

2021 - 2022
Cabell Midland
Knights

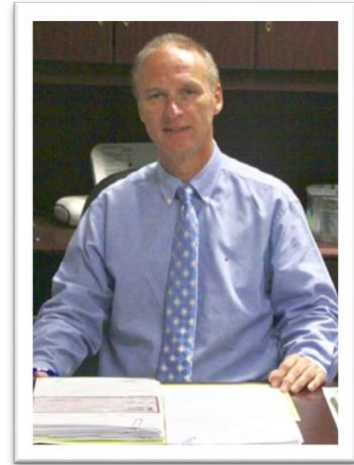


FRESHMAN

Cabell Midland High School Freshman Academy

Welcome Class of 2025

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



Mr. Lloyd McGuffin
Principal



Mrs. Kelly Daniels
*Associate Principal
Curriculum*



Cabell Midland High School Administrators

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FRESHMAN ACADEMY

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

Core Requirements for Graduation

Following are the graduation requirements for students in West Virginia public high schools. Students are required to complete 24 credits to graduate. This is subject to change due to potential changes in WV Policy 2510.

Credits Required: 24

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

9 th Grade High School Education Programming	
English Language Arts	English 9 or English 9 Honors* *Summer Reading Assignments assigned
Mathematics	Algebra I Geometry or Geometry Honors (requires successful completion of Algebra I) Algebra II or Algebra II Honors (requires successful completion of Geometry)
Science	Earth and Space Science or Honors
Social Studies	World Studies or World Studies Honors AP Human Geography

Math Sequence for transitioning from grade 8 to 9

8th Grade Math	9th Grade Math
8 th Grade Math	Algebra I
Algebra I	Geometry or Geometry Honors
Algebra I & Geometry	Algebra II or Algebra II Honors

High School Algebra I Support Credit toward Graduation

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

Important Information to Learn when Transitioning to High School

Useful Definitions

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

Mod – One class that is a single class period of the school day, lasting approximately 48 minutes. Year-long courses are one mod long for the entire year, with 0.5 credits earned each semester. CMHS has 7 mods a day.

Block – Once class that is two class periods back to back in the school day, lasting approximately 96 minutes. Block classes are one semester long. In a block class, the student earns 1 credit in the course in 1 semester.

Schedule Changes

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

The Master Schedule

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

Withdrawals and Audits of Courses:

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

Course Availability

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

Virtual School

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

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

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

Community Service Requirement

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

Embedded Credit

Cabell County Schools offers embedded credit for certain courses, but based on ever-changing state policies, please refer to Cabell County's policy for the most up-to-date information. This can be found at cabellschools.com.

HONORS AND AP IMPLEMENTATION GUIDE

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

How are honors courses different?

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

How are Advanced Placement (AP) courses different?

- AP courses are instructed at a collegiate level and students are expected to complete collegiate level work.
- Students are encouraged to previously take honors courses in preparation to succeed in an AP course level work. Course descriptions can be found on the College Board website in AP Central. <https://apstudent.collegeboard.org/apcourse>
- AP courses are reviewed and approved by the College Board.
- Students are required to take the assigned AP test in May of the school year (a cost covered by the district).
- Students who do not sit for the AP exam will not receive weighted credit.
- Students receive a weighted grade.
- Passing scores allow students to receive college credit. (see College Board website)

Caution:

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

General Information on Honors and AP courses

Policies and Practices

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

WITHDRAWAL FROM HONORS AND AP COURSES

Please refer to the section regarding the expectations and requirements of "Honors" and "AP" level classes in order to choose these classes carefully. The master schedule is student driven meaning it is based on the number of students requesting a course. For this reason, **students will not be able to withdraw from honors or AP level classes after enrollment is completed on February 1**. Many of the Honors level and AP classes require summer reading assignments. These assignments are mandatory with deadlines throughout the summer. **There will be no extensions**. Failure to take the AP Exam results in the AP course being removed from the student's transcript and being replaced with a non-weighted regular course.



Cabell Midland High School
Guidance Office
2300 US Route 60
Ona, WV 25545
304-743-7571

To the Parent/Guardian of: _____

It is the time of year when 8th graders need to prepare for high school registration. In order to enroll your child for High School English and Math classes, it is important you are aware of the criteria that will be used to recommend your student's placement. The criteria for Honors courses are listed on the bottom of this form.

