eligibility requirements: An A or B in Honors English 9 or an A in English 9. Students will follow a more rigorous course of study than English 10.

4011 ENGLISH/LA 11: Required. Prerequisite: English 10 or Honors English 10. One Unit. One Block. One term.

Students will read and discuss selected American authors from Colonial times to present day. Students will exhibit their knowledge of the literary periods through essays and other assignments. This course stresses the importance of forceful, concise, correct communication through the emphasis of grammatical skills. In conjunction with this, the following skills will be stressed through a research project: researching, outlining, note taking, drafting, and citing. **Completion of a research project is required.**

40110H HONORS ENGLISH/LA 11: Prerequisite: English 10 or Honors English 10. One Unit. One Block. One term.

This course is an alternate for English 11.

Eligibility requirements: An A or B in Honors English 9 and Honors English 10 or an A in all previous English classes. Students will follow a more rigorous course of study than English 11.

4012 ENGLISH/LA 12: Required. Prerequisite: English 11. One Unit. One Block. One term.

In English 12 students are given frequent opportunities to write, speak, and listen. Instruction in usage and grammar is based on the strengths and weaknesses revealed in student speech and writing. Students are encouraged to read widely from the works of reputable authors with the emphasis on British literature. **Completion of a research project is required.**

40120H HONORS ENGLISH/LA 12: One Unit. One Block. One term.

Prerequisite: English 11, Honors English 11 or AP Language & Composition.

This course is an alternative for English 12.

Eligibility requirements: An A or B in Honors English 9, 10, and 11 or an A in all previous English classes. Students will follow a more rigorous course of study than English 12.

4014 ENGLISH 12 CR (College and Career Ready): One Unit. One Block. One term.

Fulfills the requirement for English 12. **Prerequisite:** English 11.
This course is an alternative to English 12 and will be assigned to qualifying students who meet the criteria of the English 12CR Student Selection Guide (which will determine that they may be underprepared for college English study.) This is not a remedial course; in fact, it is a rigorous course of study taught to college-bound senior students to aid their transition into college English courses. At the completion of the course, the Smarter Balanced Assessment will be administered to students to ascertain their college readiness and placement, if the student has not achieved a 3 or 4 on the Smarter Balanced Assessment or an ACT score of 18 in English.

4013 ENGLISH 12 TR (Transition): Fulfills the requirement for English 12

Prerequisite: English 11. **One Unit One Block. One term.**

Rigorous course for students who are at mastery (3 or 4) on Smarter Balances assessment

For students who score around 15-20 on the ACT (or equivalent on SAT)

For students who are identified by teachers or parents as needing support to be College and Career Ready by graduation

4041 AP ENGLISH LANGUAGE AND COMPOSITION: One Unit. One Block. One term.

Eligibility Requirements: Junior or Senior with strong reading and writing abilities. Eligible students must have earned A's or B's in Honors English classes or A's in English classes. This class will fulfill the requirement for **Junior or Senior** English. All AP classes earn weighted grades and could improve the student's class rank; however, students should be prepared for the rigorous and demanding pace of the class.

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes.

College credit can be gained by successfully passing the College Board Advanced Placement exam costing approximately \$92.00.

4042 AP ENGLISH LITERATURE AND COMPOSITION: One Unit. One Block. One term.

Eligibility Requirements: Senior with strong reading and writing abilities. Eligible students must have earned A's or B's in Honors English classes or A's in English classes. This class will fulfill the requirement for **Senior** English. All AP classes earn weighted grades and could improve a student's class rank; however, students should be prepared for the rigorous and demanding pace of the class.

AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close readings of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for readers.

College credit can be gained by successfully passing the College Board Advanced Placement exam costing approximately \$92.00.

4164 Public Speaking (Speech) I: Grades 9-12. One Unit. One Block. One term. Elective

Speech offers students the opportunity to learn both oral and composition skills for informal and formal speaking situations. Students will learn how to research, reason, and organize assignments as well as how to present their performance piece effectively. Assignments include impromptu and extemporaneous speaking, declamation, original oratory, dramatic duo interpretation, broadcasting, salesmanship, and dramatic/humorous interpretation. Participation in competition is encouraged, but not required.

41642 Public Speaking (Speech) II: Prerequisite: Forensics I One Unit One Block. One term.

Elective

Speech II is a continuation of Forensics I with more emphasis on composition and analysis. Students will be required to write more in-depth assignments. A completion of a public address is required. Participation in competition is encouraged, but not required.

4131 HONORS FORENSICS S (Speech) III: Prerequisite: Forensics II. One Unit. One Block. One term.

Elective Speech III is a continuation of Forensics II with more emphasis on composition, analysis, and performance. Students will be required to not only write a public address speech, but also complete peer reviews. Participation in competition is encouraged, but not required.

4129 FORENSICS D (Debate) I: Grades 9-12. One Unit. One Block. One term. Elective.

Students will learn various styles, strategies, and concepts associated with rhetoric, oral presentation and delivery, and argumentation. The debate formats covered will include but not be limited to Lincoln-Douglas Debate, Public Forum Debate, and Parliamentary (Student Congress) Debate. Participation in tournaments is encouraged, but not required.

41292 FORENSICS D (Debate) II: Prerequisite: Debate I. One Unit. One Block. One term. Elective.

Forensics (D) II is a continuation of Forensics (D) 1 with an emphasis on advanced delivery, composition, and argumentation techniques. Students will be required to complete a policy-based debate. Participation in tournaments is encouraged, but not required.

4129H HONORS FORENSICS (Debate) III: Prerequisite: Debate II. One Unit. One Block. One term.

Elective. Honors Forensics (D) III is a continuation of Forensics (D) II but emphasizes mentoring novice debate students and learning leadership skills within the debate realm. Students will be required to take on the roles of presiding officer and parliamentarian in in-class parliamentary debate and may be required to complete a value-based debate. Participation in tournaments is required.

41294H HONORS FORENSICS (Debate) IV: Prerequisite: Debate III. One Unit. One Block. One term. Elective.

Honors Forensics (D) IV is a continuation of Forensics (D) III but emphasizes mentoring novice debate students and being proficient in most competitive debate formats. Students will be required to complete a value-based debate as well as serve as a presiding officer and parliamentarian in in-class parliamentary debate. Participation in tournaments is required.

4157 MASS COMMUNICATION I (Journalism): One Unit. One Block. One term. First Semester (Part 1 Yearbook) Elective

Prerequisite: Students in grades 9-11, who have good attendance and are in good academic standing. *Also*, Seniors who enroll in yearbook their Senior year.

Students will study the history of media with an emphasis on American influences with various other national and cultural media influences being discussed to investigate the role of cultural bias and propaganda. Students will also learn correct form and function as it pertains to writing in both old and new media (print, television, radio, blog, etc.) The first half of the year will be dedicated to learning the craft of professional writing and working alongside student mentors to learn the publication process as it pertains to the school's online newspaper, The Babbling Brooke. As the year progresses, Mass Communication I students will have the opportunity to edit production pieces and slowly earn the right to produce their own work.

4071 SCHOOL YEARBOOK: One unit. One Block. One Term. Second Semester Elective: Grades 10-12 Recommended: Mass Communications 1

Students will produce a school yearbook from conception through completion. Students will write and edit copy, adhere to strict deadlines, conduct promotional and fund-raising campaigns, and perform duties assigned to staff positions (management and others) in a professional, responsible manner. **Outside class work is required.**

4022 CREATIVE WRITING: One unit. One Block. One Term. Elective. Grades 9-12

This is a laboratory course for students who are highly motivated and task oriented. Publication of creative work will be emphasized. The course will offer students the opportunity to enhance their writing skills in both prose and poetry through the development of their style and voice. Students are also required to have an RLA score of 3 or 4 on the Smarter Balanced Assessment

4023 CREATIVE WRITING II: One Unit. One Term. One Block. Elective. Grades 11-12 Prerequisite: An A or B in previous year's Creative Writing class or instructor approval. This is a laboratory course for students who are highly motivated and task oriented.

MATHEMATICS

At Brooke High School all students are required to successfully complete four (4) units of math.

3061 ALGEBRA I: One Block, One Term, One Unit.

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

3060 ALGEBRA SUPPORT: One Block, One Term, One Unit. This class may only be taken during the same instructional year as Algebra I. **Prerequisite:** Incoming freshmen who have been identified (using various means of assessment and examination of grades) as needing extra math assistance will be placed in Algebra I during the first semester and Algebra Support during the second semester.

Mathematics taught in the ninth grade year is often referred to as "gatekeeper" content to higher level mathematics. Struggling ninth grade students may benefit from an Algebra I Support experience that is responsive to their individual academic needs through a data driven decision making process. Because some of the highest priority content for college and career readiness comes from Grades 6-8, the Algebra I Support experience will address the CSOs for mathematical practice and connect to the Algebra I CSOs while including powerfully useful proficiencies such as applying ratio reasoning in real-world and mathematical problems, computing fluently with positive and negative fractions and decimals, and solving real-world and mathematical problems involving angle measure, area, surface area, and volume. Upon

successful completion, students enrolled in an Algebra I Support course will receive one mathematics credit toward graduation. It is also important to note that institutions or higher education will not recognize an Algebra I Support class as a credit in mathematics. If a student is planning on attending college, it will be important to check with that institution to see if four mathematics credits are required for admission. If so, mathematics courses beyond the four required for graduation may be needed to meet the admission requirement. Undergraduate admission to WV four-year colleges and universities includes the completion of four distinct mathematics courses. Though courses such as Algebra I and Algebra I Support may be appropriately counted as two courses towards graduation, they do not cover two distinctly different bodies of knowledge that would be the expectation of college and university admission requirements.

3061H HONORS ALGEBRA I: One Block, One Term, One Unit. First Semester. Prerequisite: Either a 3 or 4 on the Smarter Balanced Assessment or teacher recommendation along with an A average in 8th Grade Math. This course is designed for the advanced math student and will include a more in-depth study of Algebra I

3062—GEOMETRY: One Block, One term, One Unit

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanation of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this geometry course and the historical approach taken in geometry classes. For example, transformations are emphasized early in this course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

30620H HONORS GEOMETRY (GEOMETRY): One Block. One Term. One Unit. Second Semester.

Prerequisite: Honors Algebra I. This course is designed for the advanced math student and will include a more in-depth study of Geometry. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanation of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this geometry course and the historical approach taken in geometry classes. For example, transformations are emphasized early in this course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

30630H HONORS ALGEBRA II: One Block, One Term, One Unit Prerequisite: Math II

This course is designed for the advanced math student and will include a more in-depth study of Algebra II. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations.

3015 MATH III LIBERAL ARTS: One Block, One Term, One Unit. Prerequisite: Math II.

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

3016 MATH III STEM: One Block, One Term, One Unit, First Semester Prerequisite: An A or B in Honors Math II, or an A in Math II. Math II STEM includes all of the content of Math III LA, but goes beyond the minimum requirements of college and career readiness and provides students with the additional mathematics necessary for the pursuit of a field of study in a STEM field (Science, technology, Engineering, and Mathematics) Student planning to take AP Calculus next year will need to complete both Math III STEM and Honors Math IV during their junior year.

3017 MATH III TECHNICAL READINESS: One Block, One Term, One Unit. Prerequisite: Math II.

This is the first of two courses which will cover the Math III curriculum. Students will need to complete Math IV Technical Readiness in order to complete the Math III curriculum.

This course is designed for those students not planning to attend a four-year college. This course sequence is ideal for those planning to attend a technical or trade school or for those who prefer to see a more vocational approach to mathematics.

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

3019 MATH IV TECHNICAL READINESS: One Block, One Term, One Unit. Prerequisite: Math III

Technical Readiness.

This is the second of two courses (Math III TR and Math IV TR) that students may complete to obtain credit for the Math III curriculum.

