

# 2024 - 2025 Cabell Midland Knights



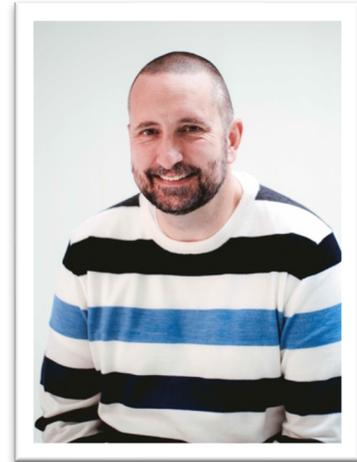
# FRESHMAN



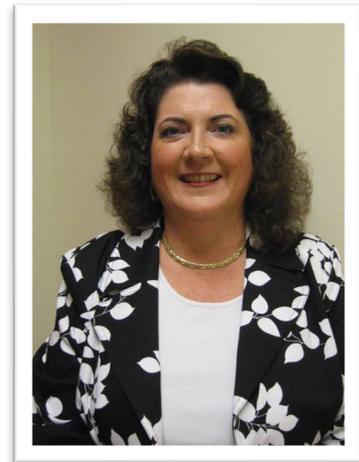
# Cabell Midland High School Freshman Academy

## Welcome Class of 2028

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. Matthew Adkins  
*Principal*



Mrs. Kelly Daniels  
*Associate Principal  
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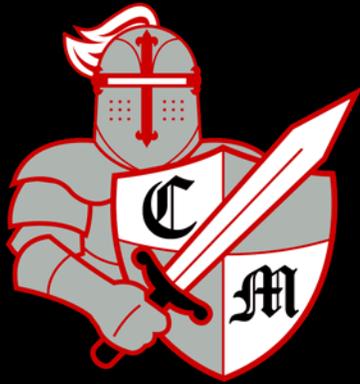


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# FRESHMAN ACADEMY

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Freshman Academy is a transition program from middle to high school designed to help students acclimate to the new school and its requirements. Students are placed on a team with a science, social studies, math, and ELA teacher who have the same group of students. Teachers suspend the curriculum for the first few days of school. During this time, school expectations and procedures are explained and practiced. The team has a common planning 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 the freshman academy 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 one's ninth-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 college

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

## Math Sequence for transitioning from grade 8 to 9

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

### 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. Each year, students must earn 6 credits to be promoted to the next grade level.

**Mod** – One class that is a single class period of the school day, lasting approximately 49 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 98 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 at the time of scheduling with their guidance counselors. Schedule change requests will be reviewed by counselors and administrators. Choose courses and alternate courses carefully, as changes may not always be possible.

#### The Master Schedule

The master schedule of course offerings is developed each year 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.

## **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.

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

Students failing the virtual course will be allowed to do credit recovery. Virtual school for full-time virtual students is paid for by the county. Students taking one to two classes are responsible for paying for the courses themselves unless the courses are taken due to a conflict with their schedules. 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](http://cabellschools.com).

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# HONORS AND AP IMPLEMENTATION GUIDE

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

## How are honors courses different?

- Honors courses are developed locally by teachers to meet the needs of accelerated and motivated students.
- Honors 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 need to remember that an AP Course has an approved curriculum through the College Board. Course content moves very quickly.
- 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.
- 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**. Many of the Honors level and AP classes may require work outside of the classroom. These assignments are mandatory. **There will be no extensions**. Failure to take the AP Exam results in the AP course designation being removed from the student’s transcript and being replaced with a non-weighted regular course.

# 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 9<sup>th</sup> grade year.**

*PEP Plans will be completed digitally when your student meets with their counselor.*

# Freshman Academy Electives

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

Health/PE	World Languages	History	English
Health Physical Education	Spanish I Russian I ASL I and ASL II	AP Seminar Sociology Geography Economics	Creative Writing Mythology
Fine Arts	Career Interest Electives		
Art I Beginner Band Ceramics I Chorus I Collegium Musicum Concert Band I Dance I Digital Photography Drawing I Floriculture Guitar I Jazz Band Marching Band Orchestra I Painting I Piano I Show Choir Stage Craft Theater	AFJROTC I Companion Animal Care Culinary Food Preparation Foundations of Education (aide certification course) Floriculture Foundations of Health Sciences Introduction to Agriculture, Food and Natural Resources Aquaculture Fish & Wildlife Management Animal Production & Management Greenhouse Production & Management Horticulture Introduction to Engineering Design Journalism I (Foundation Course for all CMHS Media including Newspaper, Yearbook and Video) Mass Communications I Medical Terminology Parenting and Strong Families Foundations of Sports Medicine		

## Embedded Credit Offerings

By implementing embedded credit courses, students in Cabell County will 1) have continued opportunities to complete both a rigorous academic and career technical education courses/concentrations, and 2) be prepared for college and career by improving their achievement. The intent of embedded credit is not to create a time-shortened high school experience but rather to provide opportunities for students to participate in advanced academic and/or career/technical education courses without having to choose one over the other.