Based on your student's performance in class this year, his/her English and Math teachers have recommended him/her for the following classes:

___ English 9	___ Algebra I	___ Earth Space Science	___ World History
___ English 9 Honors	___ Algebra Support*	___ Earth Space Sci. Honors	___ World Hist. Honors
	___ Geometry Honors		___ AP Human Geo
___ Teacher's Initials	___ Teacher's Initials	___ Teacher's Initials	___ Teacher's Initials

**(Lab = Support Class)*

Parent/Guardian – Please check and sign below:

___ I agree with the recommendations for my student

OR

___ I disagree with the recommendation(s).

If this is the case, please complete the waiver of recommendation form on the next page.

Parent Signature: _____

Information for High School Registration

Criteria for Honors/AP Courses

- ENGLISH 9 Honors – 90% or higher in current English class.
- GEOMETRY Honors – 90% or higher in current Algebra I class.
- EARTH SPACE SCIENCE 9 Honors – 90% or higher in current Science class.
- WORLD HISTORY Honors – 90% or higher in current WV History class.

Both levels of English 9 classes have required summer reading, assignments, and journals. Tests will be given and/or assignments will be due on the first or second day of school.



Cabell Midland High School Waiver of Teacher/Guidance Counselor Recommendation

Student: _____ **Student ID Number** _____
(Last Name) (First Name)

I, the parent or guardian of the above named student, am aware that my child's teacher/guidance counselor has recommended placement of my child in an academic course at a level he/she feels is most appropriate. This recommendation is based upon the teacher's knowledge of my child's academic ability and accomplishment as well as results of diagnostic and/or standardized tests.

I do not agree with the recommendation made by the teacher and request that my child be placed in the course listed below. I accept full responsibility for this decision and will not hold the school or the teacher responsible if my child is not successful in the course level I have selected.

I further understand that a schedule change back to the original recommendation will not be possible during the school year.

Circle the course(s) which apply to this waiver:

Recommended Course(s)	Requested Course(s)
English 9	English 9
English 9 Honors	English 9 Honors
Earth/Space Science	Earth/Space Science
Earth/Space Science Honors	Earth/Space Science Honors
Geometry	Geometry
Geometry Honors	Geometry Honors
AP Human Geography	AP Human Geography
World History	World History
World History Honors	World History Honors

Parent Signature

Date

Return this form to your child's Guidance Counselor by December 15, 2020

Sixteen Career Clusters



Pathway: Each Cluster is divided into different areas of concentration. Each Cabell County school offers different pathways in the career academies.

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

SIMULATED WORKPLACE FOR CTE CONCENTRATIONS:

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

WVBE Policy 2315 Policy Requirements for PEP

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

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

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

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

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

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

West Virginia PERSONALIZED EDUCATION PLAN (PEP)

Version 2 - Class of 2020 and Beyond

COUNTY: _____ NAME OF HIGH SCHOOL: _____ WVES ID# _____ BIRTH DATE: _____
 STUDENT NAME: _____ LAST _____ FIRST _____ MI _____ Grade Level: _____

Select a Career Cluster

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

Career Interests

Describe your occupation goal/interest below.

6 Personalized Courses

Four courses must be from either a State Approved CTE Program of Study or a locally approved concentration identified to attain career and postsecondary goals.