This course is designed for those students not planning to attend a four-year college. This course sequence is ideal for those planning to attend a technical or trade school or for those who prefer to see a more vocational approach to mathematics.

Upon completion of this course, students will have finished all of the concepts taught in the Math III Liberal Arts course, but will have experienced them from a more vocational approach.

3018 MATH IV: One Block, One Term, One Unit. Prerequisite: Math III.

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

3018OH HONORS MATH IV: One Block, One Term, One Unit. Prerequisite, Second Semester,

Prerequisite: An A or B in Math III Stem, or an A in Math III. This course is designed for the advanced math student and will include a more in-depth study of Math IV in preparation for Calculus. The fundamental purpose of Mathematics IV is to generalize and abstract learning accumulated through previous courses and to provide the final springboard to calculus. Students take an extensive look at the relationships among complex numbers, vectors, and matrices. They build on their understanding of functions, analyze rational functions using an intuitive approach to limits and synthesize functions by considering compositions and inverses. Students expand their work with trigonometric functions and their inverses and complete the study of the conic sections begun in Mathematics II. They enhance their understanding of probability by considering probability distributions. Previous experiences with series are augmented. Students planning to take AP Calculus next year will need to complete both Math III STEM and Honors Math IV during their junior year.

3052 TRANSITION MATHEMATICS FOR SENIORS: Seniors only. One Block, One Term, One Unit.

Prerequisite: Algebra II or Math III. This course is not open to students who are presently enrolled in or who have completed Trigonometry, Pre-calculus, or Calculus.

This elective course is designed for students who are planning to attend college and pursue a non-technical major. It covers equations and inequalities, linear functions, graphing, and writing the equation of a line. This course is designed to offer a review in Algebra and Geometry, along with an introduction to Trigonometry.

Approved graphing calculators are strongly recommended as they are in integral part of instruction.

The Transition Mathematics for senior course is approved for NCAA credit.

3048H HONORS TRIGONOMETRY: One Block, One Term, One Unit. Prerequisite: An A or B average in Honors Algebra II or an A in Algebra II.

Connections between right triangle trigonometry and the circular functions will be explored. Graphing calculators will be used to represent functions, interpret relations that cannot be represented by other means, and to organize and study statistical data. Other technology and productivity tools may be used to

enhance learning.

Approved graphing calculators are strongly recommended as they are an integral part of instruction.

3046 PRE-CALCULUS: One Block, One Term, One Unit. Prerequisites: Trigonometry and a strong math background in Algebra I or Geometry, Algebra II. This course may be taken concurrently with Honors Trigonometry.

This course is designed for the advanced math student who desires a more in-depth study of mathematics. It will extend students' knowledge of functions. This course is intended to provide appropriate preparation for a Calculus course. Technology will be used to enhance learning. Approved graphing calculators are strongly recommended as they are an integral part of instruction.

3046H HONORS PRE-CALCULUS: One Block, One Term, One Unit. Prerequisite: Trigonometry and an A or B average in Honors Algebra II or an A in Algebra II. This course may be taken concurrently with Honors Trigonometry.

This course is designed for the advanced math student who desires a more in-depth coverage of Pre-calculus. It is strongly encouraged that students who plan to enroll in AP Calculus take this course. Approved graphing calculators are strongly recommended as they are an integral part of instruction.

3051X WEB-BASED COLLEGE ALGEBRA (ALGEBRA III): WVU credit granted as College Algebra Math 126. **One Block, One Term, One Unit. Prerequisite:** This course designed for juniors or seniors who have been admitted to WVU and meet additional requirements as set by the University, including: an earned "B" or better in Algebra I, Geometry, and Algebra II or Math I, Math II, and Math III; a satisfactory score on the WVU Algebra Placement Test; the completion of a WVU High School application form; a 3.0 GPA verified by a high school transcript (also indicating ACT/SAT scores and required math courses). **DUAL CREDIT WILL BE GIVEN FOR THIS COURSE.**

This course is provided as an opportunity to allow students a smooth transition into entry level college mathematics. Students enrolled in this course will receive three (3) college credits through participating higher education institutions. The tuition for this course is set by WVU and has been as much as \$225. This must be paid prior to the designated WVU Admittance Day.

This course is designed to acquaint the students with numbers, algebraic expressions, and graphs of equations. Students will learn to solve equations and inequalities by using analytical, numerical, and graphical techniques. They will also study lines, parabolas, circles, functions (polynomial, rational, inverse, exponential, and logarithmic) and their graphs, systems of linear equations, and matrices. The use of the computer will be necessary throughout the course.

Students will earn a high school credit for Algebra III upon the successful completion of this course.

3048X WEB-BASED COLLEGE TRIGONOMETRY: One Block, One Term, One Unit. Prerequisite: This course designed for seniors who have been admitted to WVU and meet additional requirements as set by the University, including: an earned "C" or better in Algebra I, Geometry, Algebra II, and College Algebra; a satisfactory score on the WVU Algebra Placement Test; the completion of a WVU High School application form, including an approximate \$25 application fee; a 3.0 GPA verified by a high school transcript (also indicating ACT/SAT scores and required math courses). **DUAL CREDIT WILL BE GIVEN FOR THIS COURSE.**

This course is provided as an opportunity to allow students a smooth transition into entry level college mathematics. Students enrolled in this course will receive three (3) college credits through participating higher education institutions. The tuition for this course is set by WVU and has been as much as \$225. This must be paid prior to the designated WVU Admittance Day.

The specific goals of the trigonometry course are to stress an algebraic, graphic, and numeric approach to: the concept of function, especially trigonometric functions arising from the study of circular motion; right angle trigonometry and trigonometric functions of general angles; the application of trigonometric functions in modeling problems; trigonometric equations, inequalities, and identities; graphing trigonometric functions; applying trigonometric functions to polar coordinates, complex numbers, and vectors. The use of the computer will be necessary throughout the course.

3033 ADVANCED PLACEMENT STATISTICS: One Block, One Term, One Unit. Prerequisites: Grades 11-12 and successful completion of Algebra II or Math III. Since this course presents college-level material, an excellent math background is necessary. Strong math skills and a deep understanding of prior courses are required of all students enrolled. Probability and Statistics is one of the most important branches of the mathematical sciences. Students completing this course will be able to: formulate questions that can be addressed with data and be able to collect, organize, and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on models; and apply and demonstrate an understanding of basic concepts of probability. Approved graphing calculators are strongly recommended as they are an integral part of instruction.

3031 ADVANCED PLACEMENT CALCULUS AB: One Block, One Term, One Unit. Prerequisites: Pre-calculus. Grades 11-12 and successful completion of all prior math courses. Since this course presents college-level material, an excellent math background is necessary. Strong math skills and a deep understanding of prior courses are required of all students enrolled.

This course will be guided by the content required by the College Board. Topics will include studies of limits and continuity, derivatives, applications of derivatives, integrals, and applications of integrals. Students will be expected to communicate their ideas in multiple ways: graphically numerically, analytically, and verbally. College credit may be earned by successfully passing the College Board Advanced Placement Exam for AP Calculus AB, or credit may be earned through Bethany College. Approved graphing calculators are strongly recommended as they are an integral part of instruction.

PHYSICAL EDUCATION

6609 PHYSICAL EDUCATION 9-12

This course is required for all students and will be **one block, one term, for one unit** of credit. This course requires daily participation in physical activity. Activities include team sports, individual and dual sports, physical fitness, dance, body management and recreational activities.

Habitual absenteeism and lack of participation (>10%) will result in class failure. These circumstances will require the student to be rescheduled for Physical Education before graduation. *Example: 180 days; more than 18 days absent or not participating = F*

6709 FITNESS CONDITIONING ACTIVITIES: This is an elective course and will be **one block, one term, for one unit** of credit. This class is offered to students who are interested in exercising daily. Students will develop a personal workout program designed to meet their goals. This is an activity class with some textbook assignments and projects required. Safety and proper nutrition will also be emphasized. Areas stressed include cardiovascular fitness, muscle strength and endurance, flexibility, body composition, nutrition, and lifetime physical fitness. Activities include exercising in the fitness center and participating in sport and recreation games in the gymnasium.

6765 WEIGHT TRAINING This is an elective course and will be **one block, one term, for one unit of credit**. A strength-training course designed to instruct students in basic techniques and methods to develop body strength and/or size and muscle endurance. Safety and proper nutrition will also be emphasized. This course is an activity class with some textbook assignments and projects required. Activities include resistance training in the weight room and participating in sport and recreation games in the gymnasium.

RETEACH/ENRICHMENT

7656 RETEACH/ENRICH: One Unit. One Block. One term. Elective: Students enrolling in this class may select to have an opportunity for additional time and intervention in a re-teach period to master the skills needed in a core subject and/or credit recovery **(OR)** Students enrolling in this class may select to have an opportunity for enrichment in a currently enrolled core subject. If a student selects to take a virtual course during this period, the fee associated with this course will be the responsibility of the student. **Students enrolled for enrichment will be required to complete a Problem-Based Learning Project in one of the core subject areas** (not the virtual course).

LEADERSHIP/STUDENT COUNCIL

7651 LEADERSHIP/STUDENT COUNCIL : One Unit. One Block. One Term. Elective **Prerequisite: Students must be members of our Bruin Leaders' Team and entering 11th grade.** Per approval of the Center principal/advisor of Bruin Leaders: students will be assigned as Peer Tutors/Mentors in Re-teach/Enrich classes, ISS, and Stay for the Change (after-school tutoring program)

SCIENCE

6011 PHYSICAL SCIENCE: One block, One Term, One Unit. Grades 11-12 For students not in STEM science. The Physical Science course develops understandings of the core concepts from chemistry and physics: Structure and Properties of Matter; Chemical Reactions; Forces and Interactions; Energy; and Waves and Electromagnetic Radiation. The objectives in Physical Science allow high school students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences, as well. These objectives blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. There

is a focus on several scientific practices which include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations. Students are expected to use these practices to demonstrate understanding of the core ideas as well as demonstrate understanding of several engineering practices, including design and evaluation. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understandings and research and laboratory skills described in the objectives. Safety instruction is integrated in all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models. *A lab fee is recommended*

6021 BIOLOGY: One Block, One term, One Unit, Prerequisite: Earth and Space Science

This is an introductory course into life science including studies in cell biology, genetics, classification, populations, ecology, anatomy, and evolution. Lab work will be stressed with emphasis on scientific method. This course is designed for students who desire a broader, in depth study of the content found in many biological fields of endeavor. This course is designed to build upon and extend Biology concepts using skills for the 21st Century. *A lab fee is recommended.* This course **counts** as a laboratory science for college/university admission.

60210H HONORS BIOLOGY: One block, One Term, One Unit. Counts as an Honors Program Course **Prerequisite:** An "A", "B" average in Honors Physical Science or an "A" or "B" average in Physical Science with teacher recommendation. This course is the same as biology except the areas of study are covered in greater depth. Laboratory investigation will be stressed. This **counts** as a laboratory science for college/university admission. *A lab fee is recommended.*

6201 EARTH and SPACE One block, One Term, One Unit. Required for all freshmen.

This course builds upon science concepts from middle school by revealing the complexity of Earth's interacting systems, evaluating and using current data to explain Earth's place in the universe and enabling students to relate Earth Science to many aspects of human society.. *A lab fee and calculator are recommended.*

62010H HONORS EARTH and EARTH SCIENCE: One block, One Term, One Unit. Counts as an Honors Program Course

This course is the same as Earth Science except the areas of study are covered in greater depth. More mathematical problem solving and more student-centered laboratory investigations can be expected. A recommendation from the 8th grade science teacher and 7 points total for science grades in the 8th grade. *A lab fee is recommended.*

6312 ENVIRONMENTAL SCIENCE: One block, One Term, One Unit. Grades 11- 12. **Prerequisite:** Physical Science and Biology

Environmental Science is an elective, advanced level lab course which builds on foundational knowledge of the chemical, physical, biological, geological processes and focuses on the natural world. Through an inquiry-based program of study, all students will demonstrate environmental literacy as they explore the economic, social, political, and ecological interdependence in urban and rural areas. Students will use information and experiences across disciplines as they acquire knowledge, values, and skills needed to protect and improve the environment. Students will engage in active inquires, investigations and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills. *A lab fee is recommended.* This course **counts** as a laboratory science for college/university admission.