<b>Embedded Credit Offerings</b>		
Show Choir & Integrated Physical Education Virtual Course	CMHS & HHS	Physical Education
Marching Band & Integrated Physical Education Virtual Course	CMHS & HHS	Physical Education
Dance & Integrated Physical Education Virtual Course	CMHS & HHS	Physical Education
Weight Training & Physical Education Virtual Course	CMHS & HHS	Physical Education
Body Structures and Functions	CMHS & HHS	Advanced Human Anatomy and Physiology
AJROTC/JROTC IV	CMHS & HHS	Social Studies Elective
Foundations of Health Science and Advanced Principles of Health Science	CMHS & HHS	Health
Carpentry (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
HVAC Technician (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
Electrical Trades Technician (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
Machine Trades Tool Technology (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
Automotive Technology (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
Coding, App, and Game Design (Completion of four-course sequence)	CCCTC	Computer Science and Mathematics
Collision Repair Technology (Completion of four-course sequence)	CCCTC	Technical Transition Mathematics
Law and Public Safety (Completion of four-course sequence)	CCCTC	Transition ELA for Seniors
Welding (Completion of four-course sequence)	CCCTC	Transition Mathematics for Seniors
Pre-Cosmetology (Completion of four-course sequence)	CCCTC	Transition ELA for Seniors

# **Cabell Midland High School**

## **Freshman Academy Course Descriptions**

# Core Subject Courses

## English/Language Arts

### **Creative Writing - Elective**

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. This course requires verbal and written participation to successfully complete the course. Elective course.

### **English 9**

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

### **English 9 Honors**

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

### **Mythology – Elective**

Mythology introduces students of any grade to basic concepts, gods, and heroes from Greek, Norse, and Egyptian myths, among others. Students will study the hero's journey and character archetypes, learning how these concepts transcend time and cultures and are still applicable today.

## Mathematics

### **Algebra I – Required 9<sup>th</sup> Grade Course**

Focuses on four 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.

### **Geometry Honors - Substitute for Required 9<sup>th</sup> Grade Course if Algebra I was taken in Grade 8**

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

### **Introduction to Mathematical Applications**

Students will solidify their quantitative literacy by enhancing numeracy and problem-solving skills as they investigate and use fundamental concepts of algebra, geometry, and statistical analysis to apply to authentic career projects and scenarios.

## **Science**

### **Earth and Space Science - Required 9<sup>th</sup> Grade Course**

Required 9th grade Science course for graduation.

### **Earth and Space Science Honors – Substitute for Required 9<sup>th</sup> Grade Course**

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

## **Social Studies**

### **World Studies – Required 9<sup>th</sup> Grade Course**

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 – Substitute for Required 9<sup>th</sup> Grade Course**

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.

### **Advanced Placement Human Geography - Substitute for Required 9<sup>th</sup> Grade course.**

AP Human Geography is a yearlong course that provides conceptual and thematic analysis of spatial relationships between human beings and the many landscapes/situations they find themselves living in. Geographers tend to be "generalists," so the class will have us learning a lot about a wide array of topics. We get to travel (through books and the internet), explore, consider, and hopefully better understand how seven billion of us live and work within the globe's various regions. Units will include: introductory geography and methods, population, migration, culture, ethnicity, language, religion, political geography, economic development, industry, agriculture, and urban geography. Special emphasis will be placed on geographic models and their applications. Case studies from around the globe will be used to provide meaning, and comparisons will be drawn to situations that exist in the United States, and within our state/locally. ADVANCED PLACEMENT EXAMINATION IS REQUIRED TO RECEIVE HONORS CREDIT. THIS TEST IS PAID FOR BY THE SCHOOL DISTRICT.

### **Geography – Elective**

Helps students understand the values and roles of groups and individuals in a “Global Village” where economies, cultures, and environmental concerns are connected. The study of geography will contribute to the development of workplace skills and career choices. This course allows all students to see, understand, and appreciate the web of relationships between people, places, and environments. This class is an elective course.

### **Sociology – Elective**

Examines the organization of society and the development of culture. Topics for study include the family, religious and economic institutions, minority groups, populations, and social structure. This course is the study of our society and our relationship to it. This class is an elective course.

### **Economics – Elective**

Designed to give students a thorough understanding of the principle of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. This course will enable students to reason logically about key economic issues that affect their lives as consumers, workers, and citizens. This class is an elective course.