	9 th Grade	2 Year Plan	10 th Grade
8 th Grade	<input type="checkbox"/> English 9 <input type="checkbox"/> Algebra I	<input type="checkbox"/> English 10 <input type="checkbox"/> Geometry	
9 th Grade	<input type="checkbox"/> Earth and Space Science	<input type="checkbox"/> Biology <i>or</i> <input type="checkbox"/> AP® Biology	<input type="checkbox"/> One additional science or AP® science course
10 th Grade	<input type="checkbox"/> World Studies <i>or</i> <input type="checkbox"/> AP® Social Studies Course	<input type="checkbox"/> U.S. Studies Comp <input type="checkbox"/> AP® U.S. History	
11 th Grade	<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective
12 th Grade	<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective
Concentration/Program of Study (Select one)			
<input type="checkbox"/> State Approved CTE Program of Study (# & Name)	11th Grade		
<input type="checkbox"/> Local Concentration Name	<input type="checkbox"/> English 11 <i>or</i> <input type="checkbox"/> AP® English	<input type="checkbox"/> English 12 <i>or</i> <input type="checkbox"/> Transition English Language Arts for Seniors* <i>or</i> <input type="checkbox"/> AP® English	<input type="checkbox"/> English 12 CR <i>or</i> <input type="checkbox"/> English 12 <i>or</i> <input type="checkbox"/> Transition English Language Arts for Seniors* <i>or</i> <input type="checkbox"/> AP® English
Concentration Courses	<input type="checkbox"/> Algebra II <input type="checkbox"/> _____	<input type="checkbox"/> Trigonometry/Pre-calculus <i>or</i> <input type="checkbox"/> _____	<input type="checkbox"/> Trans. Math Seniors*
*1.	<input type="checkbox"/> One additional lab science course <i>or</i> <input type="checkbox"/> AP® Science	<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective
*2.	<input type="checkbox"/> 1 credit from an additional Social Studies course <i>or</i> an AP® Social Studies course	<input type="checkbox"/> Civics for the Next Generation <i>or</i> <input type="checkbox"/> AP® Government and Politics	<input type="checkbox"/> P. Elective
3.	<input type="checkbox"/> Physical Education 9-12 _____ <i>or</i> <input type="checkbox"/> JROTC I and JROTC 2	<input type="checkbox"/> _____ <i>or</i> _____	<input type="checkbox"/> P. Elective
4.	<input type="checkbox"/> Health	<input type="checkbox"/> The Arts 1 credit	<input type="checkbox"/> P. Elective
Personalized Electives	<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective
5.	<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective
6.	<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective	<input type="checkbox"/> P. Elective

Assessments and Resources used to develop PEP: (examples: PSAT, Interest Inventories, etc.)

NOTE TO STUDENT and PARENTS: This plan contains the minimum state requirements for graduation. Some counties, postsecondary institutions, programs, scholarships and the NCAA require additional courses. My signature affirms I have checked with the institution(s) to determine course requirements and have selected coursework to meet these requirements.

PLANS FOR 1ST YEAR AFTER HIGH SCHOOL:

*See Chart V of WVBE Policy 2510 to clarify state graduation requirements.

SIGNATURE PAGE

WVBE Policy 2510 REQUIREMENT: 5.3.b.3. When the PEP is finalized using the process described in the above sections, the counselors and/or student advisor actively engage the parent and student in

8th Grade

ADVISOR SIGNATURE: _____ DATE: _____
COUNSELOR SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____
PARENT SIGNATURE: _____ DATE: _____

9th Grade

ADVISOR SIGNATURE: _____ DATE: _____
COUNSELOR SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____
PARENT SIGNATURE: _____ DATE: _____

10th Grade

ADVISOR SIGNATURE: _____ DATE: _____
COUNSELOR SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____
PARENT SIGNATURE: _____ DATE: _____

11th Grade

ADVISOR SIGNATURE: _____ DATE: _____
COUNSELOR SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____
PARENT SIGNATURE: _____ DATE: _____

12th Grade

ADVISOR SIGNATURE: _____ DATE: _____
COUNSELOR SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____
PARENT SIGNATURE: _____ DATE: _____

Student Name: _____ LAST _____ FIRST _____ MI _____ WVEISID# _____ Birthdate: _____ mm/dd/yy

WVE Policy 2510 REQUIREMENT: 5.2.b.3 When the PEP is finalized using the process described in the above sections, the counselors and/or student advisor actively engage the parent and student in a meeting where changes are made and signatures of the student and parent and/or guardian are secured. The students and parents and/or guardian are provided a copy of the PEP. The PEP is reviewed annually with the student and his or her parent and/or guardian and is signed and dated during each annual review conference.