6221 AP ENVIRONMENTAL SCIENCE: One block, One Term, One Unit. Weighted Grade. Grades 11-12 Counts as an Honors Program Course **Prerequisite:** Biology and Earth and Space Science. Must have AP Teacher approval.

This course provides 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 their relative risks and examine alternative solutions to them. College credit can be gained by successfully passing the College Board Advanced Placement Exam for Environmental Science. The AP Exam is approximately \$92.00. *A lab fee is recommended.* This **counts** as a laboratory science for college/university admission.

6031 CHEMISTRY: One block, One Term, One Unit. Grades 11- 12. Counts as an Honors Program Course

Prerequisite: Biology and Algebra I/Math 9

Chemistry is a study of the states of matter. Topics covered in Chemistry include: measurement in chemistry, matter, energy, physical and chemical properties and changes in matter, heat energy, atomic structure and bonding, the periodic table and periodicity, chemical formulas, molecular shapes, chemical reactions, the mole and stoichiometry. Special emphasis is placed on laboratory experimentation. *A lab fee and a calculator are recommended.* This course **counts** as a laboratory science for college/university admission.

60310H HONORS CHEMISTRY: One block, One Term, One Unit. Grade 11 Counts as an Honors Program Course

Prerequisite: Algebra I/Math 9 and an “A” or “B” average in Honors Biology or an “A” or “B” average in Biology with teacher recommendation.

This course is the same as Chemistry except the areas of study are covered at a faster pace and in greater depth. Special emphasis is placed on laboratory experimentation. *A lab fee and a calculator are recommended.* This course **counts** as a laboratory science for college/university admission.

6033 CHEMISTRY II: One block, One Term, One Unit. Grade 12 Counts as an Honors Program Course **Prerequisite:** Chemistry . Chemistry II is a continuation of Chemistry and will cover the 2nd half of the Chemistry textbook. Topics covered will be chemical equations and stoichiometry; atomic structure; acid-base reactions; oxidation-reduction reactions; gases and the kinetic molecular theory; liquids, solids, and solutions, including colligative properties and colloids; and heat changes and thermochemistry. Special emphasis is placed on laboratory experimentation. *A lab fee and calculator are recommended.* This course **counts** as a laboratory science for college/university admission.

6321 AP CHEMISTRY: One block, One Term, One Unit. Offered First Semester Only, Weighted Grade, Elective for Seniors, Counts as an Honors Program Course **Prerequisite:** Chemistry. All students must have the AP Teacher’s approval and an A or B in their Chemistry and Math classes. Students **MUST ALSO ENROLL IN AP CHEMISTRY LAB.** Elective for seniors.

AP Chemistry is designed to be the equivalent of a first year general chemistry college class. Topics will include aqueous reactions, solution stoichiometry, atomic structure, periodic table, chemical bonding, states of matter, and gas laws. The students will be expected to do about 8 laboratory experiments that the College Board recommends.

College credit can be earned by successfully passing the College Board Advanced Placement Exam for Chemistry. The AP Exam is approximately \$92.00. *A lab fee and calculator will be recommended.* This course **counts** as a laboratory science for college/university admission.

6322 AP CHEMISTRY LAB: One block, One Term, One Unit. Offered Second Semester only, Weighted Grade: Elective for seniors. Counts as an Honors Program Course **Prerequisite:** Chemistry. All students should have an “A” or “B” in their Chemistry and Math classes. Students **MUST ALSO ENROLL IN AP CHEMISTRY.**

AP Chemistry Lab is a continuation of AP Chemistry and will cover the 2nd half of the AP Chemistry textbook. Topics covered will be kinetics, equilibrium, thermochemistry and thermodynamics, oxidation-reduction and electrochemistry. The students will be expected to do about 8 more laboratory experiments that the College Board recommends. This course **counts** as a laboratory science for college/university admission.

6103 HUMAN ANATOMY: One block, One Term, One Unit. Counts as an Honors Program Course **Prerequisite:** The student must have successfully completed Biology. Chemistry is recommended.

This course is suggested for students interested in nursing, medicine, dentistry, and medical technologies or research. It is an introductory study of the structure and the function of selected systems of the human body with extensive dissection of selected anatomical specimens and the cat. *A lab fee is recommended.* This course **counts** as a laboratory science for college/university admission.

61300X COLLEGE HUMAN ANATOMY I: One block, One Term, One Unit, Offered First Semester only
Three college credits: Grades 11- 12. (*This course provides one college level class for the BHS Honors Program*). **DUAL CREDIT WILL BE GIVEN FOR THIS COURSE IF IT IS THE 4TH CLASS OR HIGHER.** **Prerequisite:** The student must have an “A” or “B” average in Biology. Chemistry is recommended. **The student must also meet the entrance requirements of WVNCC to whom tuition must be paid.** This is an introductory study of the structure and function of selected systems of the human body. Some topics studied are the chemical basis of life, cellular metabolism, tissues, skin, heart, blood, skeletal, muscular, nervous, and reproductive systems. Students will do a detailed dissection of a brain, eye, heart, and cat in the laboratory. *A laboratory fee is recommended.* This **counts** as a laboratory science for college/university admission.

61040X COLLEGE HUMAN ANATOMY II: One block, One Term, One Unit. Offered Second Semester only. Three college credits: Grades 11- 12 (*This course provides one college level class for the BHS Honors program*). **DUAL CREDIT WILL BE GIVEN FOR THIS COURSE IF IT IS THE 4TH CLASS OR HIGHER.** **Prerequisite: College Anatomy Part I. Student must also meet the entrance requirements of WVNCC to whom tuition must be paid.** This is a second term continuation in the study of the structure and function of selected systems of the human body. Students will work in labs studying systems not covered in depth in College Anatomy Part I. *A laboratory fee is recommended.* This course **counts** as a laboratory science for college/university admission.

6121 AP BIOLOGY: One block, One Term, One Unit. Weighted Grade Elective Grades 11-12 Counts as an Honors Program Course

Prerequisite: Biology, and Chemistry is recommended either before or concurrently. The student must have all A’s and B’s in all previous science classes. Must have AP teacher’s approval.

This course is an in-depth study of the life sciences with an emphasis on research. The student should be able to achieve

the following goals: knowledge of facts, processes, and principles associated with biology; be familiar with laboratory techniques to formulate hypothesis and conclusions; and, to relate science to social needs. College credit can be gained by successfully passing the College Board Advanced Placement Exam for Biology. The AP Exam is approximately \$92.00. A *Lab fee is recommended*. This course **counts** as a laboratory science for college/university admission.

6041 PHYSICS: One block, One Term, One Unit. Counts as an Honors Program Course **Prerequisite:** Algebra I, Geometry or Honors Geometry, Algebra II is recommended. Grades 11 & 12, Physics is an advanced level course that is an elective designed for students desiring a broader, in-depth study of the content found in the science field of physics. This course emphasizes a mathematical approach to the areas of kinematics, dynamics, thermodynamics, light and optics, electricity and magnetism and modern physics. *A lab fee and scientific calculator are recommended.* This counts as a laboratory science for college/university admission. This class may be offered as an on-line class.

SOCIAL STUDIES

7010 WORLD STUDIES: One Block. One Term. One Unit. Required for Freshmen.

Ninth Grade World Studies engages students in the study of development and evolution of the historic, economic, geographic, political, and social structure of the cultural regions of the world from the dawn of civilization to the Twentieth Century. Special attention is given to the formation and evolution of societies into complex political and economic systems. Students are engaged in critical thinking and problem-solving skills, using maps, spreadsheets, charts, graphs, text, and other data from a variety of credible sources. Students synthesize the information to predict events and anticipate outcomes as history evolves through the ages.

70100H WORLD STUDIES HONORS: One Block. One Term. One Unit. Prerequisite: Grades in social studies for the 1st and 2nd nine weeks which total at least 7 points when A=4, B=3, C=2.

This course provides more in-depth coverage of material presented in World Studies.

7009 UNITED STATES STUDIES: One Block. One Term. One Unit. Required for Sophomores.

Tenth Grade United States Studies examines the evolution of the Constitution as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to its transformation as a dominant political and economic influence in the world at the beginning of the twentieth century. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population.

70090H UNITED STATES STUDIES HONORS: One Block. One Term. One Unit. Prerequisite: Sophomores with an "A" or "B" in Honors World History to 1900 or an "A" average in all previous social studies classes.

This course presents an in-depth coverage of material presented in United States Studies. This course is highly recommended for students who intend to enroll in AP U.S. History during their junior or senior year.

7011 CONTEMPORARY STUDIES: One Block. One Term. One Unit. Required for Juniors.

Eleventh Grade Contemporary Studies examines the interactions between the United States and the world since 1914 to present day. Maps, spreadsheets, charts, photographs, the arts, music, graphs, primary source documents, textbooks and data from a variety of credible electronic and non-electronic sources will be used to synthesize, analyze, interpret and predict outcomes. Careful analysis of the interactions of the United States and other nation states will help students recognize the interdependencies of the United States and other countries as the concept of globalization is explored and evaluated. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen's actions, in the democratic process, on world events will be emphasized.

7046 AP UNITED STATES HISTORY: One Block. One Term. One Unit. Juniors and Seniors. Prerequisite: An "A" average in all previous social studies classes or a "B" average in any previous AP History course.

This course will provide credit for the junior requirement, as well as prepare students for the Advanced Placement exam in U. S. History. It is designed to provide students with analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. It is equivalent to a college introductory course in United States history. College credit can be gained by successfully passing the College Board Advanced Placement Exam. The Advanced Placement exam will be approximately \$92.00. According to state policy, students enrolled in AP courses will receive a weighted grade.

7031 CIVICS FOR THE NEXT GENERATION: One Block. One Term. One Unit. Required for Seniors.

Civics is designed as a culminating history class that fosters informed citizens essential to the perpetuation of the American Republic. Students learn and utilize knowledge and skills for responsible, participatory citizenship based on a firm understanding of the principles and practices of our government coupled with civil rights and responsibilities, sound financial literacy, and global awareness. Students investigate what has happened, explore what is happening, and predict what will happen with the social, political, and economics problems that beset America and the world using the skills and

resources of the past centuries and the present. Students continue to develop their critical thinking and problem-solving skills collaboratively and independently to become informed citizens and consumers, who practice economically sound decision-making, are geographically aware of physical and human landscapes of the world, and protect, preserve and defend their system of government. New and refined knowledge gained in Civics for the Next Generation is communicated and shared throughout the community as students engage in community service and service-learning that makes classrooms span continents and serve as the heart of the community.

7044 AP United States Government & Politics: One Block. One Term. One Unit. Juniors and Seniors.

Prerequisite: An “A” average in all previous regular and honors social studies classes, a “B” average in any previous AP History course.

This course will provide credit for the senior requirement, as well as prepare students for the Advanced Placement exam in Government & Politics. The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. College credit can be gained by successfully passing the College Board Advanced Placement Exam. The Advanced Placement exam will be approximately \$92.00. According to state policy, students enrolled in AP courses will receive a weighted grade.

7045 AP EUROPEAN HISTORY: One Unit. One Block. One Term. Elective Freshman, Sophomores, Juniors or Seniors. Prerequisite: An “A” average in all previous regular and honors social studies classes, a “B” average in any previous AP History course. Students may substitute AP European History as a third required course in grades 9-11. This course will prepare students for the Advanced Placement exam in European History. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. College credit can be gained by successfully passing the College Board Advanced Placement Exam. The Advanced Placement exam will be approximately \$92.00. According to state policy, students enrolled in AP courses will receive a weighted grade.