### **AP Seminar – AP Elective**

AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student’s choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses. This is the first course for the AP Capstone Diploma Program. AP Capstone is not a course. It’s a two-year program based on two AP courses—AP Seminar and AP Research. AP Research will be completed in grades 11 or 12. Other AP courses teach you, in depth, about a specific subject, like biology or U.S. history. AP Seminar and AP Research are different. They focus on helping you develop academic skills you can use in any discipline, in any AP course. These skills include:

**Critical thinking:** View issues from multiple perspectives and create arguments based on evidence.

**Collaboration:** Work alone, in a group, and with expert advisers to communicate your ideas.

**Conducting research:** Explore various research methods and complete research projects on topics of your own choosing.

**Public speaking:** Present and defend your work as a group and individually.

# Career Interest Electives

## **AFJROTC I**

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**

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**

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

## **Floriculture**

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**

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**

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 (Course I: Project Lead the Way Engineering)**

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**

Students will study journalistic styles and assume positions of responsibility on the school newspaper reporting staff. Students will create content for the school newspaper website. This is a writing course focusing on reporting on school events up to world news, entertainment, sports, human interest stories, etc.

**Mass Communications I – Multimedia Production**

This course is designed to give students the opportunity for practical, hands-on experience in front of the television cameras and also to learn the basic production techniques needed for television. Students will be part of the writing and production of the student-led school news program and contest entries.

**Parenting and Strong Families**

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

**Foundations of Sports Medicine I**

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.

**Foundations in Education**

This course is designed to focus on the various physical, cognitive, emotional, and moral development, environments and social institutions, family life, demographics, and cultural influences human growth and development. This course also provides information and activities for guiding behavior and meeting needs of special age groups. This course includes organizational strategies and systems and use of appropriate resources and assessments to advance learning in a variety of organizational structures. Observation in an approved school setting is part of this course. Students will utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts.

# Fine Arts Electives

## **Art I**

Basic introduction to the visual arts.

## **Ceramics/Pottery I**

Includes basic methods of hand building and wheel thrown pottery and glazing techniques.

## **Digital Photography I**

Basic camera and photo editing techniques with an emphasis on project-based learning aspects and experimentation to achieve creative images. Adobe photoshop will be used extensively in this class.

## **Drawing**

Includes basic drawing instruction involving perspective, shading, composition, etc.

## **Painting I**

Learning various techniques and styles in the use of tempera, watercolor, ink wash, acrylics, etc. A good drawing background is beneficial. Many individual works will be completed.

## **Beginner Band**

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**

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**

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**

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**

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**

Basic principles of floral design. Supervised Agricultural Experience is required and FFA membership is highly recommended. ***Counts as a fine arts credit towards graduation.***

### **Guitar I**

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

### **Jazz Ensemble/Stage Band**

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

*Prerequisite:* Successful audition and permission from teacher

### **Marching Band**

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

FALL SEMESTER. *Prerequisite:* Permission from teacher.

### **Orchestra I**

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

### **Piano I**

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

**Show Choir**

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**

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

**Prerequisite:** *Students must be available for after-school practices and evening and/or weekend performances for CMHS and/or outside entities.*

**Theater I**

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**

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

**High School Physical Education**

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

# World Languages

## **Spanish I**

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.

## **American Sign Language I – Dual Credit**

Designed to give student's foundation in American Sign Language (ASL) and to acquaint them with basic issues of concern to the deaf community. This is a Dual Enrollment course offered by Mountwest Community and Technical College. Students will receive 3 hours of college credit for their work during the fall semester.

**Prerequisite:** (1) Students will be responsible for the \$100 per course tuition fee or talk to bookkeeper. (2) Students must register for American Sign Language II for Spring Semester.

## **American Sign Language II – Dual Credit**

Designed to give student's foundation in American Sign Language (ASL) and to acquaint them with basic issues of concern to the deaf community. This is a Dual Enrollment course offered by Mountwest Community and Technical College. Students will receive 3 hours of college credit for their work during the spring semester.

**Prerequisite:** Students will be responsible for the \$100 per course tuition fee or talk to bookkeeper.

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

Name: \_\_\_\_\_ WVEIS # \_\_\_\_\_

Grade: \_\_\_\_\_ Current School: \_\_\_BMS \_\_\_MMS \_\_\_Private School

Select one from each section	
<b>ENGLISH</b>	___ENGLISH 9 ___ENGLISH 9 HONORS
<b>MATH</b>	___Algebra I ___Algebra I with Support; Block class year-long ___Geometry Honors (Must have completed Algebra I)
<b>SCIENCE</b>	___Earth Science ___Earth Science Honors
<b>SOC ST</b>	___World Studies ___World Studies Honors ___AP Human Geography
<b><i>When choosing electives, please check the course book for the list of embedded credit courses in which you can receive credit for PE and Health. If you will be receiving embedded credit for these, do not register for PE or Health. This allows for other electives to be selected.</i></b>	
<b>Elective</b>	
<b>Elective</b>	
<b>Alternate Elective</b>	
<b>Alternate Elective</b>	

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

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

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

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