By signing the PEP I acknowledge active involvement in the my child's Personalized Education Plan

9th grade
Student Career Goals/Interests: _____

Student Plans for 1st year after High School: _____

ADVISOR SIGNATURE: _____ DATE: _____ STUDENT SIGNATURE: _____ DATE: _____

COUNSELOR SIGNATURE: _____ DATE: _____ PARENT SIGNATURE: _____ DATE: _____

10th grade
Student Career Goals/Interests: _____

Student Plans for 1st year after High School: _____

ADVISOR SIGNATURE: _____ DATE: _____ STUDENT SIGNATURE: _____ DATE: _____

COUNSELOR SIGNATURE: _____ DATE: _____ PARENT SIGNATURE: _____ DATE: _____

11th grade
Student Career Goals/Interests: _____

Student Plans for 1st year after High School: _____

ADVISOR SIGNATURE: _____ DATE: _____ ADVISOR SIGNATURE: _____ DATE: _____

COUNSELOR SIGNATURE: _____ DATE: _____ COUNSELOR SIGNATURE: _____ DATE: _____

12th grade
Student Career Goals/Interests: _____

Student Plans for 1st year after High School: _____

ADVISOR SIGNATURE: _____ DATE: _____ STUDENT SIGNATURE: _____ DATE: _____

COUNSELOR SIGNATURE: _____ DATE: _____ PARENT SIGNATURE: _____ DATE: _____

Freshman Academy Electives

Graduation Requirements Include: 1 Health Credit, 1 Physical Education Credit, and 1 Fine Arts Credit

Health/PE	World Languages	English
Health Physical Education	Spanish I Spanish II	Creative Writing Mythology
Fine Arts	Career Interest Electives	
Art I Beginner Band Chorus I Collegium Musicum Concert Band I Dance I Floriculture Guitar I Jazz Band Marching Band Orchestra I Piano I Show Choir Stage Craft Theater	AFJROTC I Companion Animal Care Culinary Food Preparation Foundations of Education Floriculture Foundations of Health Sciences Introduction to Agriculture, Food and Natural Resources Introduction to Engineering Design Journalism I <small>(Foundation Course for all CMHS Media including Newspaper, Yearbook and Video)</small> Medical Terminology Parenting and Strong Families Sports Medicine I	

Cabell Midland High School

Freshman Academy Course Descriptions

Core Subject Courses

English/Language Arts

Creative Writing - Elective

402211 402221

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

English 9

400911 400921

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

English 9 Honors

40091H 40092H

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

Prerequisite: A/B average 8th grade

Mythology – Elective

413711 413721

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

Mathematics

Algebra I

306111 306121

Focuses on five critical units including contrasting linear and exponential relationships, applying linear models to data that exhibit a linear trend, and engaging in methods for analyzing, solving, and using quadratic functions.

Algebra I Support

306011 306021

Students who score a level 1 on the GSA and need support for targeting math skill. Review of the basic of College and Career Readiness standards for math in grades 6-8. Will count as a math credit for graduation but is not recognized as a fourth math by most universities.

Geometry Honors

30621H 30622H

Explore complex geometric situations and geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized early in this course.

Science

Earth and Space Science

620119 620129

Required 9th grade Science course for graduation.

Earth and Space Science Honors

62011H 62012H

Honors 9th grade Science course for graduation. This is a more rigorous course in depth reading and writing of content.

Social Studies

Advanced Placement Human Geography

70421H 70422H

Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. AP test is required.

World Studies

701011 701021

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

World Studies Honors

70101H 70102H

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

Elective Courses

Career Interest Electives

AFJROTC I

106511 106521

Covers the role of the military and the evolution and importance of air power in the History of the United States as well as the general defense structure of the United States, including the organization and mission of the United States Air Force.

Companion Animal Care

0149E1 0149E2

Contains the ever-growing popularity of small domestic animals (dogs, cats, birds, fish, and other pets) and their care. Supervised Agricultural Experience is required and FFA membership is highly recommended.

Culinary Food Preparation

095111 095121

The student will focus on various food preparation and management skills that promote health and wellness of individuals and families.

Foundation in Education

1301E1 1301E2

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.

Floriculture

0213E1 0213E2

Basic principles of floral design. Supervised Agricultural Experience is required and FFA membership is highly recommended. Counts as a Fine Arts Credit, toward graduation requirements.

Foundations of Health Sciences

0711E1 011E2

Designed to allow instructional content to focus on basic medical terminology, growth and development, nutrition, health maintenance practices, and healthcare delivery systems.

Introduction to Agriculture, Food, and Natural Resources

0101E1 0101E2

Designed for students who have an interest in and wish to incorporate basic skills in agriculture and/or agribusiness. FFA membership is highly recommended.