7033 GEOGRAPHY: One Block. One Term. One Unit. Elective. Freshman, Sophomores, Juniors, Seniors

The power and beauty of geography allows all students to see, understand, and appreciate the web of relationships between people, places, and environments. Geography provides knowledge of Earth’s physical and human systems and of the interdependency of living things and physical environments. This geography course is based on the six essential elements of geography and stresses the contemporary world and the role of the U.S. in the global community. Students will use geographic perspectives and technology to interpret culture, environment and the connection between them. Students will use the geographic skills of asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information and answering geographic questions.

7041 ECONOMICS ADVANCED PLACEMENT: One Block. One Term. One Unit. Elective. Juniors or Seniors.

Requires strong math background as well as above average grades in history.

Advanced Placement is divided into two courses, microeconomics and macroeconomics. The courses will be taught in alternating years.

AP Microeconomics is the study of how households, businesses, and government make economic decisions. An emphasis is placed on decision - making skills to discuss and solve problems.

AP Macroeconomics analyzes the principles of economics that apply to the economic system as a whole. Topics include national income and price-level determination, unemployment, inflation, fiscal and monetary policies, and international trade. College credit can be gained by successfully passing the College Board Advanced Placement exam. The Advanced Placement exam will be approximately \$92.00. According to state policy, students enrolled in AP courses will receive a weighted grade for the class.

7321 PSYCHOLOGY: One Block. One Term. One Unit. Elective. Juniors and Seniors.

Psychology is a survey of theories and methods used in the field of psychology, including the study of physiological and psychological development of humans with an overview of mental disorders and abnormal behaviors.

7047 AP PSYCHOLOGY: One Block. One Term. One Unit. Elective. Juniors and Seniors.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. College credit can be gained by successfully passing the College Board Advanced Placement Exam. The Advanced Placement exam will be approximately \$92.00. According to state policy, students enrolled in AP courses will receive a weighted grade.

7341 SOCIOLOGY: One Block. One Term. One Unit. Elective. Freshman and Sophomores.

This course is designed to introduce students to the study of human relationships. Integrated into the course will not only be social perspectives such as culture, groups, and marriage and the family, but also social problems such as crime,

aging, and the environment will also

SPECIAL SERVICES

40090 (I, J or T) ENGLISH 9: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team.

English 9 is presented as an area of learning, advancing the reading, writing, speaking, and listening skills begun in the early grades. Fundamentals of library usage are stressed with a broader coverage of prose and poetic works. The completion of a genealogical project is required. Methods and materials will be modified to meet the student's individualized needs. This class may be taught in a small group setting or a collaborative classroom.

40100 (I, J or T) ENGLISH 10: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team and successful completion of English 9.

English 10 keeps alive the fundamental grammar learned previously and tries to add sophistication. Paragraph writing will be stressed. Literary techniques and elements will be covered through various literary selections. The completion of a research project is required. Methods and materials will be modified to meet the student's individualized needs. This class may be taught in a small group setting or a collaborative classroom.

40110 (I, J or T) ENGLISH 11: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team and successful completion of English 10.

Students will read and discuss selected American authors from Colonial times to present day. Students will exhibit their knowledge of the literary periods through essays and other assignments. This course stresses the importance of forceful, concise, correct communications through the emphasis of grammatical skills. In conjunction with this, the following skills will be stressed through the term paper: library skills, outlining, note taking, paraphrasing, citations, and work cited/bibliography. The completion of a term paper is a course requirement. Methods and materials will be modified to meet the student's individualized needs. This class may be taught in a small group setting or a collaborative classroom.

40120 (I, J or T) ENGLISH 12: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team and successful completion of English 11.

In English 12 students are given frequent opportunities to write, speak, and listen. Instruction in usage and grammar is based on the strengths and weaknesses revealed in student speech and writing. The completion of a research paper is required. Students are encouraged to read widely from the multicultural works of reputable authors. Methods and materials will be modified to meet the student's individualized needs. This class may be taught in a small group setting or a collaborative classroom.

30610 (I, J or T) ALGEBRA I: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team.

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

30600 (I, J or T) ALGEBRA SUPPORT: One Block, One Term, One Unit. This class may only be taken during the same instructional year as Algebra I.

Prerequisite: Recommendation of IEP team.

Incoming freshmen who have been identified as needing extra math assistance will be placed in Algebra I during the first semester and Algebra Support during the second semester. Mathematics taught in the ninth grade year is often referred to as "gatekeeper" content to higher level mathematics. Struggling ninth grade students may benefit from an Algebra I Support experience that is responsive to their individual academic needs through a data driven decision making process. Because some of the highest priority content for college and career readiness comes from Grades 6-8, the Algebra I Support experience will address the CSOs for mathematical practice and connect to the Algebra I CSOs while including powerfully useful proficiencies such as applying ratio reasoning in real-world and mathematical problems, computing fluently with positive and negative fractions and decimals, and solving real-world and mathematical problems involving angle measure, area, surface area, and volume. Upon successful completion, students enrolled in an Algebra I Support course will receive one mathematics credit toward graduation. It is also important to note that institutions or higher education will not recognize an Algebra I Support class as a credit in mathematics. If a student is planning on attending college, it will be important to check with that institution to see if four mathematics credits are required for admission. If so, mathematics courses beyond the four required for graduation may be needed to meet the admission requirement.

Undergraduate admission to WV four-year colleges and universities includes the completion of four distinct mathematics courses. Though courses such as Algebra I and Algebra I Support may be appropriately counted as two courses towards graduation, they do not cover two distinctly different bodies of knowledge that would be the expectation of college and university admission requirements.

30620(I,J or T)—GEOMETRY: One Block, One term, One Unit

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanation of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this geometry course and the historical approach taken in geometry classes. For example, transformations are emphasized early in this course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

30170 (I, J or T) MATH III TECHNICAL READINESS: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team and successful completion of Math II.

This is the first of two courses which will cover the Math III curriculum. This course is designed for those students not planning to attend a four-year college. This course sequence is ideal for those planning to attend a technical or trade school or for those who prefer to see a more vocational approach to mathematics. It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational and radical functions. They expand their study of right triangle trigonometry to include general triangles. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

30520 (I, J or T) TRANSITION MATHEMATICS FOR SENIORS: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team. Seniors only.

This course is not open to students who are presently enrolled in or who have completed Trigonometry, Pre-calculus, or Calculus. This elective course is designed for students who are planning to attend college and pursue a non-technical major. It covers equations and inequalities, linear functions, graphing, and writing the equation of a line. This course is designed to offer a review in Algebra and Geometry, along with an introduction to Trigonometry. Approved graphing calculators are 2 strongly recommended as they are in integral part of instruction. The Transition Mathematics for Seniors course is approved for NCAA credit.

62010 (I,J orT) EARTH and SPACE SCIENCE One block, One Term, One Unit. Required for all freshmen.

This course builds upon science concepts from middle school by revealing the complexity of Earth's interacting systems, evaluating and using current data to explain Earth's place in the universe and enabling students to relate Earth Science to many aspects of human society.. *A lab fee and calculator are recommended.*

60110 (I, J or T) PHYSICAL SCIENCE: One Block, One Term, One Unit. (Grades 11 & 12)

Prerequisite: Recommendation of IEP Team.

An introductory course using a thematic approach to blend chemistry, physics, biology, and earth science: Themes developed should help students to understand the natural world and its phenomena and how they relate to their everyday lives. State adopted text is used for this class. Methods and materials will be modified to meet the student's individualized needs. This class may be taught in a small group setting or a collaborative classroom.

60210 (I, J or T) BIOLOGY: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team and successful completion of Physical Science.

A continuing introductory course in science using a thematic approach to blend chemistry, physics, earth science, and biology. Students will spend much time in the study of the natural sciences. State adopted text is used for this class. Methods and materials will be modified to meet the student's individualized needs. This class may be taught in a small group setting or a collaborative classroom.

62010 (I, J or T) EARTH SCIENCE 11/12: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team and successful completion of Physical Science and Biology.

This thematic coordinated advanced science class will study the fundamentals of geology, biology, chemistry, physics, meteorology, and ecology. Students, through laboratories, will develop an understanding of how humans affect and are affected by the environment. State adopted text is used for this class. Methods and materials will be modified to meet the student's individualized needs. This class may be taught in a small group setting or a collaborative classroom.

70100 (I, J or T) WORLD STUDIES: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team.

World studies to 1900 will include an interdisciplinary, comparative study of western and non-western cultures. Methods and materials are adjusted to meet student's needs.

70090 (I, J or T) US STUDIES: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team.

This course will consist of a chronological study of the United States and its people from the colonial period to 1900.

70110 (I, J or T) CONTEMPORARY STUDIES: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team.

Twentieth/Twenty - First Centuries will consist of a chronological study of the United States and its people from 1900 to the present. Methods and materials are adjusted to meet the student's needs. 49

70310 (I, J or T) CIVICS FOR THE NEXT GENERATION: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team.

This course provides specific instruction on the workings of our government and U.S. citizenship. Methods and materials adjusted to meet the student's needs.

76530 (J or K) LEARNING SKILLS: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team.

Individualized program designed to improve reading, writing, social skills, math and functional life skills. Students work according to their levels of ability. Methods and materials are adjusted to meet the student's needs.

76100 (J or K) DAILY LIVING SKILLS: One Block, One Term, One Unit.

Prerequisite: Recommendation of IEP Team.

The exceptional student, through hands on activities, will explore successful strategies dealing with everyday life skills and experiences.

ALTERNATIVE LEARNING EDUCATION (ALC)

Alternative Learning Education is a part of Brooke County Schools. It is a non-traditional program for students who have been recommended by principals and counselors for a flexible instructional program. Students will be able to meet graduation requirements by selecting courses from Brooke High School and/or the Alternative Learning Center. (Refer to Graduation Requirements.) Participation in this program requires the approval of the Alternative Learning Center Screening Committee and is a temporary placement.

The Alternative Education Program is designed for an individualized instruction plan. The students participating in this program will attend the Alternative Learning Center for the number of periods to be determined by the staff of the Center.

CAREER TECHNICAL EDUCATION

The Career Technical (Vocational) Education classes are a series of courses that prepare students for jobs or to further their education in a career major or concentration. They are occupationally (job) specific and technical in nature. The following listings are groupings within these occupational concentrations. **Students who complete all four (4) classes are awarded a career readiness certificate for their chosen cluster.**

Additionally, courses marked with **ACCE** are classes that provide students with credit at West Virginia Northern Community College and other colleges. **The student must pass the end of course test with a 75% or higher to receive this credit.** Students will receive the **ACCE** credits on a transcript when they register for a college course in a community college.

MK0420 Marketing Management

- 1439 Business and Marketing Essentials (**ACCE**)
- 0422 Marketing Principles (**ACCE**)
- 0425 Marketing Applications (**ACCE**)
- 0437 Hospitality and Tourism Marketing

OR

- 0434 Sports, Entertainment, and Recreation Marketing
- 0441 Real Estate

HE0723 Therapeutic Services

- 0711 Foundations of Health Science (**ACCE**)
- 0715 Advanced Principles of Health Science (**ACCE**)
- 0789 Clinical Specialty I (Certified Nursing Assistant/ Certified Phlebotomy Technician) (**ACCE**)
- 0790 Clinical Specialty II (Certified Nursing Assistant/Phlebotomy Technician) (**ACCE**)

HU1000 Early Childhood Education

- 1003 Early Childhood Education I (**ACCE**)
- 1004 Early Childhood Education II (**ACCE**)
- 1008 Early Childhood Education III (**ACCE**)
- 1009 Early Childhood Education IV (**ACCE**)

HO1010 Pro Start Restaurant Management

- 1013 Restaurant and Culinary Foundations (**ACCE**)
- 1014 Restaurant Management Essentials (**ACCE**)
- 1019 Advanced Principles in Food Production (**ACCE**)
- 1020 The Restaurant Professional (**ACCE**)

HE1215 Food Science and Nutrition

- 0950 Food and Nutrition I
- 0951 Food Preparation
- 0952 Nutrition and Food Science
- 0953 Food and Nutrition II

ED1300 Careers in Education

- 1301 Foundations in Education
- 1302 Student Learning, Development and Diversity
- 1304 Educational Psychology and Learning
- 1135 Teacher Preparation

BM1410 Accounting

- 1439 Business and Marketing Essentials (**ACCE**)
- 1411 Business Computer Applications I (**ACCE**)
- 1401 Accounting Principles I (**ACCE**)
- 1403 Accounting Principles II (**ACCE**)

OR

- 1451 Personal Finance

BM1465 Administrative Support

- 1439 Business and Marketing Essentials (**ACCE**)
- 1401 Accounting Principles I (**ACCE**)
- 1411 Business Computer Applications I (**ACCE**)
- 1413 Business Computer Applications II (**ACCE**)

- TR1620 Automotive Technology**
 1631 Fundamentals of Automotive Technology (ACCE)
 1625 Brakes (ACCE)
 1623 Basic Engine Concepts (ACCE)
 1637 Suspension and Steering (ACCE)
- TR1670 Collision Repair Technology**
 1671 Fundamentals of Collision Repair Technology (ACCE)
 1675 Non-Structural Analysis and Damage Repair (ACCE)
 1677 Structural Analysis and Damage Repair (ACCE)
 1679 Surface Preparation and Refinishing (ACCE)
- IT1680 Computer Systems Repair Technology**
 1705 Fundamentals of Computer Systems (ACCE)
 1664 A+ Essentials (ACCE)
 1665 A+ Practical Applications (ACCE)
 1694 Networking Essentials (ACCE)
- ST1790 Science Technology Math and Engineering (STEM)**
 2421 Communications Systems
 2424 Construction Systems
 2442 Manufacturing Systems
 2448 Transportations Systems
- AR1820 Carpentry**
 1842 Carpentry I (ACCE)
 1843 Carpentry II (ACCE)
 1844 Carpentry III (ACCE)
 1845 Carpentry IV (ACCE)
- MA1900 Machine Tool Technology**
 1903 Fundamentals of Machine Tool Technology (ACCE)
 1905 Fundamentals of Machine Processes (ACCE)
 1907 Machine Tool Operations (ACCE)
 1909 Metal Trade Processes and Applications (ACCE)
- MA1980 Welding**
 1862 Welding I
 1863 Welding II
 1864 Welding III
 1865 Welding IV
- AV1680 Broadcasting Technology**
 1681 Fundamentals of Broadcast Technology
 1683 Radio Broadcasting Presentations
 1685 Television Production Applications
 1684 Video Editing

BUSINESS MANAGEMENT & ADMINISTRATION

0422 MARKETING PRINCIPLES: One Unit. One Term. One Block. Grades 9-12. Explore the world of marketing in our ever-changing global marketplace. Experience first-hand what you need to know to start a career in the world of business through hands on experience. Understand the principles and practices of marketing and management. Whether you plan to attend college or enter the workforce, Marketing Principles I utilizes guest speakers, field trips, and practical experience to launch your career path. Prepare the blueprint for your future in Marketing Principles.

0425 MARKETING APPLICATIONS: One Unit. One Term. One Block. Grades 10-12. This class is an articulated community college credit. This is an advanced course in marketing. Marketing Applications is individualized instruction in marketing related occupations. Students focus on issues facing businesses in our global marketplace. Emphasis will be on

case analysis, discussion questions, projects, and people-skill activities. Students will use problem solving techniques and participate in hands-on activities. This is a simulated workplace classroom; see simulated workplace description in page 10 of the handbook. Pre-Requisite: Marketing Principles

0437 HOSPITALITY AND TOURISM MARKETING: One Unit. One Term. One Block. Grades 9-12 Be a part of one of the most rapidly expanding and dynamic areas of employment in the state, on a national level, and internationally. Hospitality and Tourism Marketing focuses on careers in lodging, food and beverage, cruise lines, travel agencies, event planners and recreation. Students will participate in hands-on activities related to the promotion of hospitality and tourism marketing through Microsoft Publisher, problem solving activities, and project-based learning. This program assists students in acquiring skills required to succeed in management and administrative positions.

0434 SPORTS, ENTERTAINMENT, RECREATION, MARKETING: One Unit. One Term. One Block. Grades 9-12. This area of study provides students with the knowledge and skills needed for a career in the field of sports, entertainment, and/or recreational marketing. The function of sports marketing is to determine the interest of the consumer and plan a product or service that the spectator will buy. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Areas such as promotion, sponsorship and endorsement, legal and ethical issues in sports, risk management, and career management will be studied.

0401 Advertising: One Unit. One Term. One Block. Grades 9-12. This course will provide students with an introductory knowledge and skill set necessary for a career in the advertising field. Students will utilize problem solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students will experience project based learning and hands on experiences within the course to engage students and provide real world experiences.

0401 ADVERTISING: One Unit. One Term. One Block. Grades 9-12. This course will provide students with an introductory knowledge and skill set needed for a career in the advertising field. Students will use problem solving techniques and participate in many hands-on activities to develop an understanding of the course concepts. Students will experience project-based learning to engage them in real-world experiences.

1451 PERSONAL FINANCE: One Unit. One Term. One Block. . Required for graduation beginning with 2016-17 students. Students will develop personal finance skills to help them achieve personal and financial success. The course includes managing personal income, budgeting and investing. Students will complete a reality project that places them into "real life" situations such as renting and furnishing an apartment, buying and insuring a car, while staying on a budget. They will also complete several stock market investment activities.

1439 BUSINESS AND MARKETING ESSENTIALS: One Unit. One Term. One Block. Grades 9-12 ACCC* Discover the vast world of marketing and business while developing an understanding of the importance of business in our global economy. This hands-on, entry level course explores opportunities available in business and marketing, while developing professional and business skills essential for successful careers. Experience the dynamics of global economics and the world of business through simulations, guest speakers, computer applications, and real life situations.

**1401 ACCOUNTING PRINCIPLES I: One Unit. One Term. One Block. Grades 10-12
Simulated Workplace/ACCC**

All businesses require accounting skills; first-year accounting is excellent for business and college bound students interested in learning fundamental accounting concepts. Accounting for sole proprietorships and partnerships is emphasized. Students will learn to journalize transactions, prepare financial statements and maintain a personal and business checking account as well as manage account receivable, accounts payable and a petty cash fund.

**1403 ACCOUNTING PRINCIPLES II: One Unit. One Term. One Block. Grades 10-12
Simulated Workplace/ACCC Prerequisite: Accounting Principles I**

The second year of accounting prepares students for entry-level accounting positions and further study of accounting in college. Students learn manual and computer applications for departmentalized and corporate accounting along with payroll, depreciation, inventory valuation and financial analysis.

1417 BUSINESS LAW: One Unit. One Term. One Block. Grades 10-12

Students will become aware of their legal rights and obligations. Constitutional, criminal, civil, consumer and contract law will be emphasized. Through guest speakers and mock trials, and a possible field trip students will better understand the judicial system.

1411 BUSINESS COMPUTER APPLICATIONS I: One Unit. One Term. One Block. Grades 10-12

Simulated Workplace/ACCC

This hands-on course provides students with skills required in processing information with emphasis on Microsoft Office Word and PowerPoint. Students will enhance their office skills through the work-based projects offered through a Simulated Workplace environment (refer to p. 10); thus, many work—based learning opportunities will be presented in this course. Students will be provided the opportunity for credentialing through Microsoft Office Specialist certification exams.

1413 BUSINESS COMPUTER APPLICATIONS II: One Unit. One Term. One Block. Grades 11-12 a Simulated Workplace/ACCC

Prerequisite: Business Computer Applications I

This course is designed to develop advanced computer concepts and application skills using Microsoft Office with emphasis on Access and Excel. Students will enhance their office skills through the work-based projects offered through a Simulated Workplace environment (refer to p. 10); thus, many work—based learning opportunities will be presented in this course. Students will be provided the opportunity for credentialing through Microsoft Office Specialist certification exams.

INFORMATION TECHNOLOGY

1705 FUNDAMENTALS OF COMPUTER SYSTEMS: One Block, One Term, One Unit. Grades 9-12 ACCE*

This course introduces the student to the knowledge and technical skills for all courses in the Computer Systems Repair Technology pathway. Areas of student include computer hardware, data representation, operating system, utility, productivity software, communications and networks, and the Internet. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. The WV Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1664 A+ ESSENTIALS: One Block, One Term, One Unit. Elective Grades 10-12 EDGE*, Prerequisite: 1705 FUNDAMENTALS OF COMPUTER SYSTEMS

This course introduces the knowledge required to understand the fundamentals of computer technology, networking, and security, and will have the skills required to identify hardware, peripheral, networking, and security components. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. The WV Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1665 A+ PRACTICAL APPLICATIONS: One Block, One Term, One Unit. Elective. Grades 10-12 ACCE*, Prerequisite: 1705 FUNDAMENTALS OF COMPUTER SYSTEMS

This course introduces the competencies for an entry-level IT professional who has hands-on experience in the lab or in the field. Successful candidates will have the skills required to install, configure, upgrade, and maintain PC workstations, the Windows OS and SOHO networks. The successful candidate will utilize troubleshooting techniques and tools to effectively and efficiently resolve PC, OS and network connectivity issues and implement security practices. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. The WV Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1694 NETWORKING ESSENTIALS: One Block, One Term, One Unit. Elective. Grades 10-12 ACCE*, Prerequisite: 1705 FUNDAMENTALS OF COMPUTER SYSTEMS

This course introduces the student to the knowledge base and technical skills related to networking. Areas of study include media and topologies, protocols and standards, network implementation and network support. Content standards and objectives are based on testing objectives for the CompTIA Network+ certification. Emphasis will be placed on personal and professional ethics, and students will explore a variety of career opportunities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. The WV Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West

Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives

*See page 34

HEALTH SCIENCES

*The Therapeutic Services Concentration allows the student to explore careers focused primarily on changing the health status of the patient over time. Health professionals in this concentration work directly with patients; they may provide care, treatment, counseling and health education information. **Minimum course completion score of 80% is required to progress to next course for all of the courses.***

0711 FOUNDATIONS OF HEALTH SCIENCE: : One Block, One Term, One Unit. First Semester One Unit. Juniors only ACCE*

This course is designed to allow instructional content to focus on basic medical terminology, growth and development, nutrition, health maintenance practices and healthcare delivery systems. It is designed to provide the student with knowledge and technical skills required for infection control and the prevention of disease transmission, CPR and First Aid. Students will be provided with the opportunity to acquire certification in these areas. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

0715 ADVANCED PRINCIPLES OF HEALTH SCIENCE: : One Block, One Term, One Unit. Second Semester Juniors only Prerequisite: 0711 Foundations of Health Science. ACCE*

Instructional content will focus on healthcare safety, environmental safety processes and procedures, ethical and legal responsibilities and mathematical computations. Medical terminology and the reinforcement, expansion and enhancement of biology content specific to diseases and disorders are an integral part of the course. Instruction will incorporate project and problem based healthcare practices and procedures to demonstrate the importance of these skills. Students will develop basic technical skills required for all health career specialties including patient privacy, communication, teamwork and occupational safety and be provided with opportunities to obtain certifications in HIPPA/Data Privacy and health care safety. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship and 13 Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

0789 CLINICAL SPECIALTY I: TWO BLOCKS. SENIORS ONLY: Two Units First Semester ACCE*
This course is designed to allow the student to choose a career work-based experience from the following specialization: Certified Nursing Assistant/Phlebotomy Technician.