Introduction to Engineering Design

246111 246121

Teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer software.

Journalism I

405111 405121

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

Prerequisite: "C" or better in English

Medical Terminology

0721E1 0721E2

Students will be introduced to the language of medicine to allow instructional content to focus on basic medical terminology, growth and development, nutrition, health maintenance practices, and healthcare delivery systems.

Parenting and Strong Families

090311 090321

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

Sports Medicine I

0721E1 0721E2

Designed to teach students components of exercise science/sports medicine including exploration of therapeutic careers, medical terminology, anatomy physiology, injury prevention, the healing process, rehabilitation techniques, sports nutrition, sport psychology, and performance enhancement philosophies.

Fine Arts Electives

Art I

321111 321121

Basic introduction to the visual arts.

Beginner Band

372011 372021

Emphasizes proper breathing, tone control, reading skills, and development of the embouchure. Successful completion of this course should prepare the student for placement in the Marching Band, Concert Band, or Symphonic Band. Student may use school owned instruments or provide their own.

Chorus I

362111 362121

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

Collegium Musicum I

376711 376721

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

Prerequisite: Successful audition and permission of the teacher

Concert Band I

361150

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

Prerequisite: permission of teacher

Dance I

662111 662121

Designed for students who have an interest in learning different dance styles. Basic dance skills, including ballet, jazz, and choreography will be included, as well as dance history.

Floriculture

0213E1 0213E2

Basic principles of floral design. Supervised Agricultural Experience is required and FFA membership is highly recommended.

Guitar I

372811 372821

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

Jazz Ensemble/Stage Band

371711 371721

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

Prerequisite: Successful audition and permission from teacher

Marching Band

371611

Open to all students who play a band instrument and are interested in performing at games, parades, and marching contests. Any auxiliary groups such as flag corps or dance team must take this class. Participants must be available for band rehearsals during the summer and after-school rehearsals through the year. FALL SEMESTER. *Prerequisite:* Permission from teacher.

Orchestra I

376411 376421

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

Piano I

368111 368121

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

Show Choir

376611 376621

Choral performance ensemble is open to all students with instructor permission. Outside of class time rehearsals and performances are part of the course requirements

Prerequisite: Audition

Stagecraft I

385911 385921

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

Theater I

380111 380121

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

Health/PE

High School Health

690911 690921

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

High School Physical Education

660911 660921

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

World Languages

Spanish I

566111 566121

Introduction to the Spanish language and culture will focus on the skills of reading, speaking, listening, grammar, and writing in Spanish. The understanding of cultural differences and similarities is an inherent part of the course.

Russian 1

Introduction to the Russian language and culture will focus on the skills of reading, speaking, listening, grammar, and writing in Russian. The understanding of cultural differences and similarities is an inherent part of the course.

Schedule Request Form for Rising 9th Graders

Name: _____ WVEIS # _____

Grade _____ Current School: _____BMS _____MMS

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

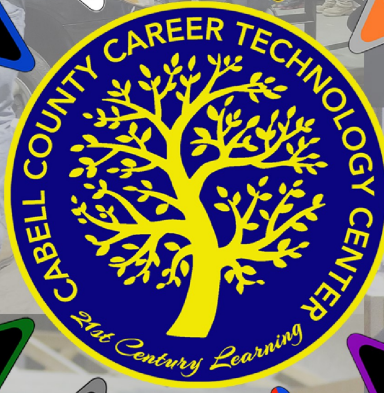
We acknowledge that we have read the requirements for the courses requested and understand the restrictions and consequences for withdrawing from a course including the possibility of the student receiving a WF for withdrawing before a course is completed.

Student Signature: _____ **Date:** _____

Parent Signature:** _____ **Date:** _____

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

Cabell County Career and Technology Academy



Course Descriptions Guide



Machine Trades



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

Two-Year CTE completer program
Embedded credit for Senior-Level math

Carpentry



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

Two-Year CTE completer program
Embedded credit for Senior-Level math

Welding



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

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

Graphic Design



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

Two-Year CTE completer program
Fine arts credit towards graduation upon completion of program
Two, three-hour courses through Mountwest Community and Technical College upon completion of program (DSGN 120 and IT 110).