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

0790 CLINICAL SPECIALTY II TWO BLOCKS. SENIORS ONLY Second Semester Two Units ACCE*

Upon successful completion of the prerequisite courses in the Health Science Education concentration, students will be provided the opportunity in Clinical Specialty II to participate in a work-based clinical experience. Students choose a health career specialty for in-depth study and must complete a minimum of 55-100 hours in an applicable clinical rotation. Instruction is guided by career-specific content standards and objectives that must be mastered before students are eligible to attain established credentials and/or industry validation. Within this course, students focus upon employability skills and

career development, and apply healthcare information technology and technical skills. Instruction will incorporate project and problem-14 based healthcare practices and procedures to demonstrate the criticality of these skills. Due to healthcare industry standards, exemplary attendance is mandatory. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, HOSA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

HUMAN SERVICES CLUSTER

0929 LEARNING FOR INDEPENDENCE, FAMILY, AND EMPLOYMENT: One Unit. One Block. One Semester Grades 9-12

A comprehensive assortment of life support instructions in nutrition and foods, clothing and textiles, child development, consumer education, family relationships and parenthood education, management, housing and coping in today's world.

0903 PARENTING AND STRONG FAMILIES: One Unit. One Block. One Semester Grades 9-12

This course is designed to help students evaluate readiness for parenting while examining appropriate parenting and Strong Families practices. Students will use reasoning processes individually and collaboratively, to take responsible action in families, workplaces, and communities.

0961 APPLIED DESIGN-FASHION: One Unit. One Block. One Semester Grades 9-12

This course will provide students with the skills and practices that are required for the application of design elements and principles in the areas of fashion. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem solving techniques and participate in hands-on activities. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of an appropriate student organization, such as FCCLA. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

0941 APPLIED DESIGN-HOUSING INTERIOR AND EXTERIOR: One Unit. One Block. One Semester Grades 10-12

This course will provide students with the skills and practices that are required for the application of design elements and principles in the areas of housing. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces and communities. Students will utilize problem solving techniques and participate in hands-on activities. Teachers should provide each student with real world learning opportunities and instruction. Students will participate in a local student organization such as FCCLA.

FOOD SCIENCE AND NUTRITION

0950 NUTRITION AND FOODS I: Grades 9-10. One Unit. One Block. One Term. Prerequisite: 0951 Food Preparation

Nutrition and Foods 1 examines food preparation and management using the decision-making process; meeting basic needs by applying nutrition and wellness concepts; meeting health and safety needs in planning, preparing and serving food; maximizing resources when planning, preparing and serving food; promoting hospitality in food practices; and analyzing individual and family nutritional needs in relation to change. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem solving techniques and participate in project-based activities. Teachers should provide each student with real world learning opportunities and instruction. Students will participate in a local student organization. West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

0951 FOOD PREPARATION: Grades 9-11. One Unit. One Block. One Term.

Food Preparation emphasizes skill development in the selection, preparation, storing, and serving of food, management of resources to meet individual and family nutritional needs and optimal use of food resources, the principles of nutrition, and the relationship of nutrition to health and well-being. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem

solving techniques and participate in project -based activities. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of an appropriate student organization, such as FCCLA. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

0952 NUTRITION AND FOOD SCIENCE: Prerequisite: 0950 or 0951: Grades 10-12. One Unit. One Block. One Term. Prerequisites: 0951 Food Preparation and 0950 Nutrition and Foods Foundation

Nutrition and Food Science applies scientific principles to the production, processing, preparation, evaluation, and utilization of food. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem solving techniques and participate in project -based activities. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of an appropriate student organization, such as FCCLA. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

0953 NUTRITION AND FOODS II Prerequisite: 0950: Grades 10-12. One Unit. One Block. One Term. Prerequisite: 0951 Food Preparation; 0950 Nutrition and Foods Foundation; 0952 Nutrition and Food Service

Nutrition and Foods 2 examines nutrition and wellness practices on long-term health; planning for wellness and fitness; selection and preparation of nutritious food based on USDA Dietary Guidelines; processes and issues associated with nutrition and wellness; the impact of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem solving techniques and participate in project-based activities. Teachers should provide each student with real world learning opportunities and instruction. Students will participate in a local student organization. West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

PROSTART RESTAURANT MANAGEMENT

The Pro Start Restaurant management concentration focuses on the skills needed for a successful employment in a restaurant environment. Pro Start is a restaurant industry-driven curriculum developed by the National Restaurant Association Education Foundation with input for thousands of restaurant professionals. Pro Start curriculum integrates performance-based learning with academics, entrepreneurship, and technology skills to prepare students for successful employment in the 21st Century.

**1013 RESTAURANT AND CULINARY FOUNDATIONS: One Unit. One Block. One Term. First Semester
Grades 9-12**

ACCE*

This course focuses on the basic preparation and service of safe food, basic introduction to industry safety standards, basic introduction to restaurant equipment, kitchen essentials in knife skills, stocks and sauces, and communication concepts in the restaurant industry. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, Skills USA, or FCCLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1014 RESTAURANT MANAGEMENT ESSENTIALS: Grades 9-12 Prerequisite: 1013. One Unit. One Block. One Term. Second Semester

ACCE*

This course is designed to focus management essentials in the restaurant industry, guest service, food production, and career exploration and pursuit. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, Skills USA, or FCCLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1019 ADVANCED PRINCIPLES IN FOOD PRODUCTION: Grades: 10-12 Prerequisites: 1013, 1014 One Unit. One Block. One Term. First Semester.

ACCE*

This course is designed to examine advanced food production, nutrition, and cost control. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, Skills USA, or FCCLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and

content standards and objectives.

**1020 THE RESTAURANT PROFESSIONAL: Grades: 10-12 Prerequisites: 1013, 1014, 1019
One Unit. One Block. One Term. Second Semester**

ACCE*

This course is designed to provide content related global cuisine, sustainability, desserts and baked goods, and marketing. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organization, Skills USA, or FCCLA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives

**1018 BAKING AND PASTRY APPLICATIONS: One Unit. One Block. One Term. Prerequisite: Nutrition and Foods I.
Grades 10-12**

Baking and Pastry is an elective course which focuses on weights, measures, and general baking, classifications, handling and storage of ingredients, safety and handling, yeast raised dough products, cakes, cookies, batters, breads, biscuits, muffins, pies, and special dessert preparation. Baking and Pastry also provides career information and skills and safety in the workplace. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21 Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, content standards and objectives.

EARLY CHILDHOOD EDUCATION

The Early Childhood Education concentration focuses on the knowledge, skills, attitudes and practices of childhood development required for careers in the field of Early Childhood Education. Emphasis is placed on the integration of all aspects of development into best practices for nurturing children. This concentration prepares students for the Apprenticeship for Child Development Specialist (ACDS), Childhood Development Associate (CDA) and/or AAFCS Pre-APAC Certification in Early Childhood Education.

1003 EARLY CHILDHOOD EDUCATION I: One Unit. One Block. One Term. Grades 11-12 First Semester ACCE*

This course is designed to provide an overview of early childhood career paths, early childhood programs, regulatory requirements, universal precautions, child abuse and neglect, code of ethical conduct, mobility, motor skills, rough and tumble play, gaining competence, perceptual motor integration, representation, nutrition, brain development, and outcomes of children's play. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem-solving techniques and participate in hands-on activities. Students will be actively involved in the Preschool programs within the high school for their work-base experience. Students are encouraged to become active members of the student organization, Future Educators of America (FEA), a co-curricular national student organization and the Brooke County Reading Council member.

1004 EARLY CHILDHOOD EDUCATION II: One Unit. One Block. One Term. Grades 11-12. Second Semester

Prerequisite: STUDENTS MUST HAVE COMPLETED 1003 COURSE WORK WITH A PASSING GRADE. ACCE*

This course is designed to explore ethical issues of early childhood education and social and cultural issues such as attachments, trust, temperament types, the secure base, separation, autonomy, initiative, social competence, building community relationships with adults, prosocial environment, scaffolding prosocial behavior, and social challenges. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem-solving techniques and participate in hands-on activities. Students will be actively involved in the Preschool programs within the high school for their work-base experience. Students are encouraged to become active members of the student organization, Future Educators of America (FEA), a co-curricular national student organization and the Brooke County Reading Council member.

1008 EARLY CHILDHOOD EDUCATION III: One Unit. One Block. One Term. Grade 12 First Semester ACCE*

Prerequisite: STUDENTS MUST HAVE COMPLETED 1003 AND 1004 COURSE WORK WITH A PASSING GRADE.

This course is designed to explore various perspectives on early childhood such as personal educational theory; professional practices; learning theory; learning through play; constructivism; social constructivism; and Erickson's, Piaget's and Vygotsky's theories. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem-solving techniques and participate in hands-on activities. Students will be actively involved in the Preschool programs within the high school for their work-base experience. Students are encouraged to become active members of the student organization, Future Educators of America (FEA), a co-curricular national student organization and the Brooke County Reading Council member.

1009 EARLY CHILDHOOD EDUCATION IV: One Unit. One Block. One Term. Grade 12 Second Semester ACCE*

Prerequisite: STUDENTS MUST HAVE COMPLETED 1003, 1004 and 1008 COURSE WORK WITH PASSING GRADE.

This course is designed to provide a review of previous concepts; investigate cognitive and intellectual concepts such as language development, receptive and expressive language, bilingual development, symbolic thought, imagination,

theory of mind, socio-dramatic play, metacommunication, multiple intelligences, literacy, print awareness, numeracy and inquiry; and develop opportunities for professional growth. Students will use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities. Students will utilize problem-solving techniques and participate in hands-on activities. Students will be actively involved in the Preschool programs within the high school for their work-base experience. Students are encouraged to become active members of the student organization, Future Educators of America (FEA), a co-curricular national student organization and the Brooke County Reading Council member.

CAREERS IN EDUCATION

1301 FOUNDATIONS IN EDUCATION: One Unit. One Block. One Term. First Semester Grades 11-12

Prerequisite: STUDENTS MUST SUBMIT AN APPLICATION, TEACHER RECOMMENDATION FORMS, AND BE ABLE TO PROVIDE THEIR OWN TRANSPORTATION TO THEIR FIELD EXPERIENCE EACH SEMESTER THEY ARE ENROLLED. ACCE*

This course is designed to introduce the history, development, organization, and practices of preschool, elementary, and secondary education. In addition to classroom training, students will participate in field experiences at local elementary, middle, and high schools. Students also gain the professional or skilled knowledge and skills necessary to begin a career in the education profession. Students are encouraged to become active members of the student organization, Future Educators of America (FEA), a co-curricular national student organization and the Brooke County Reading Council member. Students will be asked to complete 25 community service hours for a part of this program EACH semester. **STUDENT MUST HAVE A VALID DRIVER'S LICENSE AND UP-TO-DATE INSURANCE FOR THE VEHICLE THEY WILL USE TO TRANSPORT TO FIELD EXPERIENCE.**

1302 STUDENT LEARNING, DEVELOPMENT AND DIVERSITY: One Unit. One Block. One Term. Second Semester Grades 11-12

ACCE*

Prerequisite: STUDENTS MUST HAVE COMPLETED 1301 COURSE WORK WITH A PASSING GRADE. STUDENT MUST BE ABLE TO PROVIDE THEIR OWN TRANSPORTATION TO THEIR FIELD EXPERIENCE, EACH SEMESTER THEY ARE ENROLLED.

This course is designed to focus on the various physical, cognitive, social, emotional and moral development, environments and social institutions, family life, demographics, and culture influencing human growth and development. This course also provides information and activities for guiding behavior and meeting the needs of special age groups. Students will utilize problem-solving techniques and participate in hands-on activities. Teachers should provide each student with real-world learning opportunities and instruction related to education careers. Students are encouraged to become active members of the student organization, Future Educators of America (FEA), a co-curricular national student organization and the Brooke County Reading Council member. In addition to classroom training, students will participate in field experiences at local elementary, middle, and high school. Students will be asked to complete 25 community service hours for a part of this program EACH semester. **STUDENT MUST HAVE A VALID DRIVER'S LICENSE AND UP-TO-DATE INSURANCE FOR THE VEHICLE THEY WILL USE TO TRANSPORT TO FIELD EXPERIENCE.**

1304 EDUCATION PSYCHOLOGY AND LEARNING: One Unit. One Block. One Term. First Semester Grades 11-12

ACCE*

Prerequisite: STUDENTS MUST HAVE COMPLETED 1301 and 1302 COURSE WORK WITH A PASSING GRADE. STUDENT MUST BE ABLE TO PROVIDE THEIR OWN TRANSPORTATION TO THEIR FIELD EXPERIENCE, EACH SEMESTER THEY ARE ENROLLED.

This course is designed to focus on statistics, trends, and assessment strategies influencing education and training. Challenges of the educational settings, historical background of American education and influences for around the world, effective teacher attributes, and major philosophies of education. This course includes organizational strategies and systems and use of appropriate resources and assessments to advance learning in a variety of organizational structures. This course introduces applications within the teaching and training profession, preparation for educational licensure and ongoing employment, exposure to legal and ethical issues, environmental structure and culture, and basic historical, sociological, philosophical, physiological, and psychological principles that apply to classroom practice. Extensive observation in an approved school setting is a part of this course. Students are encouraged to become active members of the student organization, Future Educators of America (FEA), a co-curricular national student organization and the Brooke County Reading Council member. In addition to classroom training, students will participate in field experiences at local elementary, middle, and high school. Students will be asked to complete 25 community service hours for a part of this program EACH semester. **STUDENT MUST HAVE A VALID DRIVER'S LICENSE AND UP-TO-DATE INSURANCE FOR THE VEHICLE THEY WILL USE TO TRANSPORT TO FIELD EXPERIENCE.**

1135 TEACHER PREPARATION EXPERIENCE: One Unit. One Block. One Term. Second Semester. Grades 11-12

ACCE*

Prerequisite: STUDENTS MUST HAVE COMPLETED 1301 and 1302 COURSE WORK WITH A PASSING GRADE. STUDENT MUST BE ABLE TO PROVIDE THEIR OWN TRANSPORTATION TO THEIR FIELD EXPERIENCE, EACH SEMESTER THEY ARE ENROLLED.

This course is designed to provide content related to preparation and credentials and provide students with opportunity to gain the professional or skilled knowledge and skills necessary in beginning a career in the education profession in a real world classroom. **Extensive observation and actual classroom teaching experience in an**

approved school setting is a part of this course. It is the expectation of this course that students will be prepared to pass the *Praxis I Test: Pre-Professional Skills Tests (PPST®)*. Students will begin to develop a professional portfolio to use in their teaching career. Students are encouraged to become active members of the student organization, Future Educators of America (FEA), a co-curricular national student organization and the Brooke County Reading Council member. In addition to classroom training, students will participate in field experiences at local elementary, middle, and high school. Students will be asked to complete 25 community service hours for a part of this program.

STUDENT MUST HAVE A VALID DRIVER'S LICENSE AND UP-TO-DATE INSURANCE FOR THE VEHICLE THEY WILL USE TO TRANSPORT TO FIELD EXPERIENCE.

Science, Technology, Engineering, and Math (STEM)

(STEM) Science Technology Math and Engineering is open to all students. Students who successfully complete all four systems classes during their high school career can take the required tests and may become a career pathway completer for (STEM). This pathway is recommended for students planning on future vocational training and students pursuing a four year degree in an engineering field.

2421 COMMUNICATIONS SYSTEMS: One Unit. One Block. First Semester. Grade 10

Communication Systems is offered first semester for sophomores who have already completed Construction and Transportation in STEM at Brooke. This class is a combination of traditional board drafting Computer Aided Drafting, Architecture, and computer graphics. This course provides opportunities for students to study and apply technological systems, concepts, and processes in communication technology. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to communication systems. Students will utilize problem-solving techniques and manipulative skills while completing lab activities to develop an understanding of course concepts. Safety and ethical use is integrated into all activities. All STEM classes are West Virginia Simulated Workplace classes and students must complete an application, an interview prior to scheduling. Students taking Communication Systems will automatically be signed up for Manufacturing Systems in the spring semester. Students are encouraged to become active members of the Technology Student Association (TSA), which is an integral component of the programs and provides curricular opportunities that enhance student achievement.

2424 CONSTRUCTION SYSTEMS: One Unit. One Block. First Semester Grade 9

Communication Systems is offered first semester for freshmen. It is the entry point for all Vocational classes at Brooke. This course provides opportunities for students to study and apply technological systems, concepts, and processes as they relate to construction technology. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to construction systems. Students will utilize problem-solving techniques and manipulative skills while completing lab activities to develop an understanding of course concepts. Topics include how construction meets the needs of society and basic construction techniques. Safety instruction is integrated into all activities. Students that successfully complete sections of this course will receive OSHA 10 certification and NCCER, a nationally recognized construction credential. NCCER certification credentials will continue in other Vocational classes at Brooke. All STEM classes are West Virginia Simulated Workplace classes and students must complete an application, an interview prior to scheduling. Students taking Construction Systems will automatically be signed up for Transportation Systems in the spring semester. Students are encouraged to become active members of the Technology Student Association (TSA), which is an integral component of the programs and provides curricular opportunities that enhance student achievement.

2442 MANUFACTURING SYSTEMS: One Unit. One Block. Second Semester Grades 10

Manufacturing Systems is offered second semester for sophomores who have already completed Construction, Transportation and Communication in STEM at Brooke. Students will automatically have been signed up for this class when scheduled for Communication Systems. This class is a combination of engineering design, creating projects from wood and plastic, and robotics system challenges. This course will introduce students to the basic elements of the manufacturing industry. This course provides opportunities for students to study and apply technological systems, concepts and processes in the development and operation of a student manufacturing enterprise. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to manufacturing systems. Students will utilize problem-solving techniques and manipulative skills while completing lab activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. All STEM classes are West Virginia Simulated Workplace classes and students must complete an application, an interview prior to scheduling. As the capstone course for STEM at Brooke this course requires a community service project and a portfolio. Students are encouraged to become active members of the Technology Student Association (TSA), which is an integral component of the programs and provides curricular opportunities that enhance student achievement.

2448 TRANSPORTATION SYSTEMS: One Unit. One Block. Second Semester Grade 9

Transportation Systems is offered second semester for freshmen who have already completed Construction in STEM at Brooke. Students will automatically have been signed up for this class when scheduled for Construction Systems. This course contains several challenges and competitions using design to produce transportation models. Transportation Systems provides opportunities for students to study and apply technological systems, concepts, and processes as they relate to relocating people and goods. Group and individual activities engage students in creating ideas, developing innovations, and implementing design solutions as they relate to transportation systems. Students will utilize problem-

solving techniques and manipulative skills while completing lab activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Topics range from the transportation subsystems to the sources of energy used in the industry. All STEM classes are West Virginia Simulated Workplace classes and students must complete an application, an interview prior to scheduling. Students are encouraged to become active members of the Technology Student Association (TSA), which is an integral component of the programs and provides curricular opportunities that enhance student achievement.

AUTOMOTIVE TECHNOLOGY

Automotive Technology is a program consisting of four different courses in which students will gain lifelong knowledge and skills in the field of automotive maintenance, service and repair. Students completing the first four courses will receive an Automotive Certification Certificate upon graduation and Edge College Credits toward an associate degree at any WV Community College. They also may receive teacher endorsement and recommendation to advance their training at various automotive schools. As students' progress, projects on privately owned vehicles may be permitted provided they relate to the lesson being taught and class time allows completion. **All four courses must be taken in succession.**

AUTOMOTIVE TECHNOLOGY I: Grades 10-11(Preference given to 11th Grade Students)

163100 FUNDAMENTALS OF AUTOMOTIVE TECHNOLOGY: First Term (Two Units of course offered during 1st Term). One Unit. One Block. One Semester.

This course introduces students to the basic skills in the automotive service field. Students will become familiar with the care and usage of tools, equipment and safety issues in the shop area. Basic vehicle maintenance including oil changes and tire service will be covered. Students will also cover electrical systems: including lights, wiring, starting and charging systems. General shop operations are also included.

162500 BRAKES: Prerequisite: 1631 Fundamentals. Second Term (Two Units of course offered during 1st Term). One Unit. One Block. One Semester.

This course introduces students to the basic fundamentals, skills, technology, and service of brake systems. Students will diagnose and repair various brake problems including pad/shoe replacement, calipers, cylinders, rotors, drums, and anti-lock systems. Students will use brake equipment, lathes, and scanners while performing various repairs.

AUTOMOTIVE TECHNOLOGY II: Grades 11-12 Prerequisite: Must have successfully completed both courses in Automotive Technology I in the previous school year.

1637 SUSPENSION & STEERING: First Term One Unit. One Block. One Semester.

This course will introduce students to basic steering and suspension systems of the automobile. This will include struts, shocks, springs and air suspensions. Airbags, steering column, rack and pinion, tie-rods and alignment procedures along with four-wheel steering systems will be diagnosed, adjusted, replaced or repaired.

1623 BASIC ENGINE CONCEPTS: Second Term One Unit. One Block. One Semester.

This course will introduce students to the basic designs, technology, and service of engines. Students will disassemble and reassemble various engines while studying how they work. Students will diagnose and repair various mechanical and drivability problems. Students will perform tune-ups and engine maintenance necessary for efficient engine operation.

AUTOMOTIVE TECHNOLOGY III: Prerequisite: Must have successfully completed all courses in Automotive Technology I and II. * NOTE: This course will only be offered if the Automotive Technology I classes have low enrollment. (Ex. One Unit instead of two units)

1627 ELECTRICAL/ELECTRONIC SYSTEMS: Elective First Semester One Unit. One Block. One Semester.

This course will introduce students to the skills, technology, and service of electrical/electronic systems of the automobile. Areas of studies include; diagnosis and repair of general electrical system, battery and service, starting system, charging system, lighting system, information system, horn and wiper/washer, and accessories.

1629 ENGINE PERFORMANCE SYSTEMS: Elective Second Semester. One Unit. One Block. One Semester.

This course will introduce students to the skills, technology and service of electrical/electronic systems of the automobile. Areas of study includes diagnosis and repair of, general engine, computer engine controls, ignition systems, fuel, air induction, exhaust system, and emission control system.

COLLISION REPAIR TECHNOLOGY

1671 FUNDAMENTALS OF COLLISION REPAIR TECHNOLOGY: Prerequisites—Course 2448/ Transportations Systems First Semester Grades 10-12 **One Unit. One Block. One Semester. **ACCE*****

This course provides opportunities for students to study and apply basic concepts and processes as they relate to Collision Repair Technology. Group and individual activities engage students in career awareness, integrated academics, knowledge of tools and equipment, panel straightening techniques, and introduction to vehicle preparation. Students will utilize problem-solving techniques and manipulative skills while completing lab activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students are encouraged to become active members of SkillsUSA, the national student organization for those enrolled in Collision Repair Technology. Skills USA is an integral component of the program and provides co-curricular opportunities that enhance student achievement. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills, and technology tools.