Automotive Technology



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

Two-Year CTE completer program

Electricity



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

Two-Year CTE completer program

Embedded credit for Senior-Level math

HVAC



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

Two-Year CTE completer program

Embedded credit for Senior-Level math

Collision Repair



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

Two-Year CTE completer program

Building Maintenance and Operations



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

Two-Year CTE completer program

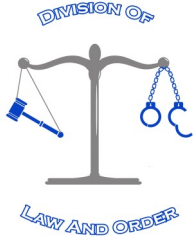


Building Technology

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

One year exploration program

Fine arts credit towards graduation upon completion of program



Law and Public Safety

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

Two-Year CTE completer program

One, three-hour course through Mountwest Community and Technical College upon completion of program (CJS 101).



Administrative Support

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

One year CTE completer program

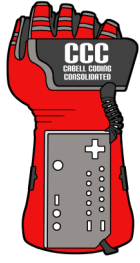
Two, three-hour courses through Mountwest Community and Technical College upon completion of program (MG 101 and AC 103)



A + Certification

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

One-year CTE completer program



Coding, App and Game Design

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

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

One-year CTE completer program

Three, three-hour courses through Mountwest Community and Technical College upon completion of program (IT 110, IT 171 and IT 271)



Cabell Cosmetology

Pre-Cosmetology (Juniors and Seniors Only)

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

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

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

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

High School Diploma or transcript of enrollment.

Copy of social security card

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

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

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

If you are accepted into the program you will be given a packet to be completed. The packet will need to be returned to the Technology Center no later than August 1, 2021; there are no exceptions. If you have questions regarding requirements or curriculum for the Hairstyling Program, please feel free to contact the Cabell County Career and Technology Center for further information.

Two-Year CTE completer program

Cabell County Career and Technology Academy



SIMULATED WORKPLACE

Offering Embedded and Dual Credit.

Due Date: _____

This form must be on file with the CCCTA office before a student may begin classes in the simulated workplace. Students who have not completed and submitted this form will not be permitted to enroll in a CCCTA program. This includes the Random Drug Testing Consent Form included in this application packet.

PLEASE PRINT ALL INFORMATION

STUDENT INFORMATION

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

ACADEMY COURSE CHOICES

Select three (3) programs below that you are most interested in:
1=first choice, 3=last choice

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

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

Would you like to be considered for full time placement?

Yes

No

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

REFERENCES

NAME: _____ PHONE: _____

(Someone not related to you)

NAME: _____ PHONE: _____

(Someone not related to you)

ACHIEVEMENTS

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

CCCTA Simulated Workplace

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

Print Your Name Here

application packet and agree to comply with the following requirements:

_____ Punch in/out daily on a time clock

(initial)

_____ Wear a work uniform as required by program

(initial)

_____ Arrive on time and ready for work when my shift begins

(initial)

_____ Participate in random workplace drug testing

(initial)

_____ Complete all safety and other training as required

(initial)

_____ Maintain good attendance in the simulated workplace

(initial)

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

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

_____ Create and complete a CTE Portfolio and Career Technical Performance Assessment

(initial)

_____ Student Signature

_____ Date

_____ Parent Signature

_____ Date

Recommended Prerequisites

Math for All Trades

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

Specifically:

Whole Number: addition, subtraction, multiplication and division

Fractions: defining, adding, subtracting, multiplying and dividing

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

Percentages: calculating, adding, dividing, converting

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

Reading levels for All Trades

Students interested in these programs should also have a good command of language, reading comprehension, and written/verbal communication. A lot of the textbooks are at a college reading level, as these programs are preparing students to be career and college ready. It is very important that students can comprehend the material in order to ensure a safe and functional workplace environment.

What is Simulated Workplace

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

These protocols and expectations include the development of school level advisory teams consisting of a county Superintendent, CTE Director / Administrator, Counselor, and program instructors. Each student is required to consent to our Simulated Workplace drug testing, which ensures a minimum of forty percent of students tested.

STRUCTURES AND PROCEDURES

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

CTE programs will:

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

Exerpt from: <https://www.cabellschools.com/SimulatedWorkplace.aspx> "Guidelines for Simulated Workplace"

Important Policy Information About CCCTA Programs

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

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