1675 NON-STRUCTURAL ANALYSIS & DAMAGE REPAIR: Second Semester Grades 10-12 **One Unit. One Block. One Semester. **ACCE*****

This course will introduce students to the entry-level skills necessary in non-structural analysis and repair of metal and composite parts. Students will utilize integrated academics, problem-solving techniques, and manipulative skills while completing lab activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students are encouraged to become active members of Skills USA, the national youth organization for those enrolled in Collision Repair Technology. Skills USA is an integral component of the program and provides curricular opportunities that enhance student achievement. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills, and technology tools.

1677 STRUCTURAL ANALYSIS AND DAMAGE REPAIR (COL-STRCT): First Semester Grades 10-12. **ACCE***
Prerequisite: Courses 1671 and 1675 with a “B” average. **One Unit. One Block. One Semester.**

This course will introduce students to the entry-level skills necessary in Structural Analysis and Repair of frame and unibody type vehicles using welding techniques, measuring equipment, and frame machines. Students will utilize integrated academics, problem-solving techniques, and manipulative skills while completing lab activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students are encouraged to become active members of Skills USA, the national student organization for those enrolled in Collision Repair Technology. Skills USA is an integral component of the program and provides co-curricular opportunities that enhance student achievement. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills, and technology tools.

1679 SURFACE PREPARATION AND REFINISHING: Second Semester Grades 10-12. **ACCE***
Prerequisite: Courses 1671, 1675 and 1677. **One Unit. One Block. One Semester.**

This course will introduce students to the entry-level skills necessary in the Surface Preparation and Refinishing of vehicles using various refinishing systems. Students will utilize integrated academics, problem-solving techniques, and manipulative skills while completing lab activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students are encouraged to become active members of Skills USA, the national student organization for those enrolled in Collision Repair Technology. Skills USA is an integral component of the program and provides co-curricular opportunities that enhance student achievement. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills, and technology tools.

CARPENTRY

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

1842 CARPENTRY I: Prerequisites—Course 2424/ Construction Systems Grades 10-12 **First Semester**
EDGE* (Student must register for both 1842 and 1843. One Unit. One Block. One Semester.

This course introduces the student to the knowledge base and technical skills of the carpentry industry. Carpentry I begins with the NCCER Core curriculum which is a prerequisite to all Level I completions. The students will complete modules in Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and

Introduction Materials Handling. Students will then begin developing skill sets related to the fundamentals of Carpentry such as Orientation to the Trade; building Materials, Fasteners, and Adhesives; and Hand and Power Tools. Students utilize problem-solving techniques and participate in hands-on activities to develop and understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active member of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1843 CARPENTRY II: One Unit. **Prerequisite:** Carpentry 1 Grades 10-12. **Second Semester ACCE***
(Student must register for both 1842 and 1843. One Unit. One Block. One Semester.

This course will continue to build student skill sets in areas such as Reading Plans and Elevations; Floor Systems, Wall and Ceiling Framing; Roof Framing; Introduction to Concrete, Reinforcing Materials, and Forms; Windows and Exterior Doors; basic Stair layout. Students utilize problem-solving techniques and participate in hands-on activities to develop and understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active member of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1844 CARPENTRY III: One Unit. **Prerequisite:** Carpentry II Grades 11-12. **First Semester ACCE***
(Student must register for both 1844 and 1845. One Unit. One Block. One Semester.

Carpentry III will continue to build students skill sets in areas of Commercial Drawings; Roofing Applications; Thermal and Moisture Protection; and Exterior Finishing. Students utilize problem-solving techniques and participate in hands-on activities to develop and understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active member of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1845 CARPENTRY IV: One Unit **Prerequisite:** Carpentry III Grades 11-12. **Second Semester ACCE***
(Student must register for both 1844 and 1845. One Unit. One Block. One Semester.)

Carpentry IV will continue to build student skill sets in areas of Cold-Formed Steel Framing; Drywall Installation; Drywall Finishing; Doors and Door Hardware; Suspended Ceilings; Window, Door, Floor, and Ceiling Trim; Cabinet Installation; and Cabinet Fabrication. Students utilize problem-solving techniques and participate in hands-on activities to develop and understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active member of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

CARPENTRY V and VI: Elective. Prerequisite 1845 Carpentry IV and with Teacher approval.

1820 APPLICATION IN COMMERCIAL CONSTRUCTION V: One Unit. One Block. One Semester. First Semester

This course will expand on site layout, preparation, applications in steel framing, form construction, career exploration, job seeking skills, and personal and professional ethics.

0520 WORK-BASED INTEGRATION AND TRANSITION VI: One Unit. One Block. One Semester. Second Semester

This course continues preparation for work ethics, job placement readiness, resume finalization, apprenticeship applications, site layout and preparation cabinet installation, thermal and moisture protection, drywall installation and finishing.

MACHINE TOOL TECHNOLOGY

The Machine Tool Technology concentration focuses on careers that will build a knowledge base and technical skills in all aspects of the Machine Tool Technology industry. Students will have the opportunity to earn NIMS certifications that are applicable to the trade.

1903 FUNDAMENTALS OF MACHINE TOOL TECHNOLOGY: Prerequisite: Manufacturing Systems. One Unit. One Block. One Semester. Grades 10-12. First Semester (Student must register for both 1903 and 1905.

knowledge base and technical skills of the Machine Tool Technology industry. In the Fundamentals of Machine Tool Technology class areas of study include hydraulic principles, practical application of hydraulic systems, pneumatic principles, and practical application of pneumatic systems. Students utilize problem-solving techniques and participate in

hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1905 FUNDAMENTALS OF MACHINE PROCESSES: Prerequisite:1903 One Unit. One Block. One Semester.

Grades 10-12. Second Semester (Student must register for both 1903 and 1905.) ACCE*

Fundamentals of Machine Processes will continue to build student skills in areas such as intermediate hand tools, power tools, measuring tools, vertical band saw, surface grinding, metal lathe operations, and milling machine operations. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1907 MACHINE TOOL OPERATIONS. Prerequisite: 1903 and 1905 One Unit. One Block. One Semester. Grades 10-12. First Semester ACCE*(Student must register for both 1907 and 1909.)

This course introduces the student to the knowledge base and technical skills for concepts in Machine Tool Operations. Areas of study include grinding techniques, lathe operations, milling operations, and CNC machining. Emphasis will be placed on career exploration, job seeking skills, and personal and professional ethics. Safety instruction is integrated into all activities. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1909 METAL TRADE PROCESSES AND APPLICATIONS: Prerequisite: 1903, 1905 and 1907 One Unit. One Block. One Semester. Grades 10-12. Second Semester (Student must register for both 1907 and 1909.)

Metal Trades Processes and Applications will continue to build student skills in areas of power saw operations, metal lathe operations, milling machine operations, and CNC machining operations. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1906 MACHINE PROCESSES AND APPLICATIONS: 1 unit Elective: Prerequisite: 1909 and instructor's approval. First semester One Unit. One Block. One Semester. Will be stacked with 1907 first semester. Grades 11 and 12.

This is a skills set course that represents the basic knowledge included in a Career and Machine Tool Tech concentration. Incorporated into this course are elements of advanced lathe, milling machine and CNC operations. This course is recommended as an elective to prepare students for Tech College and/or a Career in Machine Tool Technology.

1908 CNC (COMPUTER NUMERICAL CONTROL) MACHINING: 1 unit Elective: Prerequisite: 1909 and instructor's approval. One Unit. One Block. One Semester. Will be stacked with 1907 second semester. Grades 11 and 12.

This course incorporates the elements of advanced machining operations and program creation skills necessary for a career in Machine Tool Technology. This course is recommended as an elective to prepare students for Tech College and/or a Career in Machine Tool Technology.

WELDING

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

1862 WELDING I: One Unit. One Block. One Semester. First Semester: Prerequisite: Construction Systems 2424.

Grades 10-11 This course is designed to introduce the student to the knowledge base and technical skills of the Welding industry. Welding I begins with the NCCER Core curriculum which is a prerequisite to all Level I completions. The students will complete modules in Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Construction Drawings; Basic Rigging; Basic Communication Skills; Basic Employability Skills; and

Introduction to Materials handling. Students will then begin developing skill sets in the fundamentals of Welding such as Welding Safety; Oxy-fuel Cutting; and Plasma Arc Cutting.

1863 WELDING II One Unit. One Block. One Semester. Second Semester: Prerequisite: Welding I 1862. Grades 10-11 Welding II will continue to build student skill sets in areas of Air Carbon Arc Cutting and Gouging; Base Metal Preparation; Weld Quality; SMAW-Equipment and Setup; Shielded Metal Arc Electrodes; SMAW-Beads and Fillet Welds; Joint Fit Up and Alignment; SMAW-Groove Welds with Backing; and SMAW-Open V-Groove Welds. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1864 WELDING III: One Unit. One Block. One Semester. First Semester: Prerequisite: Welding II Grades 11-12 Welding III will continue to build student skill sets in areas of Welding Symbols; Reading Welding Detail Drawings; Physical Characteristics and Mechanical Properties of Metals; Preheating and Post heating of Metals; GMAW and FCAW-Equipment and Filler Metals; and GMAW and FCAW-Plate. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1865 WELDING IV: One Unit. One Block. One Semester. Second Semester: Prerequisite: Welding IV Grades 11-12 Welding IV will continue to build student skill sets in areas of GTAW-Equipment and Filler Metals; and GTAW-Plate. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Teachers should provide each student with real world learning opportunities and instruction. Students are encouraged to become active members of the student organizations, WV Skills USA. The West Virginia Standards for Global 21 Learning include the following components: Global 21 Content, Literacy and Numeracy, Entrepreneurship, and Technology Standards. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

1987 WELDING V: One block, one term, one unit: First Semester: Prerequisite: Entrance by teacher only, must complete and pass Welding I, II, III, and IV. The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Welding concentration. Incorporated into this course are elements of introductory knowledge and skills necessary for a career in welding. This course is recommended as an **Elective** in Metals Technology and Welding. Welding V will continue to build student skill sets in Welding Safety, GMAW-Bead and Fillet Welds, Joint Fit-Up and Alignment, BMAW-Groove Welds with Backing and FCAW Welding.

1980 WELDING VI: One block, one term, one unit: Second Semester: Prerequisite: Entrance by teacher only, must complete and pass Welding I, II, III, and IV. The Skill Sets in this course are representative of the basic knowledge included in a Career and Technical Welding concentration. Incorporated into this course are elements of introductory knowledge and skills necessary for a career in welding. This course is recommended as an **Elective** in Metals Technology and Welding. Welding VI will continue to build student skills sets in Welding Safety, Joint Fit-Up and Alignment, GTAW Groove Welds, GTAW Fillet Welds and Aluminum Welding.

BROADCAST TECHNOLOGY

1681 Fundamentals of Broadcasting: One Unit. One Block. One Semester. Grades 9-11

This course will introduce students to the basic fundamentals needed to support broadcast managers in the production of materials or programs. Students will become familiar with the equipment processes, and procedures used in producing and making radio and television broadcasts.

1683 Radio Broadcasting Presentations: One Unit. One Block. One Semester. Grades 9-11

This course will provide students with the knowledge to perform, either in a live or mock setting, a radio broadcast. Students will prepare material for on-air presentations, demonstrate basic skills for delivering on-air productions, and demonstrate advanced skills in radio production.

1685 Television Production Applications: One Unit. One Block. One Semester. Grades 10-12

The Broadcasting Technology concentration focuses on careers related to the broadcasting industries of both television and radio. Students obtain skills to work in program production, news-related, technical, sales, and management occupations in broadcasting.

1684 Video Editing: One Unit. One Block. One Semester. This course is an introduction to the techniques, equipment, and applications used in video editing. Areas of study include the production process, ingestions, non-linear editing, final package distribution, and student organizations. Students will demonstrate technical expertise in non-linear editing techniques. Students will utilize problem-solving techniques and participate in laboratory activities to develop and understanding of course concepts and teachers should provide each student with real world learning opportunities and instruction related to broadcasting occupations.